On Campus MSSA and MNO Programs
Field Education Manual
Policies and Procedures 2016-2017

SUPPORTING STUDENTS FOR SUCCESS

JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY
Welcome to Field Education at the Jack, Joseph and Morton Mandel School of Applied Social Sciences! The Field Education Faculty are delighted that you have chosen the Mandel School for your graduate education. We’re committed to making your learning experience an engaged, transformative and memorable 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 Field Education curriculum has been thoughtfully designed to allow you to incrementally develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field Education is a critical aspect of your development as professional social workers and future practitioners, as well as a vital component of our master’s curriculum. Mandel School students also bring about tremendous positive impact to our communities and to the individuals, families, groups and organizations that you serve while completing your education. The Field Faculty and I are here to do all we can to partner with you in achieving your learning goals. Please let us know how we can help you take advantage of all of the educational opportunities available to you.

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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<th>Title</th>
<th>Contact Information</th>
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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 Agency, Field Instructor, Agency Liaison, Field Faculty Advisor and student.

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 and MNO programs. 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 and MNO programs 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 Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
10. Develop as a Social Work Leader

The Eight Competencies that form the core of the Management of Nonprofit Organizations (MNO) curriculum are:

2. Foundations & Management of the Nonprofit Sector
3. Governance, Stewardship, & Advocacy
4. Legal & Ethical Decision Making
5. Program Development & Evaluation
6. Human Resource Management
7. Communication, Marketing & Public Relations
8. Nonprofit Leadership
The integration of class and field occurs through many efforts and methods. Students are given class assignments which relate to their practicum and conversely, they are required to give copies of their course syllabi to their Field Instructors. In addition to the syllabi, Field Instructors are given an explanation of the curriculum during orientation and ongoing training that alert them to specific assignments that must be carried out in the field. Field Instructors are trained to reinforce and support the MSSA and MNO Core Competencies, including evidence-based practice and the integration of theory and practice. Field Faculty Advisors support and guide this critical function of Field Instructors during the field conferences.

**FIELD EDUCATION MISSION STATEMENT**

*THE MISSION OF THE FIELD EDUCATION DEPARTMENT IS TO PARTNER WITH COMMUNITY PRACTITIONERS AND THE MANDEL SCHOOL 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 GOALS**

Field Education provides a unique forum for students to integrate the knowledge, skills, values, behaviors, and cognitive & affective processes 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 Core 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 OBJECTIVES

Generalist Field Practicum
At the end of the first year of Generalist practicum students will be able to demonstrate competency of the Generalist practice behaviors. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

Specialized Field Practicum
Specialized practitioners continue developing Generalist practice behaviors but also refine and advance the quality of social work practice. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge, skills and professional values. Specialized practitioners are effective in all advanced level competencies suiting each action to the organizational context and relying upon research-informed practice, experience, advanced knowledge, and self-reflection.

In addition to the above stated objectives, the Field Education Department of the Mandel School strives to achieve the following objectives:

- To provide graduate level social work and MNO students with field related opportunities to develop competencies in the Core Competencies.
- To develop a social work identity.
- To work effectively with diverse client populations, organizations and communities.
- 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.

FIELD EDUCATION OUTCOMES

- Incorporate, analyze and apply the NASW Code of Ethics and the Mandel School Code of Conduct to practice.
- Develop and implement a Learning Contract for each semester of field placement reflective of the Core 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.

**THE FIELD PLACEMENT CURRICULUM**

**Generalist Year:**
The Generalist year field placement is that part of the curriculum wherein the student begins acquiring knowledge and skills through the actual delivery of service in any agency practice setting. This generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad base for practice. The generalist experience is defined to include both direct and indirect services to clients, organizations and communities. Generalist Field Education courses include:
- SASS 601 Field Education I (2 credits)
- SASS 602 Field Education II (3 credits)

**Specialized Year:**
The Specialized year field placement focuses on the development of special knowledge and skills needed for beginning professional practice in a designated area of concentration. This concentration year experience is designed to build on the foundation of the first year, and to develop skills and knowledge within the concentration that the student has selected as a specific focus of study. In the concentration, both the academic courses and the field experiences are organized around a particular field of practice or concentrations. There are two primary concentrations for MSSA students: Community Practice in Social Change and Direct Practice. The Direct Practice concentration is comprised of seven specializations: Aging; Alcohol and Other Drugs (AODA); Children Youth and Families (CYF); Health; Mental Health-Adult; Mental Health Child and Adolescent, School Social Work. Advanced field education courses include:
- SASS 603 Field Education III (3 credits)
- SASS 604 Field Education IV (3 credits)

**The Field Seminar:**
Non-Advanced Standing MSSA students participate in regularly scheduled field seminars (SASS 495) during the first semester of the Generalist year. Seminars are taught by Field Faculty Advisors, who most often serve as the student’s advisors and specialize in the student’s area of interest. These seminars introduce the student to professional social work; the strengths based perspectives, organizational contexts, evidence based practice models, and professional values, ethics and use of self. Students in seminar discuss personal and professional values; look at issues of diversity and culturally sensitive practice; and apply theory to actual work with clients through case presentations, role-plays, and case discussions. The seminars focus on providing a sustained small group experience to encourage self-examination, participation in-group learning experiences, and problem solving activities. The field seminar course is:
- SASS 495 Field Education Seminar (1 credit)
CONCURRENT MODEL OF FIELD INSTRUCTION

Students registering for field education courses must be enrolled concurrently in the appropriate academic courses based upon the Pattern of Enrollment (POE). Field courses should not be taken without accompanying methods, theory and policy courses. The concurrent model provides for optimal integration of course work and field practice. Should students experience a disruption in their field education, the Field Faculty Advisor will consult with the Academic Advisor to readjust the POE to accommodate adherence to the concurrent model. The Mandel School does not grant field education course credit for life experience or previous work experience.

MSSA FIELD EDUCATION SEQUENCING

Full-Time Program:
Advanced Standing Full-Time students hold a bachelor's degree in social work (BSW) from an accredited program. They are exempted from Field Education SASS 601. These students begin their classroom and Field Education with SASS 602 in the fall semester and generally complete three semesters of field placement in the same setting related to their area of concentration. Advanced Standing students complete 900 hours of field education in either 12 or 18 months. Field placements for the 12-month students are in the fall, spring and summer. Field placements for the 18-month students are in the fall, spring and the subsequent fall.

Full-Time students must enroll in foundation courses, including the Field Education Seminar and SASS 601. All regular full-time students complete 1050 hours if field education in four semesters. The first field period provides foundation content and the second field period provides advanced content. The third and fourth semesters serve as advanced placements in areas that correspond with their selected area of concentration.

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

<table>
<thead>
<tr>
<th>FIELD PERIOD</th>
<th>FIELD HOURS IN AGENCY</th>
<th>PROFESSIONAL DEVELOPMENT HOURS</th>
<th>TOTAL HOURS</th>
<th>AVERAGE WEEKLY HOURS</th>
<th>WRITTEN ASSIGNMENTS DUE</th>
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<tr>
<td>SASS 601</td>
<td>144</td>
<td>6</td>
<td>150</td>
<td>10-12</td>
<td>Completed Learning Contract/Evaluation, Professional Development Log, Monthly Time Sheets</td>
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</tbody>
</table>
MNO PRACTICUM SEQUENCING

MNO students complete one semester of a practicum experience in a non-profit organization. Students enroll in SASS 501. Students will complete a total of 200 hours of practicum, of which, 140 hours must be completed in the agency, up to 40 hours can be spent in off-site related activities* and 20 hours of professional development.

<table>
<thead>
<tr>
<th>FIELD PERIOD</th>
<th>FIELD HOURS IN AGENCY</th>
<th>PROFESSIONAL DEVELOPMENT HOURS</th>
<th>TOTAL HOURS</th>
<th>AVERAGE WEEKLY HOURS</th>
<th>WRITTEN ASSIGNMENTS DUE</th>
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<tr>
<td>SASS 501</td>
<td>180*</td>
<td>20</td>
<td>200</td>
<td>10-12</td>
<td>Completed Learning Contract/Evaluation</td>
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INTENSIVE WEEKEND (IW) PROGRAM

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

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

IW FIELD EDUCATION SEQUENCING

Intensive Weekend (IW) students complete either 1050 of field education in seven (7) consecutive semesters. Advanced standing IW students complete 900 hours of field education in six (6) consecutive semesters. The uniqueness of this program is that courses are offered in a weekend format and the field placement is in the same agency in which the student is employed.
### Non Advanced Standing IW Field Program

<table>
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<tr>
<th>Field Period</th>
<th>Hours Required</th>
<th>Professional Development Hours</th>
<th>Total Hours (Weekly)</th>
<th>Written Assignments</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>SASS 601</td>
<td>144</td>
<td>6</td>
<td>150 (8-10)</td>
<td>Completed Learning Contract/Evaluation, Professional Development Log, Monthly Time Sheets</td>
<td>Dec – Apr</td>
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<tr>
<td>SASS 603</td>
<td>288</td>
<td>12</td>
<td>300 (8-10)</td>
<td>Completed Learning Contract/Evaluation, Professional Development Log, Monthly Time Sheets</td>
<td>Dec – Aug</td>
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<tr>
<td>SASS 604</td>
<td>288</td>
<td>12</td>
<td>300 (8-10)</td>
<td>Completed Learning Contract/Evaluation, Professional Development Log, Monthly Time Sheets</td>
<td>Aug – Apr</td>
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### Advanced Standing IW Field Program

<table>
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<th>Field Period</th>
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<th>Total Hours (Weekly)</th>
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<th>Schedule</th>
</tr>
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<tbody>
<tr>
<td>SASS 602</td>
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<td>12</td>
<td>300 (8-10)</td>
<td>Completed Learning Contract/Evaluation</td>
<td>Aug – Apr</td>
</tr>
<tr>
<td>SASS 603</td>
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<td>12</td>
<td>300 (8-10)</td>
<td>Completed Learning Contract/Evaluation</td>
<td>May – Dec</td>
</tr>
<tr>
<td>SASS 604</td>
<td>288</td>
<td>12</td>
<td>300 (8-10)</td>
<td>Completed Learning Contract/Evaluation, Professional Development Log, Monthly Time Sheets</td>
<td>Jan – Aug</td>
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FIELD/PRACTICUM HOURS

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

Students registered for Field Education SASS 602, 603 and 604 spend 20-24 hours a week in their Field placement site. Twelve additional hours during each field period are designated for attendance at colloquia, agency sponsored training, or other approved educational opportunities for a minimum of 300 hours for the field period.

Student registered for SASS 501 in the MNO program spend between 8-10 hours a week in their practicum placement site. Twenty additional hours during the field period are designated for attendance at colloquia, agency sponsored training, or other approved educational opportunities for a minimum of 200 hours for the field period.

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

EVENING AND WEEKEND HOURS

Students may be expected to work at their placement at least one evening per week or weekends. This is usually necessary to meet client and/or the organization’s needs. Students should adjust their schedules accordingly to accommodate the evening and weekend hours, but not exceed 20 to 24 hours of field education per week. Field related assignments completed at home may be permissible with prior approval from the Field Instructor/Practicum Supervisor and Field Faculty Advisor. The number of hours accumulated each week for home-based assignments should not exceed 4 hours each week.

AGENCY SELECTION & MONITORING

Selection
The Mandel School is always actively engaged in the process of identifying and recruiting high quality, diverse field placement agencies (MSSA) or practicum sites (MNO) for our students. As such, field placement/practicum agencies may be identified in a number of ways: Agencies may request becoming a field placement site; students, faculty members, or community representatives may recommend an agency; or the Field Education Department may actively recruit agencies through direct mailing or personal contact. Agencies are selected according to the following guidelines:
• Investment in social work/nonprofit management 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

Should students identify a potential field placement site, not already affiliated with the Mandel School, we ask that they please provide the contact information with a Field Faculty Advisor. They will then follow-up with the agency to properly inform and vet the agency as a potential field placement site.

Once a potential field placement/practicum agency has been identified, the Field Education Department will forward an electronic Agency and Field Instructor/Practicum Supervisor Application. The designated agency liaison will complete the agency application and each prospective Field Instructor/Practicum Supervisor will complete an application. Both applications combined identify key demographic and professional information including: the organizational context, credentialing/licensing information, prior field experience, scope of practice and opportunities available for students.

Upon completion of the applications, the Director of Field Education will assign the agency to a Field Faculty Advisor who will begin the process of vetting the agency, schedule a field site visit and conduct a formal assessment as to the range of activities afforded a student, their ability to provide adequate field instruction and comply with the requirements mandated by CSWE and the Mandel School.

If approved, the agency and Field Instructors information is loaded into the Intern Placement Tracking (IPT) system. After verifying the suitability of the agency, the Field Department will send a letter providing the agency liaison and Field Instructors a CWRU Affiliate ID and instructions for enrolling into IPT. If an agency is accepted to serve as a Mandel school field placement, information is also sent to those Field Instructors who must attend the required orientation sessions held each fall semester. Individualized orientations may be provided on a case-by-case basis. Should an affiliation agreement between the Mandel School and agency be required, it is completed at this time? All affiliation agreements must be reviewed by the University’s General Counsel’s Office and executed by the University Provost, or designee.

**Monitoring**

Monitoring the quality of Field Instruction is an ongoing process that is accomplished via personal e-mail and telephone contacts between Field Faculty Advisor and Field Instructor/Practicum Supervisor and/or Field Liaison. Additional monitoring measures are accomplished through the field conferences and an agency evaluation at the conclusion of each academic year. In turn, Field Instructors monitor the program by their feedback to the Field Faculty Advisor and the Field Education Department.
• The quality of the learning experience
• The quality of communication between agency and school
• Program or personnel changes that would affect student learning
• the Mandel School curriculum changes that would affect student learning
• Field Instructor attendance at training sessions/field department workshops

**FIELD INSTRUCTOR/ PRACTICUM SUPERVISOR QUALIFICATIONS AND REQUIREMENTS**

The Field Instructor/Practicum Supervisor has a pivotal role in planning, implementing and evaluating the student's educational program. Field Instructors/Practicum Supervisors are expected to meet the following qualifications and expectations.

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

**MNO Qualifications:**
- The agency/organization must be incorporated as a 501(c)3.
- The Practicum Supervisor must possess a Master’s degree plus three-year postmaster’s experience at the senior management level.

  or

- The Practicum Supervisor must demonstrate at least ten years’ experience at the senior management level.

**Requirements:**
- Complete a Field Instructor/Practicum Supervisor Application
- If required, complete an Affiliation Agreement establishing a partnership with Case Western Reserve University.
- If requested, provide a resume and copy of Master’s degree.
- 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, programs and procedures of the Agency and Mandel School Field Education Department.
- Remain current with curricular developments at the Mandel School.
- Demonstrate an interest in and time to fulfill teaching responsibilities of Master’s level social work students.
- Demonstrate practice competence or experience in the student’s social work method concentration.
- Demonstrate a willingness to teach in more than one practice modality.

For the MSSA and MNO program, a Field Instructor may be employed either within or outside the primary agency. Instances where the Field Instructor is not employed by the agency, a Task Supervisor is designated as the individual responsible for a limited portion of the student's assignment. These responsibilities are limited in terms of scope, time. The Field Instructor retains the primary and overall responsibility for the student's learning, evaluation and linkage with the school.

The Mandel School strongly encourages all Field Instructors/Practicum Supervisors to attend training sessions. Typically offered in the fall and spring, these training seminars are approved for continuing education credits. 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/Practicum Supervisor carries with it an Adjunct Instructor appointment and the Mandel School’s library privileges.

**FIELD RELATED ROLES AND RESPONSIBILITIES**

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

**The Student:**

Students enrolled in MSSA Field Education or MNO practicum courses. Their roles and responsibilities include:

1. 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/Practicum Supervisor and Field Faculty Advisor addressing potential liability issues and accommodation for accumulated field hours.
2. Respect and articulate the distinction between student learner and agency/organization employee. Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning goals and objectives.

3. Arrange the Field Conference with the Field Instructor/Practicum Supervisor and Field Faculty Advisor each semester to review and endorse the Learning Contract.

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

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

6. Practice and demonstrate the Mandel School Code of Conduct in all interactions.

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

8. A Social Work Trainee License (SWT), Background Check or other screenings may be required by certain field organizations for MSSA students. The student may be required to pay for any Background Checks or screenings required by the field organization. Students should consult with their Field Instructor to determine if the SWT is required. Additional information regarding the SWT can be found at: http://cswmft.ohio.gov/SocialWorkers/SocialWorkTrainee.aspx.

9. Provide the Field Instructor/Practicum Supervisor with copies of course syllabi to be utilized in the collaborative development of the Learning Contract.

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

11. Retain a copy of all field related documentation, including all Monthly Time Logs.

Field Agency Liaison:
The Field Agency Liaison is a staff member of the agency who coordinates and monitors the selection and placement process of students. Their roles and responsibilities include:

1. Advise and assist in placement selection congruent with student's interests and learning needs, and the agency’s needs.

2. Monitor the internship through liaison visits, student and Field Instructor/Practicum Supervisor feedback and faculty consultation.

3. Supplement learning through the coordination of presentations, provision of information and referral to additional resources.

4. Liaison between student and Field Instructor/Practicum Supervisor and address issues of concern that may impact the learning process and to facilitate problem solving.

5. Mediate any conflict between the student, agency and Mandel School

The Field Instructor (MSSA)/Practicum Supervisor (MNO):
The Field Instructor/Practicum Supervisor is an agency-based supervisor responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. Their roles and responsibilities include:
1. Provide an orientation to the agency and/or department.
2. Provide regularly scheduled supervision to the student (a minimum of 60-90 minutes weekly). Monitor and provide ongoing performance feedback as indicated.
3. Actively participate in the development of the Learning Contract and the Field Conference each semester.
4. Attend Field Instructor/Practicum Supervisor Trainings provided by the Mandel School.
5. Maintain an open dialogue with the organization’s Field Faculty Advisor to discuss issues relevant to and impacting the Field Education experience.
6. Access the Intern Placement Tracking (IPT) system after being provided access by the Field Education Department (www.runpit.com).
7. Complete the Field Evaluation collaboratively with the student to meet the specified deadline for submission.
8. Respect and articulate the distinction between student learner and agency/organization employee.
9. Be attentive to and address and ameliorate dual and/or multiple relationships.

**The Task Supervisor:**
A Task Supervisor is designated as the primary contact person and manager of the student’s learning when the Field Instructor is not employed by the field placement agency, off-site or located in another department. 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. Their roles and responsibilities include:

1. Utilizes staff with professional competence in the learning activities the student is to undertake.
2. Provides day-to-day management and oversight of the student’s activities.
3. The Task Supervisors may be qualified field instructors, other social workers, or members of other disciplines.
4. Meet with the student in formal weekly individual conferences.
5. Maintain communication with the Field Instructor to administer student’s overall assignment and shared teaching issues.
6. Participates in field conference(s) and provides oral/written input to evaluate the student’s performance.
7. 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.
8. Respect and articulate the distinction between student learner and agency/organization employee.
9. Be attentive to and address and ameliorate dual and/or multiple relationships

**The Field Faculty Advisor:**
The Field Faculty Advisor is a faculty member of the Mandel school, who coordinate all aspects of Field Education including planning, coordination of agency/student placement, managing the student placement, recruiting Field Instructors and placement agencies, teaching the field seminar, providing support to student, evaluation and grading of the student. Their roles and responsibilities include:

1. Develop working relationships with students and field organizations.
2. Provide general advice and professional guidance regarding all social work practice related issues and concerns.
3. Participate in the Field Conference with the student and Field Instructor during each field period.
4. Explore and develop new field sites.
5. Teach the Field Education Seminar.
6. Evaluate and review Field Education policies and procedures.
7. Work collaboratively with Faculty and other University administrators as a member of the student’s educational team.
8. Maintain accessibility to students and field organizations.
9. Facilitate and offer consultation in all aspects of the field placement process.
10. Review field evaluations and assign grades for field performance.
11. Provide written feedback to students relative to field performance and the implementation and utilization of field documentation.
12. Respect and articulate the distinction between student learner and agency/organization employee.

**The Field Placement Agency:**
(As stated in the Mandel School’s Affiliation Agreement)

1. Reserve the right to determine the number of students accepted each year.
2. Conduct interviews of students referred to the agency by the Field Faculty Advisor
3. Complete all necessary procedures related to the acceptance and hiring of the student as student intern at the Agency
4. Provide the student with an orientation and training to the agency, including policies and procedures, Health Insurance Portability and Accountability Act (HIPAA) requirements, safety protocols and all other performance expectations.
5. Provide the Field Education Department with descriptive agency information.
6. Model and teach the values and ethics of the social work profession throughout the agency.
7. Provide a Field Instructor (MSSA) who minimally has a Master’s Degree in social work plus two years post-graduate experience or a Practicum Supervisor (MNO) with a minimum of 10 years of management experience.

8. Provide the Field Education Department with all required education and licensure documentation of the Field Instructor(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.

9. Provide the Field Instructor/Practicum Supervisor with the opportunity to provide regularly scheduled supervision to the student.


11. Provide access to the necessary tools (e.g. telephone, computer, office supplies, and adequate space) for the student to effectively work in the field.

12. Maintain an open dialogue with The Mandel School to discuss any issues affecting the agency’s organizational structure that may impact the student’s Field Education experience.

The Mandel School:
(As stated in the Mandel School’s Affiliation Agreement)

1. Provide a general orientation to Field Instructors and Tasks Supervisors regarding the policy, procedures and practices of The Mandel School, Field Education Department.

2. Insure students comply with all required health screening, immunizations, criminal background checks and all other pre-employment requirements of the Agency.

3. Provide the Agency with the necessary forms and documentation required by students and Field Instructors.

4. Provide an opportunity for membership on The Mandel School Field Education Advisory Council.

5. Provide opportunity for Field Instructors to attend training seminars and colloquia.

6. Maintain compliance with the regulations, policies and procedures of CSWE (Council on Social Work Education).

7. Provide proof of negligence/malpractice insurance coverage in the amount of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) in the aggregate to cover the student’s field related activities.
8. The Field Education Department will provide verification of the student’s enrollment during each field period in order to maintain the student’s SWT License.

9. Provide a designated Field Faculty Advisor to discuss all issue relevant to an impacting the Field Education experience.

10. Provide the Agency with timely written notification of any changes in the procedures and policies governing the Field Education Department.

11. Monitor the quality of the Field Instruction to insure compliance with departmental and University policy.

12. Provide the Agency preferred access to designated library services of The Mandel School.

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

**STUDENT’S FIELD EDUCATION RIGHTS**

All MSSA and MNO students have the right to:

- A field placement assignment that meets the requirements of the student’s educational needs and affords them the opportunity to master program competencies.
- Weekly uninterrupted time of at least 1.5 hours for field supervision.
- Assigned tasks specifically enumerated in the Learning Contract and serve an expressed educational purpose.
- Expect that no task will be assigned that violates the ethics and values of the profession.
- Due process if a problem arises related to the student’s performance or behavior in the field. The Field Faculty Advisor is responsible for guiding the problem-solving activities.
- Participate in the field evaluation process and the opportunity to discuss the evaluation with the Field Instructor.
- When substantial differences exist in an evaluation between student and Field Instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

**AFFILIATION AGREEMENT**

As required, the Mandel School will enter into an affiliation agreement with agencies accepted for educational partnership with the University. The agreements may be initiated by the agency or Mandel School. All agreements are reviewed by the Director of Field Education, processed through the University’s Office of General Counsel for review and executed by the University Provost. The originals are maintained by the agency and a copy is returned to the Field Education Department. The agreement is automatically renewed unless otherwise specified in writing or the relationship is terminated by the agency or Mandel School. The agreement clarifies the responsibilities of each party and protects the educational purposes of the practicum.
In circumstances in which an affiliation agreement is required, the student may not begin placement within the Field Placement Agency until a fully executed agreement has been established.

**CONTRACT FIELD INSTRUCTOR/PRACTICUM SUPERVISOR**

The Mandel School recognizes there are number of social service agencies that could serve as field placement sites, but do not have the prerequisite credential professional (MSW plus two-years post graduate experience) on staff to provide the field supervision. Under such circumstances, the Field Education Department will work collaboratively with the agency to identify a Field Instructor/Practicum Supervisor not directly employed by the agency to provide instruction. The individual may or may not be affiliated with the agency as a current or former Board member, volunteer, ex-employee, employee of a partner agency or contractor. Professionals not associated with the agency but having knowledge of the scope of services provided and client population served by the agency can also be explored. Generally, an agreement to provide supervision by a contracted Field Instructor/Practicum Supervisor is done at no cost and demonstrates a commitment to the agency, student and profession. In rare instance, and when warranted a small one-time honorarium may be paid to the contracted Field Instructor/Practicum Supervisor for their time and effort. The contracted Field Instructor/Practicum Supervisor assumes the role and responsibilities as listed above. MNO placements cannot utilize a contracted Practicum Supervisor.

**FIELD INSTRUCTOR/PRACTICUM SUPERVISOR BENEFITS**

Persons serving as Field Instructors for the Mandel School are greatly appreciated and valued. In return for their dedication and service to our students, they are also eligible for the following benefits.

- Partnership with a nationally ranked school of social work;
- Appointment as a non-salaried adjunct instructor;
- Receive free annual CEU training offered by the Field Education Department;
- Obtain a CWRU affiliate ID and Case email account;
- Gain access to all on-campus libraries and electronic resources;
- Ability to work collaboratively with Mandel School research faculty;
- Ability to serve on the Field Instructor Advisory Committee;
- Energize your staff and department with new ideas;
- Access to educational and professional resources; and
- Access to hire highly qualified and prepared social workers.

**FIELD INSTRUCTOR/PRACTICUM SUPERVISOR TRAINING**

The Field Education Department is responsible for developing and implementing training opportunities for new and experienced Field Instructors each year. New Field Instructors are required to complete the orientation training during the first year they provide field instruction.

Topics covered in the new Field Instructor/Practicum Supervisor training series include:

- The Mandel School Philosophy
- Curriculum Integration
- Roles and Responsibilities
- Balancing your Role
- Policies and Procedures
- Safety Issues
- The Learning Contract
- Intern Placement Tracking
- Evaluation Process

Training for experienced Field Instructors is also offered. Some topics include, but are not limited to: Supporting International Students; Ethics; Improving the Supervisory Process; and Integrating the Curriculum to Field Practice. Other topics are developed based upon Field Instructor/Practicum Supervisor requested interest and programmatic need. Additionally, at the conclusion of each academic year, the Field Education Department hosts a Field Instructor/Practicum Supervisor Training and Recognition Luncheon. Free CEU’s are provided upon completion of most trainings.

**FIELD INSTRUCTOR ADVISORY COMMITTEE**

The Mandel School values the input and expertise of Field Instructors/Practicum Supervisors and welcomes their participation on a number of curricular committees. As such, Field Instructors are invited to participate on a number of Mandel School committees. These committees include: Curriculum Committee and the Committee on Students. The Field Education Department also very much appreciates the perspective of Field Instructors/Practicum Supervisors and invites their participation on the Field Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the Director of Field Education on programmatic and policy matters for the MSSA and MNO program. Participation is open to any Field Instructor or Practicum Supervisor. The Committee is made up of no more than 12 members and meets on an ad hoc basis when issues arise that require consultation.

**PROFESSIONAL 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.

Occasionally, a field site may 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 the Mandel School 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: [http://www.naswinsurancetrust.org/](http://www.naswinsurancetrust.org/).

**INTERN PLACEMENT TRACKING (IPT)**

The Intern Placement Tracking System (IPT) is a web-based data management system that will allow the Field Education Department to manage student, Field Instructor/Practicum Supervisor
and agency data to ensure we have the most accurate and up to date information. It will allow us to facilitate the placement matching process, easily communicate to students and Field Instructors and enhance the overall quality of the student/Field Instructor/Practicum Supervisor supervisory experience. As a data management system, students will have access to a listing of field placement sites for selection.

IPT will also allow students and Field Instructors to access a customized detail page of demographic information, review an agency list and descriptions, and view and complete the learning contract in real time. All is needed is a computer and web browser to easily access the learning contract throughout the semester. Students will be able to periodically review the goals, learning objectives and monitor progress throughout the year. All Learning Contracts/Evaluations are completed by the student and Field Instructor in IPT.

Every student will receive 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/

**Obtaining a Field Placement (MSSA & MNO Students)**

All incoming MSSA Foundation and Advanced Standing students complete a Field Education Essay and submit an up-to-date resume (CV) as part of the Mandel School admissions application. Once accepted into the program, the essay is reviewed and assigned to a Field Faculty Advisor whose professional expertise is most compatible with the student’s areas of interest. The Field Faculty Advisor contacts the student to schedule an in-person interview to discuss the contents of the application and essay, address areas for skill development and learning style. Through a collaborative process, field agencies are identified on IPT as potential placement sites. Students receive contact information and discuss, with their Field Faculty Advisors, ways to optimize their interviews. Students and their Field Faculty Advisors determine at least three potential agencies for field placement interviews. The Field Faculty Advisor serves as a liaison between the student and field organization.

Determining a field placement is a mutual selection process involving the student and field organization. The Field Faculty Advisor serves as a facilitator and consultant to all parties involved in the selection process. Once the student has completed the necessary field placement interviews, the advisor is contacted and given the choice rankings for field placements. The advisor then contacts the field organization to determine if a match has occurred. The Field Faculty Advisor confirms field placements with students and field organizations and completes the necessary documentation through the Field Education Department.

All students will obtain a field placement. However, in order to accommodate student’s learning needs and preferences for specified field placement agencies, students are encouraged to make themselves available for interviews as early as possible during the summer months prior to the start of the program. The selection process can very competitive, as there are a finite number of placement sites.

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

All MNO students will first meet with their Academic Advisor to determine whether a practicum is a curriculum requirement based upon their pattern of enrollment. Based upon the student’s prior professional experience, a waiver may be submitted to waive the practicum requirement. If a practicum is required, they will meet with a Field Faculty Advisor to determine at least three potential agencies for field placement interviews.

SECOND YEAR PLACEMENT SELECTION

The process involved in obtaining a specialized field placement begins in the spring semester of the foundation year for MSSA students. MNO students do not select a second placement. For MSSA students, they first meet with their current Field Faculty Advisor to discuss the accomplishments and gaps of their first year placement and define their learning objectives for the second year. Careful attention is focused on specific educational opportunities related to the student’s concentration, as well as developing competencies in areas students define as requisite for their professional development.

Students must complete and submit a brief online Field Education Advanced Placement Request Form and select potential agencies from among the database in IPT. The Field Faculty Advisor reviews the student’s selections and if approved, grants permission to the student in IPT to begin the interview process. Any additional field recommendations are discussed with students at a subsequent meeting to finalize the placement options.

At the completion of all interviews, students prioritize their ranked choices. Field organizations also submit their rankings for students interviewed during this process to the Field Education Department. The Field Education Faculty again meets collectively to review students’ and organizations’ selections and confirm specialized field placements. Students and field placement agencies receive written notification of field assignments. The selection process is reinitiated if there is not a suitable field organization match for a student.

OBTAINING A FIELD PLACEMENT (IW STUDENTS)

Students in the Intensive Weekend program are already employed in a social work or community service agency or setting. Students may use their current agency for their Field Education placement but must perform different tasks. A different individual who has met all the Mandel School’s requirements to provide Field Instruction must supervise students.

Intensive Weekend students must:

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

• Submit a signed **Agency Agreement**.

The proposal must be reviewed and approved by the Director of Field Education. The student’s Field Faculty Advisor, prior to the implementation must approve any deviations or changes from the approved field proposal, field site or plan for field instruction.

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

**Failure to Secure a Field Placement**

There are other times when the interviewer’s concerns or other issues are of such magnitude they impact the agency’s decision not to accept a student. In the event the student is not accepted for a foundation or advanced level field practicum, the Field Faculty Advisor will discuss the reasons for the decision with the agency. The Field Faculty Advisor will also discuss the reason for the agency’s decision with the student, assist the students to identify potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field placement after **three or more** independent agency interviews, the Field Faculty Advisor may petition the Dean’s Consultation Committee for review and advisement. Planning for another placement may not begin until a Dean’s Consultation Committee meeting is held or other steps are taken as determined by the Field Education Department.

**One Placement Option**

In the selection of the second year placement, students may request to remain at their current placement site. Having a single placement instead of two different placements is sometimes a viable option. Students are encouraged to discuss this with their Field Instructor and Field Faculty Advisor to determine if remaining in the current placement is educationally sound and feasible. This is only an option to be considered in relation to the student's educational goals and the varied learning opportunities available in a particular agency.

Ideally, the student would also have another Field Instructor. The second Student Learning Contract must focus on new and more specialized competencies based upon the foundation the Field Instructor knows the student has already received. The Director of Field Education will evaluate each request individually. It is always advisable for the student to have two placements however, under specific circumstances, and in the best interest of the student and field placement agency; a single placement may be permissible.
**BLOCK PLACEMENTS**

The block placement provides for Field Education as a stand-alone experience, separate from concurrent course work. The block placement expands the opportunities for students to have an in-depth learning experience in diverse settings, both international and domestic. Students who have successfully completed SASS 602 may be allowed to complete their SASS 603 and/or 604 as a block in the summer or at another time. All proposals for block placements must be approved by the Director of Field Education.

The advantage of the block model is that it frees students from formal course work in order to participate full-time in an agency setting. This not only provides for a very intense field learning experience, but also allows for field placements abroad.

In electing the block placement model, the full-time student commits to an agency for a minimum of 30-32 hours per week for ten and a half weeks, or until the student has accrued the required 300 hours that comprise a field period.

**Social Work Trainee License**

The state of Ohio Counselor, Social Worker and Marriage and Family Therapist Board offers a Social Work Trainee (SWT) designation to graduate students who are enrolled in a Field Education placement. This designation can be helpful to agencies that provide field placement sites to our students. This license is then renewed each semester in which the student is enrolled in Field Education. While there is no cost for the "license" itself, it does require that the student submit to a criminal background check at the time the first license is issued. The cost of this background check is approximately $60.00 and is to be borne by the student. For further information, please consult the Ohio Counselor, Social Worker and Marriage and Family Therapist Board website [http://www.cswmft.ohio.gov/](http://www.cswmft.ohio.gov/).

**CONFLICT OF INTEREST**

To avoid any conflict of interest, students are not permitted to complete their field education work or practicum in an agency, institution or organization that is owned, or partly owned, by a family member. Additionally, a student’s family member may not serve as a Field Instructor/Practicum Supervisor for the student. Students are obligated to notify their Field Faculty Advisor if a family member, quasi-family members or close personal friends are employed in any capacity with the placement agency or institution. This disclosure may not automatically preclude a placement, but is necessary to build in safe guards to maintain appropriate boundaries between the parties.

**FIELD ORIENTATION**

Beginning a new field placement can be an extremely anxious time for students. Field Education orientation is held for all incoming students as a component of the larger orientation process of the Mandel School. Field Education orientation is designed to provide students with general information regarding their upcoming field placement experiences. Orientation also provides an opportunity for students to solidify their placement choices and meet with their respective Field Faculty Advisors as needed. Students receive continued orientation regarding the Field Education process within the Field Seminar. Throughout the semester, additional opportunities may be
offered to each cohort to further orient students and resolve common questions and concerns. The Field Education Faculty and staff are always available to answer questions and provide ongoing support to students regarding the Field Education process.

**ON-BOARDING PROCESS**

Many field placement sites will require the student (at their own expense) complete a criminal background check, drug screening, show proof of immunizations and/or provide professional references. Students need to inquire about these during the initial contact with the fieldwork site.

**NEW EMPLOYMENT/JOB REASSIGNMENT/NEW PLACEMENT**

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; or
- Agency/employment do not meet the necessary criteria for social work learning for the student.

In the event any of these conditions should arise, the student should contact the Field Faculty Advisor to develop an alternative plan. The student must complete a *tentative* Learning Contract to be reviewed by both the Field Instructor and Field Faculty Advisor. The Field Education Department retains the right to grant employment-based exceptions for students who change employment prior to the beginning of the Intensive Weekend program. The new employment may not meet criteria for social work learning for the student. Students should not assume that the placement would be automatically approved.

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

- Agency must be an approved or approved eligible field site according to criteria outlined in this manual.
- A new *Field Education Proposal* (a detailed description of field related activities), job description, Field Instructor resume and an Agency Agreement must be submitted to the Field Faculty Advisor and Director of Field Education for final approval.
- Clock hours in Field Education cannot be accrued until the plan is approved.

**FIELD AGENCY EMPLOYMENT**

At the Mandel School, our collective focus is to support students in defining and maximizing learning needs and goals within the context of their specific field setting. Therefore, to avoid the potential conflict of roles and responsibilities, *full-time and part-time students are strongly discouraged from accepting employment by their field placement agency, in any capacity, during the course of their field placement.*
However, in the event students should, out of economic necessity, accept employment at their field placement agency and elect to do so, the student and Field Instructor should consult with the Field Faculty Advisor. The consultation will be designed to implement proper procedures to avoid any conflicts of interest, ethical violations or boundary issues and develop a plan to ensure work activities are clearly differentiated from field related activities. The Mandel School fully appreciates the demands of organizations and is committed to working collaboratively to meet the mutual interests of our students and field placement agency partners.

**FIELD EDUCATION/COURSE WORK CONFLICT**

Students *shall not* miss any class or any course requirement in order to participate in any field related activity.

**RELEASE OF INFORMATION**

As a part of the field placement assignment process, the Field Education Department may need to share student placement materials and other relevant information with potential agencies and Field Instructors/Practicum Supervisors. This includes discussions with the prospective Field Instructors/Practicum Supervisors, sending a copy of the student’s goal statement, resume, remediation plan and prior placement evaluation, if applicable/requested. These materials enhance the matching process, which generally benefits the student and the Field Instructor. Without a written release, the Field Education Department may be unable to provide the agency with the information required to facilitate the matching process or make a determination regarding the student’s field placement.

**HOME VISITS**

Home visits are a regular part of most placements. Even if they are not, a home visit may be clinically indicated in certain situations. Agencies will be expected to take appropriate measures to ensure the safety of students. At a minimum, the same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions.

**TRANSPORTATION AND REIMBURSEMENT**

Depending upon the nature of services provided by the agency, students may be required to transport clients as part of their field experience. Some agencies provide agency vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the agency should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. An Insurance Rider may be required. Students are encouraged to contact their insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or agency clientele involving personal vehicles.
Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. The agency is responsible to reimburse students for mileage and travel expenses incurred as part of the required field education assignment.

**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 the Mandel School will assist students in averting and handling dangerous situations, the Mandel School cannot control the actions of third persons. To significantly minimize any risk to students or clients or client groups, the Mandel School prohibits the following activities:

- Students are not permitted to restrain clients under any circumstances nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a safety protocol in place.
- Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.
- Students are not permitted to handle or distribute medications.
- Students are not permitted to drive clients in their personal automobiles without the proper insurance coverage.
- Students are not permitted to work with potentially violent clients without the proper supervision and oversight.
- Students are not permitted to work with clients who have demonstrated a history of violence toward staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work.

Field Placement agencies should have written policies to address any work situation that entails risk, such as the following: home visits, any services outside the agency in isolated or high crime areas, services at night or weekends, services to clients who may become angry or violent, or who may be substance users and who may be intoxicated, and services that are politically sensitive which may result in threats of violence.

Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. Agencies are required to immediately notify any safety incident involving a student to the Field Faculty Advisor. If the Field Faculty Advisor is unavailable, notification should be made to the Director of Field Education. We would encourage all Field Instructors/Practicum Supervisors ensure that each student is provided
information on basic safety, medical and emergency procedures during orientation to the agency. These procedures should be carefully discussed with the students, and reviewed periodically.

Students are advised to take advantage of specialized training provided by the field placement site and to take all necessary precautions to protect their safety and property during field placements. Students should not see clients alone unless they clearly have the knowledge and skills to do so. When in the field, students are reminded to carry cellular phones, notify their supervisor of their whereabouts and reframe from carrying valuables or wearing expensive jewelry. When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. It is helpful to dress in comfortable loose fitting clothes and wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. Be aware of people in the immediate area. These helpful tips are good safety precautions when in the field.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. *Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor/Practicum Supervisor and Field Faculty Advisor.*

**Dress Code**

The Mandel School respects individual expression and self-determination. However, appropriate attire in the field placement site is an essential element of professionalism and demonstrates respect for colleagues, clients, organizations, communities and self. Students must follow the same dress code that is required of agency staff. Field placement agency policies including, but not limited to, dress, tattoos, and/or piercings, must be strictly adhered to by students.

**Nondiscrimination Statement**

The Mandel School’s Field Education Department does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support and evaluation of students and all other activities related to its program.

**Disability Accommodations**

The Mandel School and Case Western Reserve University does not discriminate on the basis of disability in admission or access to its programs and activities. The Mandel School is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need assistance or accommodations in order to achieve this objective.

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the Office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform the Field Education Department of your needs. Once you have received this memo, please make an appointment to meet with your Field Instructor/Practicum Supervisor and Field Faculty Advisor privately to discuss your needs.
Letters of accommodation must be submitted to your Field Instructor/Practicum Supervisor and Field Faculty Advisor at your field site in order to apply to your field education experience. The Field Faculty Advisor and Field Instructor/Practicum Supervisor will work collaboratively with the student to develop a plan to best meet the learning needs of the student.

Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest. For additional information regarding disability resources and the process of obtaining an accommodation for field education, please visit their webpage at: https://students.case.edu/education/disability/

The Learning Contract

The Learning Contract captures the development of each student’s concurrent learning experiences in the classroom, field organization setting and community. The student, Field Instructor/Practicum Supervisor and Task Supervisor (when applicable) collaborate in defining and endorsing the learning opportunities reflected in this document. The Mandel School’s Competency-Based Learning Environment (MSSA and MNO Core Competencies) provides the structure for the development of the Learning Contract. The Learning Contract must meet the following requirements:

- A Learning Contract must be completed for each field period.
- The student and Field Instructor/Practicum Supervisor collaborate to develop the assignments and Implementation Plans for each Practice Behavior based on the student’s unique learning needs.
- All Ten Competencies & related Practice Behaviors in the Learning Contract must be addressed for each field period.
- Assignments and Implementation Plans in the Learning Contract are discussed and confirmed in a Field Conference with the student, Field Faculty Advisor, Field Instructor/Practicum Supervisor and Task Supervisor (if applicable) each field period.
- Assignments and Implementation Plans for each Practice Behavior should be reviewed during field supervision throughout the field period to assure that learning is progressing.
- At the end of the field semester, the student and Field Instructor/Practicum Supervisor each assess and evaluate the student’s learning.
- As an evidence-based school of social work, it is expected that students integrate research activities as a part of field education.
- Only those Assignments documented within the Learning Contract can be reflected in the Monthly Time logs and counted as Field Education hours.

Students in the MSSA Full-Time Program and Full-Time Intensive Weekend Program complete four (4) Learning Contracts (SASS 601, 602, 603 and 604). MSSA Advanced Standing Students and Advanced Standing Intensive Weekend students complete three (3) Learning Contracts (SASS 602, 603 and 604). Students in the MNO program complete one (1) Learning Contract (SASS 501). Students in the joint degree MSSA/MPH Program complete four (4) Learning Contracts.
Weekly Supervision

Weekly field supervision is the place where students can reflect upon and analyze their own practice and explore alternative or newer modes of helping to broaden their practice repertoire. Such risk taking can occur in an open environment where free expression is positively sanctioned and new ideas are encouraged and rewarded and valued by the student and Field Instructor/Practicum Supervisor. Along with integrating theoretical perspective, into practice, risk taking is necessary for learning in the field and cannot occur in an atmosphere that is judgmental or punitive.

The primary focus of field supervision meetings should be on the student’s self-generated agenda and discussion topics generated from the previous week of field related activities. There should also be a mutual review of the student’s progress toward goals stated in the Learning Contract. To achieve this focus, students should be provided at least 1 to 1.5 hours of uninterrupted time and space alone with the Field Instructor/Practicum Supervisor. As the Mandel School does not expect students to miss class time with their professors each week, field supervision should be conceptualized as classroom instruction (in the field) and revered as vital to the student’s learning.

The Field Conference

Once the Learning Contract has been completed and ready for review, a field conference must be scheduled. It is primarily the student’s responsibility to schedule the Field conference. There are two major purposes to a field conference between the student, Field Instructor/Practicum Supervisor and Field Faculty Advisor. The first function is educational: the focus is on helping students to learn and to improve their skills. The second function is administrative ensuring students are accountable to the agency for their activities in providing services.

During the field conference, all parties will review the completed learning contract to ensure the students learning objectives are being met by the assigned tasks. Students also have the opportunity to raise and discuss any issues or concerns regarding the entire field educational process. Students should feel comfortable to speak freely about their concerns, as the conference is the forum to support and validate the student’s experience.

To maximize the collaborative value of the conference, the following timeframe is suggested for consideration:

Full-time students without Advanced Standing:

- For students in SASS 501 (MNO) and SASS 601, a scheduled field conference is recommended after the first half of the semester. This allows students in the first field period to become oriented to the Mandel School and their individual field assignments to develop a more comprehensive Learning Contract.

- Scheduling the Field Conference during the first 30-45 days of the field period is most helpful to students in SASS 602 and SASS 603. Arranging the SASS 602 Field Conference field during the first third of the semester will offer a more seamless transition from SASS 601.
For students in SASS 604, a field conference that is scheduled after the first half of the semester allows for the conference to reflect a comprehensive and retrospective review of all field related experiences.

**Full-time students with Advanced Standing:**

- The SASS 602 field period is the Advanced Standing Students’ initial field placement. Scheduling a field conference in the first 30–45 days of the semester will support the student and Field Instructor in developing and implementing an educational experience that will provide the foundation for subsequent learning throughout the course of the field practicum.

All IW students:

- For IW students in SASS 601 a scheduled field conference is recommended after the first half of the semester. Since the subsequent field periods are two-semesters, it is recommended the SASS 602 and SASS 603 field conferences be scheduled prior to the end of the first semester. The SASS 604 field conference should be schedule late in the second semester, which will allow for the conference to reflect a comprehensive and retrospective review of all field related experiences.

**FIELD EVALUATION GRADING CRITERIA**

At the end of each field period the student and Field Instructor/Practicum Supervisor will evaluate the student’s performance based upon competency demonstrated on each task, and overall for each core competency. The Learning Contract/Evaluation provides for a quantitative and qualitative measure of performance. The quantitative rating is based upon a 5-point Likert scale measuring the student’s performance on each task. The scale is represented by the following:

<table>
<thead>
<tr>
<th>RANK</th>
<th>RATING SCALE</th>
<th>RATING SCALE DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates high level of competence</td>
<td>Consistently Demonstrates/engages in exceptional competent performance at the generalist/specialized level of social work practice. Activities are consistently managed in a competent manner, and the student exhibits high levels of relevant knowledge, skills and abilities.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates competence</td>
<td>Demonstrates competent performance at the generalist/specialized level. Activities are managed in a competent manner and the student exhibits appropriate levels of relevant knowledge, skills and abilities.</td>
</tr>
<tr>
<td>2</td>
<td>Developing competence</td>
<td>Developing or beginning to perform at the generalist/specialized level. Some activities are managed in a competent manner. The student has not demonstrated consistent levels of performance of relevant knowledge, skills and abilities. Additional training may be necessary.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates inconsistent competence</td>
<td>Demonstrates inconsistent performance at the generalist/specialized level. Activities are managed with some difficulty. The student has not demonstrated performance of relevant knowledge, skills and abilities consistent with the generalist/specialized level. Corrective actions and additional training are required.</td>
</tr>
<tr>
<td>0</td>
<td>Does not demonstrate competence</td>
<td>Does not demonstrate performance at the generalist/specialized level of social work practice. Activities are not managed in a competent manner and the student exhibits substandard levels of knowledge, skills and/or abilities. Corrective action and additional training are required.</td>
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</tbody>
</table>
The qualitative summary is used to provide evidence for the quantitative rating and is designed to summarize performance and mastery of the 10 Core Competencies. Students are responsible for the submission of a completed Learning Contract/Evaluation and all accompanying documents to the Field Education Department by the required due date specified each semester. Each completed document is assessed and reviewed by the student’s Field Faculty Advisor. The Field Faculty Advisor/Practicum Supervisor assigns grades for each field period. The final grade is earned by the student based on a synthesis of:

- Successful completion of the Learning Contract and Evaluation
- Student’s self-ratings and assessment
- Field Instructor’s ratings, assessment and recommendation
- Field Faculty Advisor’s assessment
- Satisfactory completion of all field hours
- Submission of all monthly time logs
- Satisfactory completion of all PD hours
- Timely scheduling and completion of field conferences
- Level of professional demeanor and development
- Participation in all required Inter-Professional Workshops (1st year full-time students only) and related activities.

The grading rubric for each field period is as follows:

<table>
<thead>
<tr>
<th>Pass (P)</th>
<th>Meets or exceeds expectations in all areas of field education</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Pass (NP)</td>
<td>Does not meet the expectations for field education</td>
</tr>
</tbody>
</table>

The student receives a copy of the grade along with the Field Faculty Advisor’s comments following the submission of each Learning Contract/Evaluation. The completed learning Contracts are included as a part of the student’s official transcript upon graduation and are archived for future reference. Failure to submit all required documents by the scheduled due date may result in a grade of No Pass “NP”.

The Field Instructor/Practicum Supervisor and/or Field Faculty Advisor may require that a student request an “Incomplete” grade under the following circumstances:

A. 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/Practicum Supervisor and Field Faculty Advisor that submission of a Request for Incomplete form is appropriate.

B. 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 Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor/Practicum Supervisor and Field Faculty Advisor must agree to the plan and the Director of Field Education must make final approval of all remediation plans. 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. An extension of time for the Incomplete cannot extend beyond one additional
semester. Students will receive a grade of “NP” and be required to repeat the field period, if the requirements are not fulfilled by the agreed upon date.

**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. This policy can be found in the MSSA On Campus Student Manual.

**TIME SHEETS**

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. Full-time students complete and sign time sheets with original signatures and submit them to the Field Education Department on a monthly basis each semester. Intensive Weekend students must complete and sign one copy of the time sheet and submit it to the Field Faculty Advisor. All time sheets are generally due by the fifth day of the month or the next scheduled weekend for IW students. **All students must retain copies of each time sheet for your own records.** 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 semester. 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

**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 and result in the suspension of hours for IW students. Any accumulated hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours.**

**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.

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, no student will be penalized due to religious reasons but will make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the Field Instructor/Practicum Supervisor and students, the Field Instructor/Practicum Supervisor should consult the Field Faculty Advisor or Director of Field Education.
**Professional Development (PD) 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 601 spend 144 hours at the field site with 6 hours of additional PD activities for 150 total hours. Students enrolled in SASS 602, 603 and 604 spend 288 hours at the field site with 12 hours of additional Professional Development activities for a total of 300 total hours for each field period. MNO students enrolled in SASS 501 complete 20 hours of Professional Development.

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 and colloquia at field organizations, the Mandel School, other university settings as well as 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 601 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.

*Student requests for PD approval for all events must be submitted in advance via email to mandelschoolevents@case.edu. Events may be not considered approved for PD hours until a request has been received and approved through this process.*

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

IW students may accumulate all generalist level PD hours anytime over the course of the SASS 601 and 602 field periods. Specialist level PD hours may be accumulated any time over the entire SASS 603 and 604 field periods.
**Banking Hours**

Students may work beyond the required field hours when registered for the subsequent field period with the approval of the agency, Field Instructor, and Field Faculty Advisor. Acquired hours accumulated in a field period may be applied to satisfy the mandated hours of the subsequent field period. **Students may bank hours in accordance with the rules governing the banking of field hours and depending upon their program of study:**

- Full-time students may carry over a maximum of forty (40) field hours and 6 PD hours for the generalist level placement (SASS 601 to 602 field periods) and the specialist level placement (SASS 603 to 604 field periods);
- 18-month Advanced Standing students may carry over a maximum of forty (40) hours and 6 PD hours from the fall to the spring semester; and
- 12-month Advanced Standing students may carry over up to forty (40) hours for each field period. Additionally, they may carry over a maximum of 6 PD hours from fall to spring and 12 PD hours from the spring to summer semester.
- Intensive Weekend student are not permitted to bank field hours.
- MNO students do not bank hours *(The practicum is one semester only.)*

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

Many students will choose to continue to maintain some field placement assignments during the protracted winter break to insure 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.

*Please Note: While banking hours will afford students some flexibility in the subsequent field period, students may not complete their field placement more than two weeks prior to the official last day of field period as delineated by the Mandel School’s calendar.*

**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.

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

**INTERNATIONAL STUDENTS**

The Mandel School welcomes international students and the cultural dimension they add to the classroom and field experience. One of the major functions of Field Education is to teach professional social work knowledge, skills and values. Consequently, Field Instructors may turn to the Mandel School, and particularly the Field Education Department, for assistance when working with international students and understanding their unique cultural challenges, particularly in the practicum setting. To support the educational needs of international students and Field Instructors, Field Faculty Advisors and the Director of International Affairs can provide consultation and the Field Education Department will periodically offer workshops and seminars on this topic.

**CULTURALLY COMPETENT PRACTICE**

A major objective of Field Education is to prepare students to practice in a culturally competent manner and with cultural humility and self-reflection. The goal is to educate students to be attentive to the spectrum of human diversity, which includes; race, ethnicity, culture, ability, age, gender, and sexual orientation. Field education is a key setting in which these skills are applied and mastered. Therefore, it is important that Field Instructors assign students a diverse array of clients/client groups and provide supervision that addresses their development of skills and values in this area.

**MANDATORY REPORTING/DUTY TO WARN**

The State of Ohio has laws, which cover the mandatory reporting of child or elder abuse and the duty to warn if a client is harmful to him/herself or others. Field Instructors are responsible for educating all students with regard to these laws. It is the expectation of the Mandel School, should a student be required to report, they should do so with the proper supervision and guidance of their Field Instructor. The Field Instructor/Practicum Supervisor should provide such guidance while ensuring that all field placement polices, regulations, laws, and ethical obligations are followed.

**DIFFICULTY IN THE FIELD**

There are several ways in which the Mandel School helps students who experience difficulty in the field. The major effort is through consultation, advising and support. In the field setting, students are encouraged to reach out to other the field placement agency staff, such as: the Field Instructor, Task Supervisor or Agency Liaison, and in the school setting: the Field Faculty Advisor, Director of Field Education, Director of International Affairs or the Associate Dean of Student Services for help on practice issues.

When a Field Instructor/Practicum Supervisor has attempted to work with a student around a set of practice and learning issues and has seen little progress in resolving them, the Field Faculty Advisor should be contacted immediately. The Field Faculty Advisor will intervene with both the student and Field Instructor, sometimes jointly, to clarify the problem and suggest ways to resolve
it. If there is no resolution at that level, then any and all problems should be brought to the Director of Field Education.

The Mandel School has a responsibility to the profession and to the future clients of their students to maintain high professional standards. Though infrequent, there are occasions when the Field Faculty Advisor and Director of Field Education may conclude that a student is not able to provide competent, ethical service to clients. When a determination of this magnitude is made, the Field Education Department will consult with the Deans Consultation Committee and explore appropriate avenues with the Committee on Students.

**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/Practicum Supervisor 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 may be given at the end of the semester, in accordance with the policy for Incompletes in Academic Courses. A Request for Incomplete Grade form must be submitted by the student for consideration. An extension for an incomplete cannot extend beyond the end of the subsequent
term (fall, spring, summer). Please refer to the policy guidelines for Incompletes in Academic Courses for additional information.

**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 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/Practicum Supervisor 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.

**PROFESSIONAL CODE OF CONDUCT**

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

- 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.

Any student, whose performance in the field placement site constitutes a breach of the NASW Code of Ethics, and/or the Mandel School Professional Code of Conduct, will be referred to the Committee on Students. Students can access the Mandel School Professional Code of Conduct within the Student Manual. Students are also encouraged to familiarize themselves with the NASW Code of Ethics. This can be accessed and/or downloaded at the following website address: [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

The following Code of Conduct 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).

**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 self in an appropriate and responsible manner and uses proper channels for conflict resolution.

- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.

- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

Personal Behavior

**STRESS MANAGEMENT**

- Demonstrates ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.

- Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and professional performance.

**EMOTIONAL PROBLEMS**

- Seeks and effectively uses help for problems that interfere with scholastic and professional performance.

- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - Compromising scholastic and other performance;
  - Interfering with professional judgment and behavior;
  - Jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the Code of Ethics by the NASW and the State of Ohio Social Worker, Counselor and Marriage and Family Therapist Board).
**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.

**APPENDIX – FORMS**

The following forms are available to download from the Field Education Department web site at: [http://msass.cwru.edu/fieldedu/](http://msass.cwru.edu/fieldedu/). All Learning Contracts are available through the Intern Placement Tracking (IPT) system and are loaded onto each student’s page at the beginning of each semester.

- Monthly Time Log
- Professional Development Log
- Field Education Calendar