



INDIANA WESLEYAN UNIVERSITY

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MANUAL

FOR

FIELD INSTRUCTION

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PREFACE

This Field Instruction Manual is written to help MSW students and Field Instructors (Site Supervisors) understand the IWU MSW Social Work Program and the Field Practicum component of the program. In this Manual, you will find information about the Master of Social Work program (including Educational Policy and Accreditation Standards), information about the social work profession (including Code of Ethics), information about Field Seminars (SWK-560, 561, 562, 563, 666, 667, 668 and 669), the roles and responsibilities of those involved in Field Experience, and other applicable material regarding Field Placement.

As stated by the Council on Social Work Education (CSWE), Educational Policy and Assessment Standards (EPAS) regarding the competency-based approach for social work education, "Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (EPAS, 2022, p. 7). Social work competence is the professional application of the knowledge of human behavior in the social environment and the use of intervention skills in working with individuals, families, groups, communities, and organizations regarding such problems of living in modern society.

Social work also involves service to all people, from young to old, individuals, families, groups, neighborhoods, and especially the disadvantaged, marginalized, and vulnerable in society. Various practice settings are utilized to reach these people, such as hospitals, childcare facilities, public and private social welfare entities, public schools, home and community settings, and industries.

The Social Work Program at Indiana Wesleyan University offers a Master of Social Work degree. The Social Work Program, which is accredited by the Council on Social Work Education (CSWE), is designed to prepare students for advanced generalist social work practice and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning into their practice to maximize their ability to be of service to fellow human beings.

Social workers improve the quality of life and enhance the client system's ability to cope with change to improve functioning. Therefore, the *basis of learning* for social work students at Indiana Wesleyan University includes:

- a holistic view of persons
- a view of individuals as person(s)-in-situations(s) interacting with, affecting, and affected by others and their environment.
- a problem-solving / need-resolving / strengths-based, culturally responsive approach
- a systems framework
- an understanding of a Christian worldview and its implications for affecting change.

SOCIAL WORK PROGRAM

The MSW Program at Indiana Wesleyan University is built on the belief that successful professional social work education requires the development of qualities essential to both academic excellence and professional success. These include skills in communication, problem-solving and evaluation, creativity, an understanding of basic facts and relationships, appreciation for the culture of individuals and diversity within society, the ability to work effectively as part of a team, and freedom of inquiry and exchange within the framework of Christian faith and philosophy.

MSW Statement of Program Expectations

IWU MSW Program students participate in a rigorous graduate-level study program to prepare them for advanced social work practice. To fulfill the demands of the program, students must meet the following fundamental requirements:

- be committed and prepared to take responsibility for their learning outcomes, including all required competencies and behaviors identified in the learning contract.
- have strong oral and written communication skills.
- demonstrate effective interpersonal skills.
- possess insight and self-awareness.
- use effective time management skills, and
- maintain flexibility in scheduling that allows for sufficient time and ability to meet the demands of their coursework and fieldwork.

Students should be prepared to meet these requirements throughout the program.

Lock-Step Cohort Model Policy and Procedures Policy:

Students in the MSW Program are enrolled in a program of study where courses are taken in a specific sequence throughout the curriculum. This “lock-step” model ensures that students take courses with their admission group classmates to enhance a learning community experience.

Policies On the MSW Program Lock-Step Model

- Students requesting to withdraw from a course will be withdrawn from their group and may be rescheduled into another enrollment group based on class availability.
- Students cannot change course sections (i.e., request instructor preference). Instead, students have the choice to withdraw from their courses and be rescheduled into another admissions group sequence.
- Students not obtaining a field placement and/or completing the required paperwork for their field placement by the assigned deadline will be withdrawn from their field course

and from the program and will need to seek re-entry into the program in another enrolment group.

- Students who fail a course will be withdrawn from the program. They will need to contact sihadvising@indwes.edu to be rescheduled for classes.
- Any withdrawal, as indicated above, will result in a delay in graduation.
- A student who withdraws cannot be guaranteed to return to their original course track (33-month, 24-months, 16-month) with the next term.
- Students sitting out one term for any of the above reasons can have their break coded as a Scheduled Break – Leave of Absence.
- A break from the program that exceeds 180 days cannot be coded as a Scheduled Break – Leave of Absence.
- Students receiving an incomplete grade can continue in the program. Failure to make a passing grade for the incomplete by the designated deadline will result in withdrawal from the program and rescheduling with another enrollment group.

The social work courses and required supporting courses in the program have evolved from a constellation of expected educational outcomes and professional competencies consistent with advanced social work practice. The courses include content on *values, knowledge, skill, and cognitive and affective* components to assist each student to:

- Clarify personal and professional values for ethical practice.
- Develop a core of knowledge in social and behavioral sciences and supportive disciplines and the ability to apply a generalist and advanced practice model of social work to various and diverse client populations.
- Enhance communication skills on many levels.
- Develop a commitment to work toward social, environmental, and economic justice within the context of professional social work practice.

During the field experience, as students practice the knowledge, values, skills, and cognitive and affective processes they acquire through the MSW program, the social work faculty, with the assistance of student and agency feedback, will continually evaluate the social work curriculum, its content, and its instructional methods. The social work faculty welcomes the suggestions of agency personnel and students alike as they seek to strengthen and improve the program.

THE MISSION OF THE IWU SOCIAL WORK PROGRAM (AS 1.0.1)

The mission of the IWU MSW Program is to prepare social work students for advanced social work practice with an emphasis on clinical skills and assist students who desire to integrate personal faith and learning in becoming world changers through service to their fellow human beings. The MSW program is committed to training social workers who embody a global and person-in-environment perspective, demonstrate respect, humility, and responsiveness to individual and cultural differences in their fellow human beings, value scientific inquiry and the pursuit of truth, promote justice, uphold inherent human rights, and seek to address conditions that limit them, and who seek to eliminate poverty and advance the well-being of others.

Further, the MSW program seeks to prepare students who uphold, embody, and promote core social work values, including service to others, honoring the dignity and worth of all people, championing the importance of human relationships, and valuing personal integrity and competence. The program is committed to creating a personal, professional, and innovative experience in the online environment to achieve its mission.

MSW Program Goals (CSWE AS 1.0.1, 1.0.2.)

1. To prepare students for advanced-level social work practice who demonstrate cultural humility, responsiveness, and respect for diversity and differences in working with individuals, families, groups, organizations, and communities.
2. To equip students to integrate social work ethics and personal faith with academic excellence and research-informed practice.
3. To equip students for advanced social work practice and leadership informed by theoretical perspectives, biblical truth, knowledge of human behavior, and research.
4. To prepare students to champion positive change and enhanced well-being for individuals, families, groups, organizations, and communities through respect for diversity and practices that seek to eliminate racism, oppression, and injustice.
5. To equip students to advocate for human rights and justice for vulnerable, marginalized, and oppressed people.

EPAS 2022 Social Work Program Competencies (CSWE AS3.1.1, M3.2, AS3.3.1, M3.3.2)

Core competencies and field education (signature pedagogy) are the key elements of the *explicit curriculum at IWU*. Competency-based education is an outcome-performance approach to curriculum design. Competencies are measurable practice behaviors comprising knowledge, values, skills, and cognitive and affective processes. The goal of the outcome approach, according to CSWE, is to demonstrate these competencies in the integration and application of knowledge, values, and skills in practice with individuals, families, groups, organizations, and communities in a purposeful, intentional, and professional manner to promote human and community well-being (EPAS, 2022).

The explicit curriculum at the MSW level is designed to prepare its graduates for generalist and advanced practice with an emphasis on clinical skills through mastery of the core competencies as operationalized by the behaviors that characterize each. The program’s competencies are operationalized in the explicit curriculum and program assessment through measurable practice behaviors.

Upon completion of the MSW Social Work Program at Indiana Wesleyan University, students will achieve competencies within the framework of the generalist and advanced level of social work practice. (M3.2) In the field education program, all CSWE’s nine core competency areas, including multiple assignments and continuous opportunities for reflection on issues of Racism, Diversity, Equity, and Inclusion built into the student’s learning agreement, field evaluation, process recordings, records of supervision, observations of practice and portfolio requirements, to ensure that each competency is connected to practice opportunities with individuals, families, groups, organizations, and communities. Students also engage biweekly with faculty in live group meetings to discuss learning related to their practice sites, including clinical, policy, ethics, and issues of racism, diversity, equity, and inclusion in their practice setting. Learning agreements specific to the generalist and advanced practice specialty year are designed to require that the student, in conjunction with the field instructor and faculty liaison, identify outcome-based learning activities that result in demonstration or evidence of learning in each area.

The competency areas included are as follows:

| Educational Policy and Accreditation Standards (EPAS) – Core Competencies | |
|--|---|
| Competency 1 | Demonstrate Ethical and Professional Behavior |
| Competency 2 | Advance Human Rights and Social, Racial, Economic, and Environmental Justice |
| Competency 3 | Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice |
| Competency 4 | Engage in Practice-informed Research and Research-informed Practice. |
| Competency 5 | Engage in Policy Practice |
| Competency 6 | Engage with Individuals, Families, Groups, Organizations, and Communities |
| Competency 7 | Assess Individuals, Families, Groups, Organizations, and Communities |

| | |
|---------------------|---|
| Competency 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities |
| Competency 9 | Evaluate practice with Individuals, Families, Groups, Organizations, and Communities |

SOCIAL WORK CURRICULUM

The following example of the course sequencing in the MSW program indicates the required social work courses. Field courses are in red.

| Standard 33 Month Program | Standard 24 Month Program | Advanced Standing 16 Month Program | Advanced Standing 12 Month Program |
|----------------------------------|----------------------------------|---|---|
| SWK 542 | SWK 542 & SWK 555 | SWK 650 | SWK 650 & 655 |
| SWK 555 | SWK 543 & SWK 556 | SWK 655 | SWK 665 & 656 |
| SWK 543 & SWK 556 | SWK 560 | SWK 661 & SWK 656 | SWK 666 |
| SOC 550& SWK 557 | SWK 561 & SWK 557 | SWK 662 & SWK 665 | SWK 667 & 661 |
| SWK 560 | SWK 550 & SWK 562 | SWK 666 | SWK 668 & SWK 662 |
| SWK 561 | SWK 563 | SWK 667 | SWK 669 |
| SWK 562 | SWK 650 | SWK 668 | |
| SWK 563 | SWK 655 & SWK 665 | SWK 669 | |
| SWK 650 | SWK 666 | | |
| SWK 655 | SWK 667 & SWK 656 | | |
| SWK 651 and 656 | SWK 668 & SWK 661 | | |
| SWK 662 and SK 665 | SWK 669 & SWK 662 | | |
| SWK 666 | | | |
| SWK 667 | | | |
| SWK 668 | | | |
| SWK 669 | | | |

FIELD PLACEMENT

MSW students complete Field Placement experiences in conjunction with Social Work core coursework for both the standard and advanced standing programs. **Students spend approximately 12 hours a week in the field setting during the generalist year/ first-year practicum and approximately 16 hours per week in the advanced year / 2nd year.** Standard track students must complete 900 field education hours throughout their MSW program; 400 hours are completed in the generalist practicum year and 500 hours in the advanced practice year. Advanced standing track students must complete 500 hours during their field practicum. Both generalist year and advanced practice year practicums are completed in one agency over 32 weeks. (M 3.3.3)

Field Seminars and Practicum Sites for Students in Family and Close Interpersonal Relationships

To ensure a positive learning experience and minimize conflicts of interest during the field seminar and practicum experience, students completing the MSW program in the same track and time frame as a spouse, partner, or closely related family member or significant other (child, sibling, household member, etc.) will be separated into different field seminars and may not complete practicums at the same agency.

Field Practicum Overview

| Year | Required Field Hours | Average hours per week | Length of Practicum (Practicums are at one agency) | Seminars - taken sequentially during the practicum |
|---|----------------------|------------------------|---|--|
| Standard Track: Generalist Practice (Year 1) | 400 | 12 | 32 weeks | SWK 560 SWK 561 SWK 562 SWK 563 |
| Standard Track: Advanced Practice (Year 2) | 500 | 16 | 32 weeks | SWK 666 SWK 667 SWK 668 SWK 669 |
| Advanced Standing Students | 500 | 16 | 32 weeks | SWK 666 SWK 667 SWK 668 SWK 669 |

Field education is an integral component of social work education and is anchored in the program's mission, goals, and educational level. It occurs in settings that reinforce students' identification with the profession's purposes, values, and ethics, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated by criteria by which students demonstrate their achievement of program objectives and practice behaviors. These criteria will be outlined in the student's learning contracts, which are created in the first few weeks of the Field Practicum.

Goal-directed education, with specifically designed curriculum content and outcomes to connect practice opportunities in the field education program with all nine areas of competency with individuals, families, groups, organizations, and communities, and the theoretical and conceptual contributions of the classroom, are included to facilitate conceptualization and stimulation of the learning process. To achieve the desired results of this goal-directed education approach, it is necessary to depart from the traditional tutorial and apprenticeship models of field instruction and move to hands-on practice.

Placement experiences allow students to encounter a variety of delivery systems as well as models and methods for delivery. The student is given the opportunity to conceptualize the "whole" person-in-situation; thus, the student will be looking at not only individuals or families but also agency policies, the larger social welfare systems, and social work practice as a possible focus of change. The field seminar classes, and field experiences aim to develop social work practitioners who demonstrate advanced generalist social work practice with an emphasis on clinical skills.

Signature Pedagogy: Field Education (CSWE EP 3.3)

"Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, perform, and to act intentionally, ethically, and with integrity" (EPAS, 2022, p. 20). Field education intends to connect the classroom's theoretical and conceptual contribution with the practice setting's practical world. It is a basic precept of social work education that the two interrelated components of classroom and field are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. "Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measure of student acquisition and demonstration of the nine social work competencies" (EPAS, 2022, p. 20). As described in this manual, field tasks and assignments required for completion by students are specifically designed to connect theory to practice and competencies. These include the student learning agreement, structured recordings of supervision, process recordings, biweekly group meetings with field faculty, and the fieldwork portfolio. Each of these activities is tailored to support the learning and integration of Generalist Practice Opportunities for demonstrating social work competencies with individuals, families, groups, organizations, and communities or Advanced Generalist

Practice Opportunities for demonstrating social work competencies with individuals, families, groups, organizations, and communities based on the student's practicum year.

Through the field placement, students will gain practice experience, and growth will be evaluated in the following areas as they apply to systems of all sizes:

- Knowledge and Understanding of the Placement Agency
- Social Work Values and Ethics
- Professional Learning and Development
- Work Performance
- Professional Growth
- Supervision
- Social Work Skills and Process
- Communication
- Assessment Skills
- Selection of Intervention Plan
- Implementation of Intervention Plan
- Termination and Evaluation
- Social Systems and Resources
- Understanding and application of issues of human rights, justice, diversity, equity, and inclusion.

Articulated Learning Model and Student Evaluation

Indiana Wesleyan University strives to create an experiential learning environment within the field practicum experience by utilizing an *articulated learning approach* as described by Sheafor and Jenkins (1982) (as cited by Moen, Liley-Goodrich, & Dennis, 2016 (p. 138)). This approach promotes a collaborative model for field education by developing a partnership between the field instructor and university faculty liaison in helping students integrate theory and practice. Also, this model seeks to continually inform the curriculum and integrate themes encountered in the field setting into the field seminar. The goal, as described by Moen, Goodrich-Liley, and Dennis (2016), is a “synergistic exchange among student, field instructor, and field liaison” as the placement unfolds (p. 139). It is understood in this approach that the agency field instructor and the University faculty make up a teaching team, jointly sharing the responsibility for developing learning opportunities in various placements and individualizing the learning experiences to meet student needs.

When students enter the IWU Social Work Program, they come with certain educational expectations. Among these is the anticipation of acquiring a body of knowledge and appropriate practice skills from instructors who can transmit these in a climate conducive to learning. Such learning takes place both in the classroom and during field placement in the agency setting.

Students also come into the program with various degrees of personal maturity, life experiences, and individual learning styles. All these factors play a part in each student's learning and progress toward competence. Considering this, students are required to show that they have addressed any growth areas that may have been identified in a student performance plan during the course of the program. Both professional and personal qualities are assessed during the field curriculum to ensure that students possess the desired qualities of professional social workers.

Review of Student Performance (AS 5.0.1(a), 5.0.1(b))

Student academic and professional performance are reviewed throughout the IWU MSW program. Academic and professional performance is evaluated in social work courses, including field courses, with criteria for evaluation being outlined in course syllabi. The initial review of professional capacity and performance occurs through the application and approval for acceptance to the MSW program. Students are subsequently evaluated for overall professional readiness through the Social Work Field Education application and interview process. The Field Application process is initiated by the Director of Field Experiences approximately three months before the field practicum begins. Successful completion of the Field Application process gives the student permission to continue into the field practicum for both the Generalist and Advanced Practicum years, acknowledging his or her professional readiness. To graduate with the MSW degree, students must also demonstrate professional competency in the field experience. This includes successfully passing the Mid-term and final field evaluations and two professional behavior reviews completed by the Field Instructor. Competency is measured in all nine CSWE areas by the final field evaluation and the final portfolio completed as part of the Field Education Seminars for each practicum year.

Identifying and Securing a Placement Site (M3.3.4)

The Field Director and designated field faculty work with students and make every effort to establish a suitable field placement relevant to the practicum year that will maximize his or her growth and learning of professional and practice skills and abilities. Due to the nature of the online program, covering multiple states and locales, in large part, students are responsible for finding their practicum agency. The Director of Field Experiences or other assigned faculty works individually with each student to assist in brainstorming and identifying agencies that fit the student's interests and in securing a viable placement. The IWU MSW program also provides a robust database of previously approved field agencies where students can search for field agencies in their area and according to interest. Field applications are due a minimum of three months before the start of each practicum, and students are required to identify three possible placement sites. Also, the Director of Field Experiences and designated field faculty arrange interviews with each student at their request to assist each student in developing a plan for obtaining a field placement. The field department offers town hall meetings before the start of each field cycle for students to learn about the process for applying, identifying, and securing a field site.

Field Practice settings for MSW students can include a variety of public and private agencies serving many different client populations. Planning for student placements involves the MSW student, the Director of Field Experiences, and other designated field faculty. As part of the Field Application, students must submit at least three (3) potential sites that they have identified that offer social work services in their area and serve a population of interest. Students are responsible for contacting their identified agencies to inquire as to whether they accept students at the master's level for practicum or confirm they are reapproved in the MSW database. Also, students are responsible for completing any agency onboarding requirements (drug screen, immunizations, background checks, etc.) before the field placement start date, and the student is responsible for any cost associated with such onboarding activities. The MSW program does not provide reimbursement for the costs of onboarding requirements. Once a site is determined, a **Memorandum of Agreement (MOA)** is signed by the Director of Field Experiences, the agency's administrator, the agency field instructor, and the student.

Outline of Student Steps and Timeline for Securing a Field Placement

| Step | When | Who | How |
|--|--|---------------------------|--|
| Review Field Manual, field application, and forms. | Within the first 30 days of starting the MSW program for students in a 24-month standard program, or 4-5 months before the practicum start date for the longer 33-month program and Advanced Standing Program. | Student | Sent by Field Director or Available on Tevera website. |
| Identify three possible placement sites for practicum. | Due no later than 90 days before practicum start-date. Included in Field Application. | Student to Field Director | Field Application Tevera Database or Student search |
| Identify and approach possible field sites and determine interest and availability. | As soon as desired and to begin no later than 3 months before practicum start date. | Student | Email, phone or in person contact. |

| | | | |
|---|---|-------------------------------|--|
| Complete interviews with agencies expressing willingness to accept MSW students. | As soon as desired and to begin no later than 3 months before practicum start date. | Student | Use Student Site Evaluation Tool to assess. |
| Complete Field Application and all documents in Tevera field system. | Due no later than 90 days before practicum start date. | Student to Field Director | Must include emails and phone numbers for agency contacts. |
| Complete Field Interview with Field Director if desired | No later than 90 days before practicum start date | Student and Field Director | Contact Field Director for Practicum Year |
| Determine site of Field Placement | No later than 30 days before practicum start date | Student and Field Director | |
| Contact site to complete Memorandum of Agreement via Tevera | 30-60 days before practicum start date | Field Director | Provide copies of agency MOA and request completion. |
| Contact Field Instructor to complete application via Tevera | No later than 30-60 days before practicum start date | Field Director | Ask Field Instructor to complete Application. |
| Complete all final documents via Tevera (MOA, Field Instructor Application, Work-site Application if needed, other agency requested items) | No later than 10 calendar days prior Field Seminar start date | To Field Director | Ensure that all documents are completed in Tevera |
| Finalize start date and schedule for field placement | 10-30 days before placement. | Student and Field Instructor. | |

Field Application Due Dates

| Start of First Field Course (SWK 560 or SWK 666) | Due Date (3 months prior) |
|---|----------------------------------|
| January | October 1st |
| May | February 1st |
| August | May 1st |

IMPORTANT. All required field practicum documentation must be completed no later than **10 calendar days before the start of the First Field seminar** (SWK 560, SWK 666).

Students who do not ensure completion of all required documentation in Tevera by the deadline will be administratively withdrawn from the field seminar course and are required to contact sihadvising@indwes.edu for rescheduling of courses. No exceptions will be made.

Criteria for Agency Selection as a Field Placement

- Willingness of the agency staff and administration to commit themselves to the education of professional graduate social work students and an understanding of the role of field practice in that process.
- Provision of a Field Instructor on site, who holds a master's degree in social work from a CSWE accredited university and has two or more years of post-graduate experience. If no MSW is available on site, the site is willing to cooperate with a designated external MSW supervisor.
- Willingness of the supervisor to complete orientation components of the program and become familiar with the MSW Program at Indiana Wesleyan University and support its goals and objectives.
- Commitment to the supervision and evaluation of students, including providing a competent Field Instructor and allocating adequate staff time and resources to facilitate student learning and socialization into the social work profession.
- Willingness to involve students in the scope of agency responsibilities and activities, exposing students to agency policies, functions, problems, needs, resources, and relationships to the community and other human service systems.
- Ability to plan experiences and involvements for each student that are appropriate to the goals of the Indiana Wesleyan University MSW Social Work Program and commensurate with each student's needs and abilities.
- Commitment to providing a sufficient number and variety of assignments to develop student knowledge and practice skills at the micro, mezzo, and macro levels.
- Commitment to give students an opportunity to work directly with individuals, families, groups, and community and/or organizations wherever possible over the course of the practicum.
- Commitment to support, model and uphold the nine core competencies of the Council

on Social Work Education for social work education.

- Commitment to providing adequate office space, office supplies, and telephone availability and equipment where needed to ensure the student's ability to meet the agency's expectations.
- Willingness to provide opportunities for in-service training and access to agency training material.
- Willingness to promote student safety and orient the student to safety policies and procedures.
- Willingness to support students in the integration of their faith and Christian worldview into their social work perspective.
- Ability to maintain adequate staff to carry on agency programs and services without reliance on students.
- Willingness to provide feedback to the IWU MSW program through the annual evaluation process and other channels as needed.
- Commitment to upholding practices of nondiscrimination in hiring and placement of practicum students and supporting reasonable accommodations and handicap-accessible practices for students in need.
- Commitment to model culturally relevant practice and respect for diversity and difference. (AS 3.0.1)

PRACTICUM AT PLACE OF EMPLOYMENT (AS 3.3.7)

The IWU MSW program encourages students to complete their field practicum at agencies that are distinct from their current place of employment due to potential conflicts or the risk of losing placement if employment is terminated. Also, the familiarity of a student's workplace can create issues for students who are in a placement to learn new skills while trying to satisfy existing employer and work demands. However, students *may be allowed to complete their field placement at their place of employment upon approval of the Director of Field Experiences based on the policies detailed below.*

The following policies shall apply to employer-based field placements:

Introduction

Welcome to the Indiana Wesleyan University (IWU) Master of Social Work (MSW) Program's detailed guidance on Employment-Based Internships. This policy is specially designed for students who are employed in social work settings and wish to utilize their employment as a part of their field education. Our commitment is to provide you with a clear framework that enables you to maximize learning while maintaining professional integrity and meeting our program's competencies.

Policy Statement: Practicum at Place of Employment (AS 3.3.7)

The IWU MSW program generally advises against completing your field practicum at your place of employment due to potential conflicts of interest and the risk of placement loss if employment is terminated. However, we also recognize that there may be significant educational benefits when a current workplace provides new and distinct learning opportunities. Therefore, with careful consideration and approval from the Director of Field Education, you may be allowed to complete your field placement at your place of employment.

Generalist Year Practicum Policy

- **Eligibility:** Generalist students can apply their current work hours toward hours per week of field experience.
- **Restrictions:** Generalist students are to average 12.5 work hours per week throughout the entire 32-week practicum.
- **Work Activities:** Activities during work hours that count as internship hours must directly correspond to the nine CSWE social work competencies and be specified in the learning contract.
- **Generalist Field Hours:** Generalist students may utilize their work hours for all 400 hours required for their 32-week internship.
- **Field Instructor:** Field Instructors must possess an MSW from an accredited university with at least two years of post-graduate experience and should not be the student's direct work supervisor.

Advanced Year Practicum Policy

- **Eligibility:** Advanced students may apply up to 250 hours of their current employment-based hours (1/2 of the required 500 field hours) towards their practicum requirements, with a limit of 16 hours per week.
- **Restrictions:** Advanced students are to average 16 work hours per week throughout the entire 32-week practicum.
- **Work Activities:** Activities during work hours that count as internship hours must directly correspond to the nine CSWE social work competencies and be specified in the learning contract.
- **Advanced Field Hours:** For the remaining 250 hours, if staying within the same agency, students must work in a different unit or take on significantly different roles.

Alternatively, students can complete this portion at a separate agency. Both placements must be approved before starting SWK 666.

- **Field Instructor:** Field Instructors must possess an MSW from an accredited university with at least two years of post-graduate experience and should not be the student's direct work supervisor.

Using Tevera for Applications

- All applications for employment-based internships must be processed through our field software, Tevera. Be clear about your work setting and ensure that all parts of the application reflect the employment-based practicum requirements.

Educational Focus and Agency Requirements

- The field placement must provide educational experiences that foster the development of IWU master's level competencies as per the learning contract.
- Agencies offering placements must meet the standards of field education set by the program and have an agreement on file with IWU.

Responsibility and Leave of Absence

- **Student Responsibility:** In the event of employment interruption, students are responsible for identifying a new field placement.
- **Leave of Absence Policy:** Students may request a leave of absence if needed. Should you leave while taking consecutive field courses, you must ensure there's an agency to return to or arrange a new agency placement before resuming classes.
- **Program Review:** If employment is lost due to ethical reasons, your application for continuation in the program will be reviewed by the MSW Program Director.

Conclusion

Your field education is an integral part of your training to become a competent and compassionate social work professional. By participating in an employment-based internship, you are given a unique opportunity to integrate your work experience with academic learning. Adherence to this policy ensures that your practicum experience is both professionally beneficial and aligned with IWU's MSW program standards.

Should you have any questions or require further clarification, please do not hesitate to contact Dr. Toby Buchanan (toby.buchanan@indwes.edu) for advanced-level placements or Dr. Lori Reaves (Lori.Reaves@indwes.edu) for generalist level placement.

PAID INTERNSHIPS

For students not eligible to complete an internship at a place of employment, practicums may be completed at agencies or organizations that offer paid compensation for the internship, as

they are available. Paid internships must be approved by the Director of Field Experiences or his/her designated representative. Students should inform the Director of Field in advance if they are offered a paid internship. Agencies offering paid internships must agree to meet the following policy requirements as part of the approval process.

Although students shall receive pay for their practicum hours, specific agency hours must be designated exclusively for their practicum learning experience (Approximately 12 hours a week for general year students and 16 hours a week for advanced year students).

The student must be treated as a learner during the designated practicum hours and limited to educational opportunities appropriate to his or her current abilities and expectations as defined in the IWU learning contract.

The paid internship must allow the student to meet the minimum number of hours required by each practicum course, and all field policies and requirements outlined in the current Manual for Field Instruction must be followed.

Activities indicated in the learning contract, as designed by the student and agency, and approved by the IWU Faculty Liaison (professor of field seminar course), shall define the expectations to be completed by the student during the designated IWU practicum hours. All such activities are expected to be under the supervision of the designated MSW Field Instructor.

The learning contract must be designed by the student and agency to ensure that all CSWE competencies and practice behaviors can be demonstrated and measured during the IWU MSW program-required practicum hours at the field agency site.

If an agency agrees to pay a student for more than the practicum hours required by the IWU MSW program as part of the internship, the following limits shall apply.

Generalist year practicum students shall not log and report more than 100 practicum hours to the IWU MSW program during each 8-week period of the internship.

Advanced-year practicum students shall not log and report to the IWU MSW program more than 125 hours during each 8-week period of the internship.

Students are expected to consistently log hours specific to their MSW program requirements and learning contracts throughout the internship period.

The IWU MSW program considers all additional work hours to be employment and not a part of the student's official IWU practicum experience.

During designated practicum hours, student performance, competency evaluations, and any agency-requested corrective actions for the student must be directly related to the student's performance in activities and learning expectations.

The student's receipt of payment and other compensation is strictly between the agency and the student, and any concerns regarding issues of pay or benefits shall be handled between the two parties exclusively.



COUNCIL ON SOCIAL WORK EDUCATION

INFORMATION ON UNPAID INTERNSHIPS FOR SOCIAL WORK FIELD EDUCATION

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>).

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education at Indiana Wesleyan University meets the following stipulations: Field education is associated with the MSW program at Indiana Wesleyan University. Field education is structured around a classroom or academic experience with articulated learning objectives/competencies.

Indiana Wesleyan University exercises oversight over the internship program and provides educational credit.

The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site. The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work at the field education program site.

The field placement is meant to provide an educational and training opportunity to the social work student and is not meant to provide any immediate advantage to the employer or the field site.

PRACTICUM OBJECTIVES

Field instruction is an educationally directed and supervised planned learning experience that gives students the opportunity to apply and refine values and skills and apply theories learned in the Human Behavior and Social Environment, Social Welfare Policy and Services, Social Research, and Social Work Practice courses. The field component, with particular reference to the field practicum, is the key integrative component towards which all other sequenced learning is directed and from which classroom learning is assessed and refined. To achieve this integration of classroom learning and practice, *field practicum objectives* include the following:

- To provide the student with the opportunity to demonstrate competencies and to learn by “doing.”
- To assume professional social work practice roles in providing direct and indirect services to individuals, families, groups, organizations, and communities at the generalist and advanced level.
- To provide the student with the opportunity to correlate and integrate the theoretical and conceptual components of classroom learning with actual practice.
- To provide the student with the opportunity to test out, apply, and refine concepts, principles, theories, and values taught in the classroom.
- To provide the student with the opportunity to learn additional or specialized knowledge, skills, insights, and tools for effective social work practice.
- To provide the student with the opportunity to receive direct observation, feedback, and guidance from experienced social work staff on his or her practice behaviors, values, and skills to develop competence as a professional social worker.
- To provide students opportunities to engage with and practice knowledge, values, skills, and cognitive and affective abilities in all nine social work competency areas with individuals, families, groups, organizations, and communities (AS 3.3.1).

FIELD TIME GUIDELINES AND ATTENDANCE

Field practice credits are formulated so that each student will be required to spend an average of 12.5-16 clock hours in the agency each week based on the practicum year.

These hours are to be completed under the supervision of the Field Instructor at the student’s assigned agency. While there is some room for flexibility in scheduling, this should first be discussed with both the Field Instructor (designated MSW Supervisor) and the Faculty Liaison (Professor of Field Seminar Course) during the initial phase of placement. Standard track students must accomplish 400 hours in their initial Generalist year Field Placement and 500 hours in Advanced Field Placement, for a total of 900 hours. Advanced standing students must complete 500 hours in their Advanced Field Placement. Students will submit signed time logs in the online learning platform on a regular basis to demonstrate completion of hours (AS 3.3.3).

Students are expected to be in their placements for the required times they have contracted. Absences due to emergencies and illnesses are the only approved excuses.

Students are also expected to make up any time missed at the agency. This time must be arranged with the Field Instructor. Prolonged absences or expected absences must also be communicated to the Faculty Liaison as soon as possible.

Practicum Start and End Dates

Field Practicums start on the first day of the first field seminar for the Generalist or Advanced Year (SWK 560 or SWK666). Field Practicums end on the last day of the final field seminar (SWK 563 or SWK 669).

Students may end their field practicum hours *up to two weeks in advance* of the end of the final field seminar with the permission of their agency field instructor and the IWU Faculty Liaison/Field Seminar Instructor. All required field assignments, including all required hours and the final field evaluation, must be completed before ending the practicum early. Students must also complete any additional coursework, such as discussion boards and portfolio submissions, by the end of the course. Students seeking to end their practicum hours early should review all upcoming assignments and plan for completion and submission, being mindful of course requirements and the late grading policy in the syllabus.

Students *may begin field practicum hours up to 10 days before* the beginning of the first field seminar (SWK 560 or SWK 666) if the agency requires an earlier start for orientation or upon approval of a request for special circumstances. Students may not start practicum hours any sooner due to access to the course being unavailable before this time. Students must have access to the course to prepare for assignments and activities that directly relate to practicum hours at the agency. Students who start a field practicum early should ensure that the Memorandum of Agreement (MOA) between the agency, IWU, and the student reflects the agreed-upon start date. Students starting practicum hours early are expected to continue to log hours through the entire practicum. Requests for permission to start practicum hours up to 10 days early should be sent to the Director of Field Experiences via email at toby.buchanan@indwes.edu for Advanced Students and Lori.Reaves@indwes.edu for Generalist year students

Prolonged Illness, Pregnancy, and Time Away from the Field Agency

Because the field practicum is a significant component of a student's learning experience in the MSW program, it is not possible to take an extended leave from the agency or seminars during the practicum. Also, assignments in the field seminar courses are taken simultaneously with practicum hours and are frequently directly related to student work at the practicum site, making it important that students are active weekly at their agency throughout the 32 weeks. As a result, the following policies apply:

If necessary, due to prolonged illness, pregnancy, or other needs, a student must take a leave from hours at the practicum site; the maximum time that may be taken without completing hours at the agency is two weeks. This time must be approved by the Field Instructor and the

student's seminar instructor/faculty liaison for their Field Seminar course. The student must also submit a plan for how the hours will be made up either before or after the leave to ensure they are on track to obtain the total required hours.

During any period of absence from the agency, the student is required to continue to complete all seminar assignments according to class expectations and the University Policy indicated in the class syllabi. Students may complete assignments in advance if they are planning to be away, but grading will occur according to university policy for any late or missing work (see student handbook).

Students who are expecting a baby during the field practicum experience should consider whether it is viable for them to take only two weeks off or less from the agency and continue to complete homework assignments so soon after delivery, as described above. As an alternative, students may request a leave of absence after completing one or more of the required field seminars if they need to take off for a longer period of time. Students who are approved to take leave after successfully completing one or more field seminar classes will be able to pick up where they left off with their accumulated hours when they return.

However, students requesting a leave of absence while taking consecutive field courses should also consider the following.

- When taking a leave of absence from field practicum, students must have an agency to go back to when they return, preferably the agency they were with before the leave, and should discuss this possibility with the agency in advance. If this is not possible, the student must locate a new agency and make sure all is in place and ready for them to begin upon return. It is the student's responsibility to contact the Director of Field Experiences before returning from leave to ensure their paperwork is up to date and they are ready to go when their new course begins.
- Students who are expecting a baby during the last 8-10 weeks of their practicum experience should consider the possibility of taking a leave of absence at the mid-point of the practicum to avoid disruptions or the possibility of not completing the practicum once their baby arrives.
- Students who must *withdraw* from a field seminar in the middle of the class are required to take the entire seminar over, including submission of new assignments and repeating all practicum hours required for that seminar.
- Students interested in exploring the possibility of a leave of absence or who are experiencing a prolonged illness or medical issue should contact sihadvising@indwes.edu
- When returning to field practicum from a leave of absence, students will be placed in the next available class for rejoining the field seminars where they left off. However, taking leave will result in a later graduation date.

RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCES (AS 4.3.5)

- Provide direction and administration of the field education program, including review and approval of student applications, developing agency placements, agency affiliation agreements, and approving student placements.
- Develop and maintain the MSW Manual for Field Instruction. This manual provides the context and guidance for all involved in the field placement.
- Select, in conjunction with student and agency personnel, placements appropriate to student needs and interests and the MSW Social Work Program's goals and objectives. Other criteria for placement include personal assessment of the student, personal interview, academic performance, previous placements, work experience, and accessibility for supervision and seminars.
- Arrange for the educational component of the field instruction to be provided by a professional with an appropriate social work and experience degree in those situations where the agency supervisor does not have the required social work degree.
- Coordinate and finalize student assignments to field agencies.
- Orient Field Instructors to the design and objectives of both field education and the overall social work curriculum and to methods by which the two can be integrated.
- Continually assess the quality of the field education program and provide recommendations for improvement.
- Facilitate ongoing communication and problem-solving for Field Instructors and Faculty Liaisons, including information on best practices in the field.
- Arrange for recognition and appreciation of Field Instructors for their contributions.
- Provide support, monitoring, and input to assigned Faculty Liaisons.
- Assure that field education policies and procedures are correctly implemented and that the educational objectives of field education are not compromised.

RESPONSIBILITIES OF THE FACULTY LIAISON (AS 3.3.4)

The Faculty Liaison, who also functions as the field seminar instructor, plays a key role in the field experience. The Faculty Liaison serves as the intermediary between the agency, social work program, and student, partners with the Field Instructor to ensure the provision of quality instruction, helps the student to integrate theory and practice, facilitates evaluation of the

student, advises the student during the field placement experience, serves as a consultant to the Field Instructor, mediates among the student, Field Instructor, and agency when needed, and advocates for the student to ensure he or she receives a quality experience. The Faculty Liaison also arranges for and facilitates joint conferences with the Field Instructor and student before the mid-point and end of practicum to discuss topics such as learning agreements, course assignments, student learning needs, progress toward achieving competencies, application of theory, and persistent challenges. Specific responsibilities of the faculty liaison include the following:

- Contact the Field Instructor within the first two weeks of the practicum to introduce themselves, provide additional orientation, and provide answers to questions regarding curriculum or assignments.
- Consult with the Field Instructor during the practicum experience (typically before at the mid-point and/or final evaluation via video conferencing technology) to review student's needs and progress, and to ensure the educational focus of the field experience.
- Communicate with the Field Instructor at least once during the eight-week seminar cycle to inquire about needs, concerns, or questions via email or phone contact.
- Assign, in consultation with the Field Instructor and student, additional learning experiences, *as necessary*, to facilitate the integration of class and field learning.
- Assist in the development and approval of a robust and performance-based student learning plan supporting all competency areas, and assess the student's learning and professional development in the field experience, and to determine the final grade.
- Provide educational consultation to agency Field Instructors as needed.
- Be available for conferences with students when necessary.
- Consult with Field Instructors and students regarding existing field-related problems, including appropriate problem-solving activities.
- Assess the student for appropriateness in the social work profession, including adherence to the professional code of ethical conduct.
- Provide evaluative information to the Field Director on the quality of the agency's field education and recommend revisions in the agency's field education program.
- Teach field seminar courses to social work field students to help them understand the integration of social work theory and practice.

- Be familiar with the contents and policies in the field manual and support their consistent implementation in the program and field experience.
- Monitor and ensure that timesheets are submitted and that the student is meeting the required hours. Reach out to the student when hours are falling short of planned averages.
- Provide feedback to the field program and participate in semi-annual field liaison meetings with the field director.

ELIGIBILITY REQUIREMENTS AND RESPONSIBILITIES OF THE STUDENT IN FIELD PRACTICE

To be eligible for admission to the field practicum, the student must meet specific requirements before placement. The Indiana Wesleyan University MSW Program prides itself on academic excellence. Students in the Social Work Program must complete all required social work courses with a minimum GPA of 3.0 and a minimum grade of a “C” in each course. Also, students must be able to demonstrate qualities of good judgment, the ability to work and communicate well with others, and the ability to function professionally under pressure. Before approval for field placement, the following criteria must also be met with satisfactory review:

Generalist Practice Year Field Placement Admission Criteria

- Successful completion of prerequisite courses: SWK542 Human Behavior in the Social Environment, SWK 555 Generalist Practice with Individuals, SWK 543 Social Welfare and Policy, and SWK 556 Generalist Practice with Families and Groups.
- Completion of the MSW Field Practicum Application
- Completion of a Field Placement interview with the IWU MSW program Director of Field Experiences as requested.
- Completion of IWU Application for Employment-Based Field Placement (as needed)
- Approval of student placement site, including completed Memorandum of Agreement (MOA) or agency contract if required.
- Approval of student Field Instructor after review of completed IWU MSW program field instructor application.

Advanced Practice Year Field Placement Admission Criteria

- Successful completion of prerequisite courses: SWK650 Mental Health and Psychopathology, SWK655 Advanced Interpersonal Practice, SWK661 and 662 Research,

SWK 665, Leadership, Administration, and Supervision.

- Completion of the MSW Field Practicum Application
- Completion of Field Placement interview with IWU MSW program Director of Field Experiences as requested.
- Completion of IWU Application for Employment-Based Field Placement (as needed)
- Approval of student placement site, including a completed memorandum of agreement (MOA).
- Approval of student field instructor after review of completed IWU MSW program field instructor application.

Student Responsibilities During Field Placement:

- Notify the site supervisor (Field Instructor) in case of illness or an emergency interfering with the ability to complete agreed-upon field hours. Arrangements for making up hours must be made with the field instructor. You must fulfill all required practicum hours by the end of each course.
- Prepare for and attend regular individual and/or group supervisory and instructional sessions with the field instructor.
- Collaborate with the Field Instructor and Faculty Liaison in identifying learning needs and specifying learning objectives related to competencies and practice behaviors at the foundation and advanced levels.
- Actively pursue and explore learning opportunities within the agency and with the field instructor in selecting appropriate learning material and activities.
- Comply with agency and field placement policies, procedures, and standards, including background checks or drug screens as required and policies addressing professional dress and behavior.
- Demonstrate openness to constructive feedback and make efforts to implement changes identified in the feedback.
- Be proactive in your role as a learner, articulate learning needs, and seek to meet them.
- Attend and participate in agency staff meetings and professional meetings or conferences recommended by the field instructor.

- Integrate field and classroom learning by actively applying theory and concepts to field assignments and thoughtfully participating in the field seminar.
- Practice the principle of confidentiality in all agency-related tasks and responsibilities and uphold all agency privacy policies.
- Take appropriate responsibility for individual learning by participating fully in activities assigned by the field instructor and promptly seeking out answers to questions and concerns in the field agency. Share concerns, issues, and questions promptly with your field instructor and/or faculty liaison.
- Maturely and professionally approach the field practice involvement, maintaining a constructive, non-threatened attitude toward the ongoing evaluation process.
- Complete class and field assignments promptly and maintain and submit a log of hours spent in the agency.
- Promote and practice fully the NASW Code of Ethics.
- Uphold your commitment to the practicum site for the agreed-upon hours per week scheduled to complete the required total hours by the end of each term.
- Arrive on time and stay for the full duration of the agreed-upon field shift unless prior arrangements have been made with your field instructor.
- Develop, in conjunction with the Field Instructor and Faculty Liaison, a learning contract that identifies specific activities and expectations to meet the learning objectives and outcomes based on competencies and practice behaviors identified by the Indiana Wesleyan Social Work Program.
- Take an active role in planning and implementing the learning experiences in the field experience, using the opportunities at the field site to integrate theory and practice, increasing your level of knowledge and self-awareness.
- Communicate your educational needs and interests to the Field Instructor and notify the Faculty Liaison if you are not receiving regular individual and/or group supervision.
- Discuss with the Field Instructor and/or Faculty Liaison any areas of concern or confusion about the field learning experience promptly.
- Participate in scheduled three-way conferences with the Field Instructor and Faculty Liaison.

- Participate in the evaluation process with the Field Instructor by reviewing, signing, and confirming delivery of evaluation forms.
- Engage in appropriate self-care to handle stress that may impact your scholastic and professional performance by developing supportive relationships with colleagues, peers, and others.
- Seek and effectively use help for problems that interfere with scholastic and professional performance.
- Always maintain appropriate boundaries with clients by not divulging personal information, phone or contact information, and by refraining from contacting or communicating with clients via social media of any kind.
- Immediately inform the Field Instructor and faculty liaison of any dual relationships that exist between you as a student and someone at the practice site. (For example, you were or are a client of the practice site, your relatives or friends are clients or employees of the practice site, you have outside friendships with practice site employees or clients, you are related to someone by blood or clan at the practice site, or you worked at the practice site in the past). Students should withdraw from any case where there is a conflict of interest or another kind of relationship with the client.
- Refrain from transporting clients in a personal vehicle while interning at an agency. This practice constitutes a significant liability for both you and the University. You should also ensure that the placement agency has appropriate insurance that covers interns before using any agency-owned vehicles for business use or for transporting clients.
- Abide by agency media, social media, and technology use policies always. Do not use personal cell phones or devices during internship hours unless you are expecting an urgent message or need to respond to a personal emergency.
- Do not complete classroom work during field hours unless assigned in the Field Seminar for completion during placement or unless authorization is received from the Faculty Liaison and Field Instructor.
- Ensure that your appearance and demeanor reflect a professional manner; reflect positively on the profession of social work, the University, and the mission of IWU as a Christ-centered institution; and comply with expectations of the agency dress code.

SELECTION AND RESPONSIBILITIES OF THE FIELD INSTRUCTOR

Field Instructors play a broad and vital role in the education of MSW students and are the cornerstone of effective student development of core competencies. As emphasized by Bogo (2005), “Field Instructors guide students through the practicum.

They have primary responsibility for linking the student to the setting; teaching, coordinating, and evaluating the student’s learning; ensuring that the agency’s service standards are met; and liaising with the University” (as cited by Knight, C, 2016, p. 105). Also, Knight (2016) notes the importance of the Field Instructor’s role in providing direct instruction to students, including imparting the skills, knowledge, and values of the social work profession while also serving as a role model of competency and professionalism.

To ensure that students receive quality instruction in the field, supervision of students will be provided by an onsite MSW social worker, who received his or her education from a CSWE accredited program and has two or more years of experience. (M3.3.6)

Field Instructors External to the Practicum Agency (M3.3.6 b)

When supervision by a qualified MSW is not possible on site, graduates of CSWE accredited MSW programs with two or more years of experience and a commitment to the social work profession and its values may be utilized to provide field supervision as arranged by the MSW student. (M3.3.6) Each student must ensure, before beginning his or her placement, that a suitable Field Instructor has been secured. The qualifications of the supervisor, frequency of meetings and required oversight as stated in this manual must be met by the supervisor regardless of arrangements made, either internal or external to the agency.

External Field Instructors must be approved by the Director of Field Experiences before the practicum begins. External Field Instructors who represent a conflict of interest for the student, are family members or who are close friends of the student will not be permitted. Students are required to bear the cost of any fees associated with supervision when arranged externally from the placement site. If students are unable to identify a field instructor either internal or external to their field agency, they should contact the IWU director of field experiences for additional options and information.

In addition to the above stated requirements, qualities sought in Field Instructors in the field setting shall include openness to and understanding of the education of professional social workers at the graduate level, an understanding of their agency and its role in the larger community, knowledge of the community’s needs and resources, and practice experience in individual, group, and family clinical assessment and intervention.

RESPONSIBILITIES ASSIGNED TO THE FIELD INSTRUCTOR:

- Function as the onsite educator and supervisor for the student at the practicum site.

- Evaluate the student's performance and competency on an ongoing basis and through formal field evaluations and tools provided by the University during each field seminar.
- Complete a Field Instructor application.
- Identify student learning needs in collaboration with the student and Faculty Liaison, reflecting relevant competencies and practice behaviors at the foundation and advanced levels.
- Select learning activities and materials relevant to the students' learning needs and objectives.
- Provide experiences and opportunities and ensure the student identifies and completes activities in all areas of competency as agreed upon in the students learning contract.
- Monitor and ensure that the student is behaving in a manner consistent with the professional code of ethics.
- Address any concerns or areas of student development with the University Faculty Liaison and if needed, develop a plan to address any concerns in collaboration with the student and Faculty Liaison.
- Complete university field practice instructor's orientation materials and to be familiar with the Manual for Field Instruction before the field practice term.
- Provide ongoing individual and/or group supervision for the student to facilitate the translation of knowledge, theory, values, and skills into professional practice and to assist the student in the self-evaluation process throughout the field practice experience.
- Familiarize the student with agency history, purposes, organizational structure, policies, procedures, and services and help the student understand his/her role as a student within the agency.
- Plan a broad range of agency assignments and experiences (including community involvements) appropriate to the student's needs, capabilities, and interests, appropriate to the agency and the IWU MSW Social Work Program's goals and functions. These opportunities should provide for a variety of social work experiences and the development of a broad range of skills.
- Provide the student with adequate workspace, materials and clerical assistance to accomplish agency assignments and tasks.

- Meet via video conference call with the Faculty Liaison and the student two times during the placement experience to review and monitor progress.
- Conjointly evaluate the field practice experience (using the field practice evaluation instruments) with the student and Faculty during each field seminar.

***Guidelines Pertaining to Assignments and Time in the Field**

MSW students are preparing for practice at the advanced practice level. *Indiana Wesleyan University expects students to become involved in supervised independent practice activities within the first few weeks of field placement.* Early work with clients, groups, committees, or projects allows students to begin integrating learning from class and field, and it enables field instructors to begin the educational assessment of the student.

Generalist practice-year students are expected to spend at least **half** of their placement time (200 hours or more) in independent practice activities—e.g., face-to-face contacts with clients, preparation for practice activities, family meetings, team meetings and case conferences around their clients, participation in committee or community group meetings, resource development, telephone contacts, and recruitment for groups.

Advanced practice year students should spend **two-thirds** (approximately 400 hours) of their time in this way. The remaining hours for all students include time for supervision, in-service training, administrative meetings, documentation, and recordings. Any questions regarding the sufficiency of assignment load should be addressed with the faculty liaison.

Field Instructor Tasks to Complete

| What: | When: |
|---|---|
| Complete and submit Field Instructor Application in Tevera. | 30-60 days before start of field placement. |
| Help ensure completion of Agency Memorandum of Agreement (MOA) before placement of student. | 30-60 days before start of field placement. |
| Review field manual and completes Field Instructor Orientation components. | Before start of field placement |
| Ensure student is oriented to the agency, including policies concerning privacy, safety, transportation of clients, ethics, boundaries, dress, media and social media, recipient rights, etc. | Within 2 weeks of start of field placement. |

| | |
|---|---|
| Ensure student has assigned space and needed equipment to work and complete tasks. | Within 2 weeks of start of field placement. |
| Make student assignments (cases, community, training, observations, co- therapy, policy projects, research, assessments, etc.) | Throughout field placement. |
| Assist student in completing the Learning Agreement and sign. | Within 4 weeks of start of field placement |
| Review and provide feedback on documentation completed by the student for on-site educational purposes (process recordings, logs, reviews, assessments, treatment plans, etc.). | During formal supervision of students throughout field placement. |
| Contribute assignments, reviews and signs learning contract. | Within two weeks of the start of field placement. |
| Provide observation of and feedback on social work competencies and practice behaviors the student needs to strengthen. | Using IWU observation tools and during formal supervision of students throughout field placement. |
| Help students link social work values, research, and theory to practice in the field. | During formal supervision of students throughout field placement. |
| Meet with Faculty Liaison and student at mid-point and end of practicum for review of progress. | Mid-point and end of field placement. |
| Meet with students for supervision and sign a minimum of 5 Student Record of Supervision notes per each 8-week course cycle. | During formal supervision of students throughout field placement. |
| Review, provide feedback on, and sign process recordings submitted by student per field seminar. | During formal supervision of students throughout field placement. |
| Ensure student completes one student observation report demonstrating feedback from supervisor and/or experienced agency staff observing student in practice per eight-week seminar cycle. | Minimum of 1 every eight weeks. |
| Complete mid-point and final student evaluations and Professional performance evaluations per course schedule. | Mid-point and end of field placement and during week 8 and 24. |
| Sign time logs weekly. | Weekly |

| | |
|--|------------------------|
| Complete end-of-practicum evaluation of IWU field program. | End of field placement |
|--|------------------------|

Process for Field Instructor Orientation, Training, and Communication (AS 3.3.4)

| | | |
|---|---|----------------------------------|
| Upon approval, Field Instructor receives a welcome with an overview of requirements. | 14-30 days before practicum start date | From Field Director |
| Field Instructor receives a copy of Field Manual, a summary of next steps, links to Field Orientation materials and media material. | 14-30 days before practicum start date | From Field Director |
| Field Instructor receives internet links to field orientation video content that the Field Instructor can watch at her or his convenience providing information on key policies and process. Written responses to Frequently Asked Questions (FAQ) are also provided. | 14-30 days before practicum start date | From Field Director |
| Field Instructor receives contact from Faculty Liaison for initial review of questions and additional information needed. Establishes date of for mid-term virtual site visit. | Within 2 weeks of practicum start date | From Faculty Liaison |
| Field instructor receives electronic links to media presentations describing student learning contract process recordings, the student record of supervision and student portfolios. | Within 3 weeks of practicum start date | Field Director |
| Field Instructor receives an electronic newsletter from the IWU MSW Field Education program four times during the practicum experience. | Bi-monthly | Field Director |
| Field Instructor maintains contact with Faculty Liaison regarding issues, concerns, questions, or problem-solving. | Throughout practicum as needed | |
| Field Instructor completes virtual site visits (mid-term and final) with Faculty Liaison and student to review progress and competency evaluations. | At mid-term and end of practicum placement. | With Faculty Liaison and student |
| Field Instructor completes an evaluation of IWU field experience and interactions. | At the end of practicum placement | Field Instructor |
| Field instructor may participate in Field Instructor advisory meetings as indicated. | Annually | Initiated by Field Director |

Alternative Field Supervision Arrangements (Task Managers)

The above-identified items represent the core agreed-upon tasks to be completed by the Field Instructor. The Field Instructor may choose to delegate daily oversight of student duties or responsibilities or additional individual or group supervision to an onsite task manager or supervisor who does not hold an MSW. In such cases, it is expected that the Field Instructor will be in regular communication with the assigned task manager and that this individual will provide input and feedback to the Field Instructor when evaluating student competencies.

If a student is placed at an agency with an on-site supervisor who is not a qualified MSW, the designated on-site supervisor shall function as the task manager with the student's external MSW Field Instructor assuming responsibility for ensuring completion of the field instructor responsibilities and tasks described in this manual.

Responding to Issues Arising in Field Placements

When concerns or problems arise in the field about the student or the student relationship with the Field Instructor or placement setting, the IWU MSW field program provides policies outlining special monitoring and follow up protocol.

First, the Field Instructor should inform the Faculty Liaison of any difficulties in completing the learning contract or areas of responsibility or with the student's performance. Students are also required to contact their Faculty Liaison if they experience a significant issue or problem during the field experience. When contacted, the Faculty Liaison shall provide coaching to the student and encourage the student to address problems using agency protocols when possible. If the problem cannot be resolved or is of a significant nature, the Faculty Liaison shall contact the Field Instructor (Agency Supervisor) to discuss the matter and attempt to resolve the problem. Upon resolution of the problem with the student and/or through contact with the Field Instructor, the Faculty Liaison shall document the problem and its resolution. The Faculty Liaison shall also document the action steps agreed upon for resolving the problem and send a copy to the Field Instructor and the student, acknowledging that each understands and agrees to the action plan for resolution. A copy of the document shall also be forwarded to the Director of Field Experiences. Upon the completion of the field placement, the Field Instructor and Faculty Liaison shall note in the learning contract that all requirements for addressing the problem have been fulfilled or any remaining areas of concern. When addressing significant issues identified in the field, the Faculty Liaison will request a **Student Improvement Plan** by contacting the Director of Field Experiences and submitting a formal request indicating the concerns.

MSW PROGRAM STUDENT PROFESSIONAL PERFORMANCE POLICY

Students who violate ethical standards of practice established by NASW in the Code of Ethics, whose professional performance affects their ability to be licensed as a social worker, and/or who do not meet the practice behaviors established by CSWE, may be terminated from the

program or recommended for a Performance Improvement Plan (PIP) to offer the opportunity to correct the identified behaviors depending on the nature of the offense. Students who do not meet goals as detailed in a Performance Improvement Plan will also be terminated from the Social Work Program.

Student Professional Performance Improvement Policy

Students who violate ethical standards of practice in the classroom or field site as established by NASW in the Code of Ethics, whose professional performance affects their ability to be licensed as a social worker, and/or who do not meet the practice behaviors established by CSWE, may be recommended for a Performance Improvement Plan (PIP) to offer the opportunity to correct the identified behaviors. Students who do not meet goals as detailed in a Performance Improvement Plan will be terminated from the Social Work Program.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice.
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships.
- Fails to adhere to the NASW Code of Ethics.
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

Procedures for Student Performance Improvement

- Faculty should submit a written report that delineates the reasons (evidence) based on one or more academic and/or nonacademic violation(s) to the Performance Review Committee (PRC). The Performance Evaluation Tool should accompany the report.
- The Performance Review Committee will include the social work faculty member bringing forth the evidence, the Program Director (or surrogate), the Field Director, academic advising, and full-time social work faculty. Other committee members may include representation from the registrar, disability services, financial aid, and program administrators (i.e., Chair and Dean).
- The Committee will review the evidence and discuss recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Director will call for a decision vote.
- The Program Director will contact the student to invite a meeting to discuss the evidence and decision of the PRC. During this meeting, the student will have an

opportunity to present any additional information relevant to the performance concerns.

- If a Performance Improvement Plan was recommended by the PRC, this will be presented and discussed with the student.
- If the PRC decision is suspension from the Program, the Academic Advisor will explore and facilitate alternative schedules with the student.
- The Program Director will notify the student in writing a summary of the meeting with the student. This letter will include the following: the performance concern(s); the PRC decision; a date for the PIP Review (if applicable); the re-entry plan for a student being suspended; and the date of exit from the program for a student terminated from the MSW program. Students will also be provided with information for filing a grievance should they contest the PRC decision, including the link to the Grievance Policy.

Continuation in and Policy for Termination from the Social Work Program

It is the desire of the MSW faculty that students admitted to the program will continue in the program and graduate. However, there are circumstances that could lead to dismissal from the MSW program. Some violations may include but are not limited to:

- Failure to meet or maintain academic grade point requirement as established by the University (3.0 overall) and a minimum of a "C" in all courses.
- Failure to pass any of the gatekeeping and performance review points.
- Behavior judged to be in violation of the National Association of Social Workers ([NASW Code of Ethics](#)).
- Behavior judged to be in violation of [University Expectations of Professional Conduct](#).
- Academic cheating, lying, or plagiarism (see [Honesty, Cheating, Plagiarism, and Forgery](#)).
- Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.
- Evidence of chemical dependency documented as occurring during the course of study.
- Recurring or habitual absenteeism.
- Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
- Repeated failure to demonstrate professional work habits and professional behavior.

In the event of any of the above violations, the MSW Program Director in consultation with Social Work faculty may require outside evaluations and/or opinions of professionals as is deemed necessary to determine the most appropriate course of actions. Each situation is treated individually, and the student may appeal any decision that is made.

As a result of violations of program policy such as those identified above, the MSW Faculty Committee may recommend to the Dean that the student be dismissed from the program. Students may appeal the decision and may be given the opportunity to complete an

improvement plan or other means of remediation. However, failure to follow through with the intervention/remediation plan will result in a denial of the appeal and dismissal. Significant violations of MSW program policy or the Code of Ethics can result in immediate administrative withdrawal from courses and recommendation for dismissal to the Dean with no remediation/improvement plan.

Termination of Field Placement

It is not common for a student to be asked to leave a field placement, but it can occur. Even though students admitted to the University are judged to have the ability to complete the program, this may not always be true for various reasons that are revealed as student's progress through the program. In all fairness to the student who is investing energy and financial resources in the program and upholding the expected performance standards of the social work profession, a student should not remain in the program if indicators give evidence of unsuitability or inability to perform in a professional capacity.

When serious concerns arise about a student's suitability for the profession, in addition to corrective actions identified in the previous section, the field instructor or Director of Field Experiences may also recommend that the student should be placed on a probationary status at the practicum site until the concern about professional behavior has been eliminated, or the student is dismissed. The Field Instructor or Director of Field Experiences may also request that the student be dismissed from the placement for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed from the placement and be administratively withdrawn from the field placement seminar.

Dismissal may result from a single grave incident or from a pattern of behavior. Both academic and field experiences may be considered in determining that a student should not continue in a field practicum. The Indiana Wesleyan Director of Field Experiences may require a student to leave the placement if one or more of the following indicators exist.

- Unwillingness to evaluate and improve one's practice interventions/skills.
- Pattern of unwillingness to assess one's professional growth and use of self. This can include areas of attendance, related work habits, and identification of strengths and limitations.
- Inability or refusal to understand and appreciate the positive value of diversity, including advocacy for social and economic justice.
- Refusal to follow agency policies related to staff and clients.
- A pattern of inability to communicate or form productive working relationships with a variety of client populations, fellow professionals and/or the community.

- Performance in the field placement demonstrates, after adequate corrective efforts, little likelihood of successful completion. This performance may be a matter of knowledge, skills, or values.
- Conduct in the field that endangers clients, the agency, the university, other students, or the student himself or herself.
- Having to be “re-placed’ into a new field placement more than once due to concerns about student behavior or performance.
- Serious dishonesty or breach of confidentiality.
- Inability to apply the knowledge, values, and skills of generalist social work practice on behalf of various client systems.
- Failure to pass any of the professional performance review points.
- Behavior judged to be in violation of the NASW Code of Ethics
- Behavior judged to be in violation of University Expectations of Professional Conduct (<https://indwes.smartcatalogiq.com/en/2023-2024/catalog/college-of-adult-and-professional-studies-caps/caps-policies-and-regulations/academic-caps/expectations-for-personal-and-professional-conduct/>)
- Academic cheating, lying or plagiarism (see Indiana Wesleyan University Catalog; Student Honesty/Cheating at <https://indwes.smartcatalogiq.com/en/2023-2024/catalog/college-of-adult-and-professional-studies-caps/caps-policies-and-regulations/academic-caps/copy-of-honesty-cheating-plagiarism-and-forgery/>)
- Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.
- Evidence of chemical dependency documented as occurring during the course of study.
- Recurring or habitual absenteeism.
- Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
- Harassment or abuse of others or other behaviors identified in the University’s student handbook.
- Repeated failure to demonstrate professional work habits and professional behavior.

Readmission to Field Education Program

Students may be dismissed from a field placement site, a field seminar, or the entire field program as a result of any of the above identified items or for not meeting required professional performance standards and grades as assessed in the field seminars. Readmission or continuation in the field program and seminars following dismissal from a field site, seminar or field program is never guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards. Students who fail a field seminar or who are terminated from the field program must submit a written request for reentry to the program (totoby.buchanan@indwes.edu), including a plan of correction regarding issues leading to their dismissal or failing grade. Requests of reentry will be evaluated by the MSW full time faculty, and a determination will be made regarding continuation or recommendation to the dean for dismissal from the MSW program. See the MSW Student Handbook for more information.

Administrative Withdrawal from Field Seminars and Losing a Field Placement

To begin field practicum, students are required to complete and ensure completion of all required documentation including the student field application, field instructor application and memorandum of agreement or agency contract signed by all required parties by the deadlines established by the MSW program prior to the beginning of the first field seminar in their practicum year (SWK 560 or SWK 666).

Students who fail to submit any or all the required documents with the required signatures by the stated deadlines will be administratively withdrawn from the first field seminar and must reschedule to begin their field practicum at the next rotation. Field practicum start dates occur in January, May, and late August.

When a student loses a field practicum site during any field seminar, the Director of Field Experiences will assess the availability of other placement opportunities, the student's progress in the seminar, reasons for loss of the practicum site and make a determination regarding the viability of the student being placed at a new field site in time to successfully continue with their field seminar. If the Director of Field experiences determines that the student will not be able to successfully relocate their practicum site quickly enough to meet the required benchmarks of field hours identified in the seminar or will be unable to complete the required seminar assignments in time for course completion, the student will be administratively withdrawn from the field seminar and will be rescheduled to continue the seminar at the next available date, The student's internship and accumulation of hours will therefore be delayed until the start of the next available field seminar from which they were withdrawn.

Retaking Field Seminar Courses

Students who fail, withdraw or are administratively withdrawn from any field seminar course are required to *retake the course in its entirety* if approved for continuation in the field program. Retaking the course includes submission of new and original work for the repeated

course. Assignments from previous seminar course work may not be resubmitted. Also, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours as assigned by the course (100 hours for each generalist field seminar and 125 hours for each advanced field seminar).

Student Petition, Grievance and Appeal

Students who wish to appeal the decision of the Director of Field Experiences or of the MSW Faculty may do so within 30 days of notification of dismissal from the field program or administrative withdrawal from a field seminar by following the petition, grievance, and appeal policy.

If a student wishes to grieve any action taken within the MSW Field Education program, he or she may also report a grievance of any kind according to the following process.

When appropriate, and or possible, the student shall attempt a satisfactory reconciliation directly with the MSW faculty member involved.

In situations of unsatisfactory resolution or incidences not directly involving a faculty member, the student may petition the IWU MSW Program Director in writing. The Director will then hold a conference with the student within ten working days of the request.

If a student is not satisfied with the outcome of the above meeting, he or she may submit a written request for a hearing with the Chair of the Behavioral Sciences Department. The hearing shall be held no later than ten days after the student's written request for a hearing in keeping with the University grievance process as stated in the Catalog.

Direct request for further hearing or petition may be made to the Academic Dean per University Academic Grievance policy in the University Catalog which can be found at: <https://indwes.smartcatalogiq.com/en/2024-2025/catalog/college-of-adult-and-professional-studies-caps/caps-policies-and-regulations/academic-caps/grade-appeal-and-academic-policy-grievance/>

UNIVERSITY AND FIELD PLACEMENT PARTNERSHIP (AS2.2.8, M2.2.9)

Indiana Wesleyan University considers it a privilege to work with each selected field agency in developing, equipping and training the next generation of professional social workers. IWU is committed to providing effective training and support for Field Instructors and to developing and maintaining a positive working partnership with all selected field agencies. The goal of the field education department is to create a positive and mutually beneficial experience for students and the field agency as we work together to provide students with quality education and improve the lives of the individuals, families, and communities served. To accomplish this

goal, the following processes shall be implemented as an integral component of the field experience.

MONITORING OF STUDENT LEARNING, PERFORMANCE, AND FIELD EFFECTIVENESS

Monitoring of student progress, as well as student self-reflection and self-regulation, are key components of demonstrating competency in ethical and professional behavior. CSWE Competency 1 identifies the importance of using supervision and consultation to guide professional judgment and behavior (EPAS, 2022). To ensure that these elements occur effectively, it is essential that the student participates in intentional activities that require reflection, evaluation, and solicitation of feedback from the field instructor and other advanced practitioners. Also, monitoring of student progress and development as a social worker is a joint responsibility between IWU and the practicum site. This monitoring is essential to ensure student learning. Students in the IWU MSW program are enrolled in four back-to-back eight-week field seminars during each 32-week field placement. These seminars are taught by IWU instructors, who are also the designated Faculty Liaisons for each assigned student. The seminars provide the primary platform for the ongoing monitoring of student progress and development. Required field activities are built into each field seminar to ensure students engage in direct practice and learning activities that are conducive to students achieving competency in the nine CSWE designated areas. The following provides an overview of key activities, monitoring, and student assessment.

Self-Assessment

Self-assessment is an important learning tool to assist students in identifying areas of professional growth and to encourage student ownership of the learning process. The practice of self-assessment also sets the stage for the use of reflection and self-regulation as key components of demonstrating competency in ethical and professional behavior (CSWE Competency 1). Moen, Goodrich-Lile, and Dennis (2016) also argue that to support student learning in a way that more closely reflects learning in real-life settings, a collaborative approach to assessment is needed that incorporates student voices in the assessment process (as cited in Hunter, Moen, & Raskin, p. 136). Student self-assessment tools can help to accomplish this goal.

All students will be required to complete the MSW Student Self-Assessment tool as part of the field during the first field seminar in their generalist and advanced practice year. A version of the assessment tool is available for both Generalist year and Advanced Practice year practicum students. Each tool mirrors the CSWE core competencies and the student learning contract components specific to either the foundation or advanced year and will allow the student to rate him or herself on each area of competency and behavior before beginning field placement. As such, it will allow the student to reflect on his or her current state of knowledge and skill and to identify areas of strength or development to include in the individualized learning plan. The tool will also be reviewed with the Faculty Liaison to collaborate with the student on developing the learning contract. The student will be encouraged to share the results of the self-

assessment with his or her field instructor for further discussion. Each respective tool will be updated at the end of the designated practicum year for the student to evaluate his or her perception of progress before the final evaluation.

Synchronous Teams Meetings

Students engage in biweekly synchronous online team meetings with the field seminar instructor and their peers to discuss practicum experiences. Students are required to be prepared to discuss observations on how contemporary social work issues have impacted their work in the field and other topics, including ethics, diversity, policy, engagement, assessment, intervention, evaluation, human rights, justice issues, and research-informed practice based on student field experiences. Process recordings are also used as a foundation for case discussion. Through team's meetings, course instructors, and monitor student progress, engage in meaningful dialogue, answer practicum-related questions and provide essential feedback to students.

Process Recordings

Process recordings are detailed written accounts of a social work student's professional interactions with a client(s), group participants, or community group stakeholders. Key elements of the recording are the student's self-reflection on the interaction, his/her thoughts and feelings about the interaction and use of self, and identification of the competencies the student demonstrated or is developing. The MSW is designed to reflect the Integration of the Theory and Practice Loop Model as developed by Bogo and Vayda (1998) (as cited by Moen, Goodrich-Liley, & Dennis, 2016), which "prescribes the best strategies... to enable students to integrate theory and practice" (p137). The practice loop model identifies 4 steps in the integration process: retrieval and recall, reflection and examination of reactions, linkage of subjective reaction with objective facts, and formulation of professional response based on the analysis. Students are required to write at least 2 clinical and/or group process recordings per field seminar, with the intent that these will be written over the course of each seminar. Students in the earlier phase of their practicum when they may not be providing direct assessment or intervention may complete the process recording based on observation or co-therapy assignments working with other professionals.

Field instructors may require more than the assigned number of process recordings as desired, with this expectation being clarified in the learning contract. The student may also request additional process recordings, or specific types of process recordings, as part of the learning contract to develop specific skills or competencies. Documentation and analyses used in the process recording should be disguised to protect the confidentiality of clients or consumers. Process recordings are reviewed, in supervision, with the Field Instructor allowing students to reflect and receive feedback on their skills and use of theory in the agency setting. Process recordings are also reviewed by the course instructor / Faculty Liaison for additional monitoring of issues and student growth.

Case Presentations

Students are expected to complete case presentations during synchronous cohort meetings. Students will use selected process recordings to present and analyze client systems from their practicum experiences. Case discussion and review include areas of ethics, critical thinking, diversity, social justice, research, policy, theory, and the helping process. Case presentations allow the course instructor to interact directly with the student and to monitor and assess knowledge, skills, ethics, and practice behaviors.

Student Records of Supervision

During each 8-week field seminar module, all students will be required to meet with the Field Instructor individually and face to face a minimum of 5 times. Additional supervision may occur individually or in groups, or as part of team conferences. The student will utilize the Student Record of Supervision form to create an agenda in advance of the individual conference with the field instructor and to document the resulting discussion, feedback and follow up actions reviewed during the meeting. Not all categories identified on the tool will be required for discussion at each meeting, but it will serve as a guide for the student in identifying priorities and covering key areas of competency development in supervision over the course of the field experience. The Field Instructor may further require certain topic areas to be discussed each time or as assignments for upcoming supervision discussion at his or her discretion. The Student Record of Supervision form has been structured to follow the three key interrelated elements of professional practice of the head, the hand and the heart as described by Pierce (2016) (as cited in Hunter, Moen, & Raskin, p. 5) The student will also be required to ensure that each Student Record of Supervision includes at least one area of growth or improvement and at least one area of strength be documented from the field instructor as feedback during the consultation. The student and Field Instructor will sign the form as a record of their meeting.

Observation of Student Practice

In her work *Achieving Competence in Social Work*, Bogo (2010) argues that “the most valid evaluation of practice ability is observation of students as they carry out social work practice roles and functions” (p. 176) and that “scholars support the authenticity of using observed performance in actual practice settings as the most direct approach to evaluation” (p. 178). In support of this best practice, all students will be required to ensure completion of *observations* of their direct practice with an individual client, family, or group over the course of each field placement. Students are required to be observed at least 1 one time during the completion of each field seminar during each practicum year (a total of 4 times during each practicum). Each observation must be completed by an identified observer (must be the Field Instructor, another designated supervisor on site, or an experienced master’s level staff person with two or more years of practice experience).

After the planned observation is completed, the identified observer will complete the IWU revised Integrated Social Work Knowledge, Values and Skills Scale as based on the Objective Structured Clinical Examination rating scale adapted for social work performance developed by Bogo, Regehr, Logie, and Regeher (2009) to provide feedback to the student. The identified observer will rate the student in areas including development and use of collaborative relationships, appropriate response to client(s) toward general content, communication, and feelings, focus of the interview/interaction, responding to the presenting problem, assessment skills, strengths-based approach, collaborative goal setting, and demonstration of cultural competence. The student must review each completed observation tool for additional feedback during individual supervision with the Field Instructor. Observation tools are also submitted to the course instructor for content and additional monitoring of performance.

Student Learning Contract

By week four of each field placement, students are required to complete an individualized learning contract with their Field Instructor articulating specific goals and activities the student will engage in over the course of the practicum. Students are required to include in the learning contract at least 1 activity per behavior area identified and described in each of the nine CSWE competency categories. Proposed activities must directly address the learning area and include evidence of and target dates for completion. Students review and update learning contracts with their Field Instructor at the beginning of each field seminar for monitoring of progress and revision as needed. Revised learning contracts are submitted to the course instructor / Faculty Liaison for additional review and monitoring of progress.

Time Logs

Students submit weekly time logs documenting the hours spent at their placement agency. Time logs include specific documentation of the type of activity completed, number of hours per activity, and total number of hours completed during the week. Time logs also track overall progress toward needed hours to help the student stay on track. Field Instructors sign all time logs. Faculty Liaisons review time logs for progress.

Completion of Seminar Assignments at the Practicum Site

Field Seminar assignments such as process recordings, records of supervision, clinical observations, journals, or field seminar assignments that specifically require activities at the field site can be done while at the placement site and included in practicum hours if approved by the Field Instructor.

Other seminar assignments, such as devotions, papers, and discussion boards of a more general nature, are expected to be completed as homework.

Evaluation of Student (AS 5.0.1(a) and (b))

Practice Performance Evaluation

Field instructors are responsible for evaluating the student's performance approximately every eight weeks using the Professional Behavior checklist (SWK 560, SWK 666, and SWK 562, SWK 668) and the Student Competency Evaluation at mid-field placement (SWK 561 and SWK 667) and end of field placement (SWK 563 and SWK 669). A version of the student competency evaluation is available for both generalist and advanced-year practicum students. The content of each evaluation is consistent with the Competencies for Field Education as described by CSWE and the specific behaviors identified by the IWU MSW program for the generalist and specialty (advanced) practice year. The Field Instructor will use the student evaluation tool corresponding to the student's practicum year to review the student's progress based on the completion of the learning activities assigned and through professional assessment of progress toward holistic achievement of the Core Competencies, including application to individuals, families, groups, organizations, and communities as indicated for the practicum year. The Field Instructor will use the Professional Behavior checklist to evaluate professional attitudes, skills, and relationships.

Students must achieve the following scores on the field evaluation instruments at the end of each Field Seminar to continue in and/or pass field practicum. By the Mid Practicum Review of the Generalist Practice practicum, students are expected to demonstrate an average overall score of 2.0 or higher to continue in in the Field Practicum. At Final Practicum Evaluation of the Generalist Practice practicum, students are expected to demonstrate competence ratings of a 2.0 or higher in each practice area of the tool with an average score of 4.0 or higher for the completed evaluation. By the Mid Practicum Review of the Advanced Practice practicum, students are expected to demonstrate practice behavior scores of 2.0 or higher and an average overall score of 3.0 or higher on their evaluation to continue in in the Field Practicum. At

Final Practicum Evaluation of the Advanced Practice practicum, students are expected to demonstrate competence ratings of a 3.0 or higher in each practice area of the tool with an average score of 5.0 or higher for the completed evaluation.

Upon completion of each Student Professional Behavior evaluation, students are expected to achieve a minimum average score of 5. In the Advanced Practice year, individual item scores must also be 4.0 or higher at the final evaluation.

The Faculty Liaison will review both competency and professional behavior evaluations and provide additional comments or feedback on ratings and competency level before finalizing. The student is responsible for obtaining all needed signatures on forms and providing copies to the Field Instructor and to the Faculty Liaison upon completion. ***Failure to achieve the minimum required scores on any of the above key evaluations will result in the student automatically failing the Field Seminar.*** Exceptions may be granted upon appeal and agreement on a plan of correction if appropriate to the issues and circumstances. Students must pass the field evaluation component in each Field Seminar (Professional Behavior evaluation, Mid-point and Final Field Competency Evaluation) to pass the seminar and pass

field. *Failure to pass any of the key evaluation points will result in the student being placed on a plan of correction that may include retaking the field course, completing additional field hours or termination from the field program upon review.*

| Field Evaluation Tools and Scoring | | |
|--|--|---|
| Field Evaluation | Generalist Year | Advanced Practice Year |
| | Scores Required | Scores Required |
| Mid Practicum Review | Practice Behavior Scores – N/A Overall Score for evaluation – 2.0 | Practice Behavior Scores – 2.0 Overall Score of evaluation – 3.0 |
| Final Practicum Review | Practice Behavior Scores – 2.0 Overall Score of evaluation – 4.0 | Practice Behavior Scores – 3.0 Overall Score of evaluation – 5.0 |
| Professional Behavior Evaluations | Overall score – average 5.0 | Overall score – average 5.0 Individual scores of 4.0 or higher. |

Optional Vignette Matching Evaluation (VME) Tool and Evaluation of Meta- competencies.

Through their work with field instructors in direct practice settings, Bogo et al. (2006) (as cited in Bogo, 2016) identified a more holistic model of assessing student competence that included both procedural and practice behaviors as well as “meta- competencies” that captured overarching qualities and abilities identified as essential to effective practice. These meta-competencies include: cognitive capacities such as the way a practice is conceptualized, the active use of knowledge and values, the processing of information, bringing judgment to bear, and arriving at decisions regarding appropriate interventions for clients, communities, and organizations. Meta competencies also include interpersonal dimensions that affect engagement with the field instructor, team members, and clients. Self-awareness, reflection, and self-regulation are aspects of personal meta-competencies that affect our ability to carry out professional roles. (p. 158)

These competencies represent a level of professional practice that demonstrates the practitioners’ ability to “differentially use skills based on a broader understanding of the context in which these skills are required... (including) conceptualizing and performance aspects of choosing and enacting skillful behavior” (p. 158).

As a result of their research in this area, Bogo, Regeher, Hughes, Woodford, Power, and Regeher (2006), successfully developed the Vignette Matching Evaluation (VME) Tool for use as a means to evaluate both practice level and meta-competency level student skills. This tool utilizes a series of vignettes based on student profiles of practice and meta-competencies to

evaluate student performance as exemplary, ready for practice, on the cusp, in need of more training, and unsuitable for the profession.

Students who are having difficulty demonstrating competency in their field placement or who have had concerns regarding professional behavior identified by the Field Instructor or Faculty Liaison may be required to undergo a review using this additional tool for further evaluation. At the request of the Faculty Liaison or Director of Field Experiences, the Field Instructor will be required to complete the VME tool for the student.

Generalist practice year students evaluated using this additional tool shall be expected to demonstrate competence ratings of a 2 or higher in each area with an average score of 3.0 or higher upon completion of this tool. Advanced practice year students are expected to achieve competence ratings of 3 or higher in each area with an average score of 3.5 or higher. If results from the VME evaluation are below the targeted benchmark for the practicum year, the Field Instructor and Faculty Liaison will discuss the results and concerns identified. The results of the VME and recommendations will then be forwarded to the Director of Field Education.

Areas of significant concern identified in the VME will require one or more of the following actions: 1) creation of a plan of development for the student to address identified concerns prior to completion of the practicum, 2) completion of additional practicum hours before approval for advancement in the program or graduation, and 3) a formal review of the student's ability to function as a professional social worker that could result in termination from the program.

Field Education Portfolio

For each practicum year completed (generalist and advanced practice), students are required to complete a portfolio containing material related to their learning in the field and demonstrating their work and accomplishments. The portfolio is submitted electronically. The contents of the portfolio are organized to correspond with the 9 CSWE social work competency areas outlined in the student learning contract. They are specific to the generalist or advanced practice year of practicum. Competency categories include:

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

The portfolio will provide a record of the completion of key practice assignments and learning in all competency areas specific to the practicum year. The student will be evaluated on the portfolio's completeness, quality, and presentation at the end of the field practice experience. The purpose of the portfolio is to provide organized evidence of field education learning specific to the practicum year in each area of competency.

Each competency area subfolder should contain a minimum of 2 items or a minimum total of 18 items (2 for each of the 9 competency areas) to demonstrate achievement. Items from the list of assignments referenced in this manual may count toward these requirements and be included in the learning contract. Other items may be selected from the list below as related to the competency area to meet this requirement and document evidence of competency. All documents submitted as evidence should be well-written, thorough in content, and professional in appearance. Students will submit Portfolio items as evidence and a rationale statement explaining how the evidence supports their competency through the Field Seminar (SWK 563 and SWK 669).

Examples of items that may be selected as evidence of competency for the portfolio can include the following materials that represent or include your original work:

- Process recordings, records of supervision, seminar course papers or discussions involving placement site activities, or journal entries.
- Agency reports (i.e., strategic planning documents, program evaluations, quality reports, etc.)
- Case studies (including analysis, treatment planning, diagnostic summaries, risk and safety planning activities, etc.)
- Tools, forms, or surveys created.
- Grant proposals
- Policy analyses or written policies or procedures developed.
- Program development plans, project plans, work plans, or proposals.
- Published documents (i.e., journal articles, newsletters, or newspaper articles)
- Professional papers
- Process Recordings of direct contact interactions with individuals, families, or groups.
- Annotated bibliographies
- Research reports
- Community development project summaries
- Written legislative or court testimony.
- Community organization meeting summaries that you facilitated.
- Video/audio tapes, CDs, or print copies of PowerPoint presentations.
- Reflection essays and course journal entries addressing specific topics related to competency areas.
- Summary of research on evidence-based or best practice models
- Summaries of advocacy efforts/activities for individuals, populations, agencies, etc.
- Analysis of ethical Issues for your agency or populations served, including policy

- analysis and recommendations.
- Program or Project Evaluations
- Program improvement plans
- Project management plans

Evaluation of Field Education Program Effectiveness

Field Education program achievement of competency outcomes will be measured by collecting data from student learning contract/performance evaluation measures for generalist and advanced practice year students. Rating scores provided by Field Instructors will be aggregated by the program to evaluate average scores as compared to target benchmarks. Portfolio evaluation scores will also be compiled to evaluate average scores for generalist and advanced practice year students. Year-over-year data will be collected to evaluate trends over time. Aggregate competency evaluation data will be reported annually and made publicly available.

Additional program evaluation methods include student and Field Instructor evaluation of the practicum experience at the end of each field placement. The primary tool used to evaluate field sites is the Student Evaluation of Field Experience survey. This survey is offered to students at the end of the last field seminar (SWK 563 and SWK 669) for each practicum year. The survey uses a five-point Likert scale asking students to rate their experience with the field placement in areas including field director and placement, field placement site, field instructor, faculty liaison, and field seminar. Data collected from this tool is used to evaluate the field site and identify any concerns.

Field Instructors also provide feedback to the MSW program via the Field Instruction Evaluation Questionnaire distributed via electronic survey at the end of each field practicum. Data is collected, aggregated, and reviewed at the end of each field practicum cycle. Cumulative data is aggregated annually. Data is reviewed by the Director of Field Experiences and the MSW program faculty. Field Instructors are encouraged to contact their assigned Field Liaison or the Director of Field Experiences at any time during the practicum experience regarding questions or concerns. Additional feedback and dialogue regarding the IWU MSW Field Education Program and opportunities for improvement are offered through the participation of Field Faculty and Liaisons in field faculty feedback meetings held a minimum of annually. Interested Field Instructors may also participate in the meeting to offer suggestions and ideas for program improvement.

LIABILITY ISSUES AND DISABILITY ACCOMMODATIONS FOR PRACTICUM STUDENTS

Background Checks

Some agencies require that students complete a State Police Request for Criminal Record Check and/or Child Abuse History Clearance before beginning a field placement at their agency. **These costs and any others associated with background checks or gathering other agency-required documents are the student's responsibility or may be negotiated with the placing agency.**

Students also may be asked by their field placement agency to update their clearances during their placement. For instance, students who have lived in Indiana for less than five years may be required to be fingerprinted and obtain further clearance through the FBI. Many agencies have different policies regarding clearances, but all students must abide by the policy at their agency.

While a history of criminal activity or a substantiated child abuse report will not preclude students from all field placements, it will limit the choices available. Please disclose and discuss any concerns with the Director of Field Experiences during the Field Placement Application process.

Students will be asked to disclose and identify on the Field Application any misdemeanors or felonies other than normal traffic violations that they have received and to describe the conviction, circumstances, and resolution of events. Students with unresolved felony charges will not be eligible for field placement. All identified misdemeanors or felonies will be reviewed by the Director of Field Experiences for appropriate resolution or issues that could impact field placement, with a final determination to be made by the MSW Program Director about suitability for placement.

Student Safety Practices (M3.3.5)

Students should be aware that providing services to others in the field of social work carries certain inherent risks. Social work is a profession that works with people with both strengths and challenges and who often live in troubled environments. To reach people in need, agencies are frequently located in places where clients are most easily served. Students entering the field must be aware that most, if not all, field settings entail safety risks for staff and students alike. Such risks are not solely student risks but risks that social workers must acknowledge throughout their careers. While fulfilling the field placement, the students must also be attentive to the need for personal safety and act accordingly to minimize these risks.

During orientation to the agency, students should discuss safety issues with their field instructors. Students with any safety concerns or questions, including health, physical, sexual (including sexual harassment), or emotional safety in their practicum environment or assignments, should contact their faculty liaison to discuss these issues and seek guidance as soon as possible. Students are further expected to uphold the IWU student conduct and community standards and utilize IWU policies as described in the current version of the IWU student handbook sent to them upon admission to the program.

Field agencies are encouraged to review and support policies as outlined by the NASW's "[Guidelines for Social Worker Safety in the Workplace](#)." Students should review these guidelines as provided for a more detailed description of recommended safety practices.

<https://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>

Additionally, considering the liability and risks associated with certain activities as well as the educational needs of the students, students are not allowed to:

- Restrain clients.
- Perform drug screening on clients.
- Complete bodily searches of clients.

Finally, to ensure students understand and plan for the risks associated with their field practicum, all students are required to complete and sign the following forms:

- IWU Release of Liability, Acknowledgement, and Assumption of Risk Form.
- Student Health and Risk Safety Plan

Students Using Their Own Vehicles for Practicum Activities

Please be aware that neither Indiana Wesleyan University nor the social work program provides automobile liability coverage during activities in the Field Practicum. Assuring adequate insurance coverage and proper registration is the responsibility of the student and/or vehicle owner. The social work program and the University discourage the transportation of clients or other agency-related persons in students' personal vehicles during activities related to their Field Practicum. If all Liability concerns are addressed between the program and the agency, the agency shall be responsible for compensating the student for travel according to agency policy. IWU DOES NOT REIMBURSE MILEAGE.

Malpractice Insurance

Indiana Wesleyan University provides liability insurance coverage for students in the amount of \$3,000,000 aggregate and \$1,000,000 per occurrence. Upon request, a copy of the certificate may be provided to the practicum agency.

Services to Students with Disabilities

Indiana Wesleyan University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and similar state laws. Indiana Wesleyan University is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities as applicable law requires. The determination of reasonable accommodations for learners with disabilities and compliance with the ADA and the Rehabilitation Act are the responsibility of the Center for Student Success.

See

<https://www.indwes.edu/about/offices/center-for-student-success#accommodations>

or email ADArequest@indwes.edu

Procedure for Determining and Implementing Accommodations

- The student must submit a formal request for accommodation to the IWU Disability Services Office.
- The student must submit documentation (medical or psychometric) from a qualified professional (M.D., Psychologist, School Psychologist, etc.) that indicates the presence of a diagnosed mental, physical, or learning disorder and a recommendation for accommodation.
- Documentation and all information collected are reviewed, and a decision is made on what reasonable accommodation will be recommended.
- Once an accommodation has been determined and granted, an official Educational Accommodations Notification Letter is sent to the student. This letter will be presented to the course faculty by the student and serves to verify the student has a disability and lists the appropriate accommodations. The letter also indicates to faculty that the student has met the requirements of the disability accommodation process.

Only students who have followed the access policy described above are given accommodation. If an accommodation is given to one student in a class without documentation, the instructor is advised to give it to all the students unless in the case of 'short-term disabilities,' i.e., broken bones or surgery, etc. In these cases, faculty works directly with the Dean to approve short-term disabilities.

Accommodation is not an entitlement but is meant to allow equal access to educational opportunities for students who are determined eligible for disability rights protection under ADA and the Rehabilitation Act of 1973, Section 504. They are designed to address the academic needs of the student that are a direct result of his or her disability.

Student Responsibility

It is the student's responsibility to locate and obtain acceptance for a field placement that will meet all MSW program standards, required competencies for the field placement year as outline in this manual, and who is willing and able to address their requested accommodations. A student who has disclosed physical, learning, cognitive, or mental health disability to the IWU Disability Services office and needs accommodation in the field must also meet with the Director of Field Experiences or designated faculty to ensure that his or her needs and those of the site are met sufficiently before approval of the site can be granted. Accommodation plans may also be incorporated into the learning contract with appropriate assignments. Students should notify the field director of any accommodation requests via the field application process.

Course instructors, field faculty, and agency field instructors are not responsible for adhering to a student's request for academic accommodations if they have not been approved by the IWU

disabilities office, the agency administrator and the Director of Field Experiences. Student accommodation must be in line with those approved by the IWU disabilities office. If further accommodation is needed, they must be approved by the IWU disabilities office.

MSW Virtual Only Placements

The IWU MSW program does not allow field practicums to be completely online. Social work responsibilities as outline in CSWE accreditation standards are multidimensional and require diverse skill sets for working with clients and constituencies in a variety of settings. Also, social work is a profession that includes implementation of a planned change process of engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities in multi-faceted ways that are not easily learned in online only interaction. It is therefore imperative that students engage in experiences in person and in face-to-face settings to effectively develop the required professional competencies and skills. Portions of a student's field practicum time may include virtual interactions with clients and constituencies but there must be consistent opportunities for in-person and face-to-face contacts with individuals, groups, families, organizations or communities for the placement to be approved. Students should contact the Director of Field Experiences during the field application process with any questions regarding this policy.

ADDENDUM

NASW Code of Ethics and CSWE Educational Standards

Students, faculty, and field instructors can find the NASW Code of Ethics and the Council on Social Work Education (CSWE) Educational Policy and Education Standards (EPAS) at the links below. Students are expected to frequently reference, understand, and apply the code of ethics in practice and decision-making and demonstrate understanding, practice, and achieve competency in all nine areas described in the EPAS upon completion of the MSW program.

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

CSWE EPAS 2022

<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>