Master of Social Work (MSW) Field Education Manual
Contents

Field Education ................................................................................................................................. 3

Field Education Roles and Responsibilities .................................................................................... 4
  Field Experience Practicum Coordinator ...................................................................................... 7
  Field Agency ................................................................................................................................. 9
  Field Instructor ............................................................................................................................. 10
  MSW Student Responsibilities ...................................................................................................... 12

Field Instruction Courses ................................................................................................................ 15

Types of Field Experiences ............................................................................................................ 25
  Foundation Field Experiences (MSW 508 and MSW 510) ............................................................ 25
  Concentration Field Experiences (SOCW 6520 and SOCW 6530) .............................................. 26

Field Hours ...................................................................................................................................... 26

Appeal Process ................................................................................................................................. 26

Issues Arising in Field Experience .................................................................................................. 27
  Credit for Life Experience .............................................................................................................. 29

Requesting Accommodations in Accordance With the Americans with Disabilities Act ............. 31
  Disability Services ......................................................................................................................... 31

Basic Principles of Personal Safety and Risk Management Strategies ......................................... 31
  Guidelines for Dealing with Agitated Clients If a client becomes agitated or confrontational: .... 33
  Reporting a Safety Incident ............................................................................................................ 35
Introduction

Chamberlain University provides a field education program that meets professional and accreditation standards. The purpose of the field education program is to provide experiential educational opportunities directed toward student development of professional identity, self-understanding, and competent practice. Classroom learning and theoretical content are integrated through a focus on generalist and specialized practice. All students participate in a field integrative seminar which provides further educational and administrative support.

Educational competencies are consistent across all modalities with practice behaviors and learning activities serving to individualize the educational process for each student. Each of the field education courses list the behaviors necessary for satisfactory integration of course content and completion of the course. Students and field instructors then determine agency-appropriate plans of action (assignments, cases, tasks, activities) to accomplish the behaviors and competencies. The purpose of this manual is to organize the roles, responsibilities, policies, and procedures to assure consistency and accuracy in field education.

Chamberlain University practices a policy of nondiscrimination in admission, access, and employment in its programs and activities. Chamberlain does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

Chamberlain is committed to providing barrier-free access to its educational services and makes appropriate and reasonable accommodations when necessary. Students requesting accommodations per the Americans with Disabilities Act (ADA) must contact the Office of Disability Services.

This publication represents current curricula, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university’s sole discretion to carry out the university’s purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university, constitutes a contract or an offer of a contract.

Note: Chamberlain does not grant social work course credit for life experience or previous work experience.

Field Education

The purpose of field education is to allow students the opportunity to apply theory to practice. Through the combination of classroom instruction and agency experiences, students are able to apply and demonstrate their social work knowledge, values, and skills in relation to identified client needs and the agency’s purpose. As students learn from the professional demands of agency life, the knowledge, values, and skills acquired from all areas of the curriculum are
translated into performance and professional competence. Field instruction provides opportunities for students to gain new knowledge and understanding in all areas of the curriculum.

The Council on Social Work Education (CSWE) has created Educational Policy and Accreditation Standards (EPAS) that include the criteria for field education. This area of the curriculum is considered the “signature pedagogy” of the program. Field education is considered the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner; connects the theoretical and conceptual contributions of the classroom with the practical world of the practice setting; and is systematically designed, supervised, coordinated, and evaluated based on criteria to demonstrate student achievement of program competencies.

In accordance with CSWE standards, field instructors provide supervision to students during their field experiences. The field instructor is usually employed by the agency and holds an MSW degree from a CSWE-accredited social work program. It is preferred that she or he has a minimum of two years of post-MSW experience. The field instructor will evaluate the performance of the student through field evaluations and site visits. The field evaluations are provided at the end of each quarter of field work.

Field Education Roles and Responsibilities

Quality field education requires close collaboration of the agency, field liaison, field instructor, student, and social work program. Each has a distinct role and specific responsibilities. The responsibilities of each are identified below.

Role Descriptions and Responsibilities

Chamberlain’s Responsibility

Chamberlain is responsible for:

- Helping students select field agencies and instructors
- assessing the students' readiness responsibilities
- placing students in the agencies
- negotiating the details of the placement; and
- maintaining a supportive learning environment for students.

Chamberlain will provide orientation, training, field integrative seminars, and other supports to students, field instructors, liaisons, and agencies.

Chamberlain will facilitate discussion of each student’s learning process and progress through conferences with the student, field instructor, and field liaison.

Chamberlain will develop and distribute relevant calendars, forms, and other materials to field instructors and students each term.
Chamberlain will set deadlines for the receipt of the learning evaluation tool. These deadlines will be shared through regular email communication and posted to Chamberlain’s Social Work website. No grades can be assigned without receipt of properly signed learning evaluation tool by the established deadlines.

Chamberlain is responsible for the final determination of student grades. Chamberlain adheres to the University policy that final exams take precedence over field education in cases of overlaps in scheduling.

Chamberlain must approve all placement plans for students working and completing field education requirements in the same agency (Review the Employment-Related Placement Policy, Procedure, and Plan and Project Based Placements).

Chamberlain will periodically evaluate the total field education experience, including input from field liaisons, field instructors, and students.

Chamberlain reserves the right to delay, cancel, or continue the agency affiliation agreement when instances of agency/employee/organization and collective bargaining conflicts occur.

**Director of Field Education**

The Director of Field Education is administratively responsible under the supervision of the Dean for planning, implementing, and evaluating all aspects of the field education experience. Specifically, the Director of Field is administratively responsible for the design, coordination, and guidance of the field education component of the social work curriculum. In collaboration with agencies, field instructors, students, field liaisons, and members of the social work faculty, the director of field is responsible for:

- Developing and maintaining the MSW *Field Education Manual*. This manual provides the context and guidance for field education and should be widely referenced by all involved in a field experience.
- Developing and maintaining the MSW *Field Program Operations Guide*. This guide provides the policies, processes, and procedures for the MSW field office.
- Providing supervision for all field staff.
- Providing supervision for field liaisons to help ensure that the field courses are implemented as designed.
- Assisting in the development, implementation, and monitoring of the MSW field website.
- Attending immersion to assess student readiness for field experience and to provide professional advising.
- Helping to ensure that field education policies and procedures are developed and correctly implemented and that the educational objectives of field education are not compromised.
• Continuously assessing the quality of the field education program.
• Assessing, selecting, and affiliating with agencies;
• verifying qualifications of field instructors for clinical instructor appointments;
• concurring in the selection of agencies and field instructors;
• scheduling and implementing orientation and training of students, field instructors, and field liaisons;
• monitoring placements and consulting with agency personnel, students, and field liaisons as needed;
• convening the Field Education Advisory Committees and ad-hoc student advisory committees;
• consulting with the university field office regarding field education/student concerns; and monitoring the field education program to ensure the instructional integrity of the experience for students.

The Field Director chairs the Field Education Curriculum Committee and is a member of the Assessment and Curriculum Committee.

The Field Director is responsible for developing and monitoring all field policies and procedures.

The Field Director, in collaboration with the Dean, establishes guidelines and procedures for field liaison activities and monitors the successful completion of such. If a problem that may interfere with the successful completion of field education occurs and this problem cannot be mediated by the field liaison and the field coordinator. The Director of Field Education will assist in developing solutions. The Director of Field Education will keep the Dean informed of any significant concerns.

The Field Director prepares an annual report on the field education program for the Director and faculty.

The Field Director proposes new field policies, questions, issues, and procedures to the Educational Policy Committee and Director, respectively.

University employees including the Director of Field Education are mandated to report certain issues based on external legal obligations or that relate to the health and safety of Chamberlain.

The Field Director must report the following information when shared by a student: Suspected child abuse/neglect, if student is a minor or it involves another minor - Allegations of sexual assault or sexual harassment when they involve Chamberlain students, faculty, or staff and - Credible threat of harm to oneself or to others. These reports may trigger contact from an administrator/ campus official who will want to talk with the student about the incident. In almost all cases, the student may choose whether or not to speak with the individual.
Allegations involving gender discrimination, including sexual and gender-based harassment, assault, and violence are processed and investigated pursuant to university policies and regulations.

**Field Experience Practicum Coordinator**

The field coordinators are administratively responsible under the supervision of the Field Director for coordinating and overseeing the day-to-day operation of the Field Education program. The field experience practicum coordinator is a staff member responsible for working closely with students to secure field experience agencies for placement.

Under the supervision of the director of field, the field experience practicum coordinator is also responsible for:

- Contacting agency representatives to initiate the agency approval process.
- Review and implement procedures to support and guide students for appropriate field education experiences. Review and provide to faculty for approval all students field experience applications.
- Collecting and reviewing agency field instructor documents to help ensure that the field instructor meets the criteria for supervision.
- Responding to students’, field instructors’, and agency directors’ questions about the field experience.
- Educating students, directors of sites, and field instructors about field policies and expectations.
- Working with the director of field to facilitate orientations for students.
- Attend Immersions as requested for support of students and preparedness.
- Attend coordinators’ meeting for collaboration.

Field coordinators are mandated to report certain issues based on external legal obligations or that relate to the health and safety of the Chamberlain community members and others.

Coordinators must report the following information when shared by a student:

- Suspected child abuse/neglect, if student is a minor or it involves another minor,
- Allegations of sexual assault or sexual harassment when they involve Chamberlain students, faculty, or staff, and
- Credible threats of harm to oneself or to others.
Field Liaison Responsibilities

Monitor the educational progress of social work students within the assigned liaison group.

Make an agency visit or teleconference, including the student and field instructor, a minimum of once per term.

Organize and facilitate field integrative seminars each term for graduate students within the liaison group. The format and content is to be discussed at the liaison orientation. While flexibility and creativity are encouraged, a standard format and content is discussed at the liaison orientation.

Be available to students and field instructors for support, problem-solving, and facilitation of learning activities to enhance the student’s educational experience.

Keep the field coordinator and the Director of Field Education informed of any problem situations in the field which may interfere with the student’s successful completion of field education. Read, give feedback on the learning evaluation tool for each student, each term.

Timely completion of forms and reports as required. Adhere to the travel and cost reimbursement procedures as outlined in the liaison training materials.

At the end of each term, it is the responsibility of the liaison to submit a recommended grade for each student to the field coordinator. The grade is based upon the written evaluation and recommendation of the field instructor along with consideration of the student’s participation in the field integrative seminar. The liaison will verify the grade and rationale for each student in his/her group. The preferred method for submitting graduate student grades is through email to the coordinator– taking care to not mention student names or the word grades in the subject line.

All forms are then submitted into the system. It is critical to report grades within the established time frames. Specific due dates will be communicated through the field calendar and through regular email reminders from the Field Office.

Field liaisons are mandated to report certain issues based on external legal obligations or that relate to the health and safety of Chamberlin community members and others. Liaisons are to inform the field coordinator and Director of Field Education immediately.

Liaisons must report the following information when shared by a student:

- Suspected child abuse/neglect, if student is a minor or it involves another minor –
- Allegations of sexual assault or sexual harassment when they involve Chamberlain students, faculty, or staff and
- Credible threat of harm to oneself or to others.

Criteria for Agency Selection

The agency's philosophy of service is compatible with the values and ethics of Chamberlain University and the social work profession.
The agency's administrators agree to cooperate with guidelines set forth and provide student learning experiences consistent with the identified competencies and practice behaviors of field education. They undertake individually and collectively, the responsibilities of a teaching agency, including the provision of appropriate supports to enable field instructors to maintain an educational focus.

The agency supports a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups. The Program supports agency commitment to diversity through its mission statement, training materials, and external literature in an effort to assure diverse experiences for majority students and agency support for minority students. Linkages with other community agencies are also encouraged to provide such experiences.

The agency provides a qualified field instructor who possesses appropriate credentials for the level of study. Field instructors may be retained by the agency to augment agency resources. The agency's program and methods of intervention will be clearly defined.

The agency's basic program is expected to be developed and maintained without reliance on student support.

The agency is expected to have programs which will offer students a wide range of learning opportunities commensurate with the program's competencies. Social service departments which are guests in a host institution are expected to play an integral part within the institution, both in philosophy and structural organization of service. The agency participates in local and regional service planning and maintains an active role in the community.

Field Agency

An agency’s decision to accept a social work student comes with certain obligations to invest agency resources and the time necessary for a quality field experience. Agencies are responsible for:

1. The agency signs the Affiliation Agreement and completes all appropriate forms prior to the student beginning field education.
2. The agency provides written confirmation indicating acceptance of students for placement, and will notify the Program of agency/field instructor changes that may affect the student experience.
3. Structuring the workload of field instructors so that sufficient time is available for supervising students.
4. Developing assignments and adhering to expectations that are appropriate to the educational objectives of social work field experience at the foundation level and advanced clinical level.
5. Providing students with necessary work space, resources, and support services.
6. Accepting students for field without regard to race, ethnicity, sex, age, sexual orientation, religion, political beliefs, or disability.
7. Allowing students to explore and experience all aspects of agency structure, policy, and program relevant to student learning objectives.

8. Orienting students to agency policies, procedures, and programs, and informing students of significant revisions in each.

9. Providing clear procedures (safety plan) to help ensure the safety of the student in the agency and during home visits, and implementing a process to support the student if safety issues arise.

10. Maintaining a safe work environment by helping to ensure that the student never remains alone in the agency building seeing clients or completing field assignments. The field instructor or other agency staff will be on-site and available at all times while the student is engaged in field activities.

11. Helping to ensure that students provide background check and drug screenings documentation if these are required by the agency.

12. Keeping affiliation agreements up to date.

13. Providing opportunities for students to experience contact with all client systems during the generalist practice year and opportunities for advanced clinical practice during the concentration year.

14. Designating a field instructor who will assess and evaluate student performance.

**Field Instructor**

The primary role of the agency field instructor is that of an educator. This agency staff member supervises the student in the field experience placement. This individual is usually employed by the agency and holds an MSW degree from a CSWE-accredited social work program. It is preferred that she or he has a minimum of 2 years of post-MSW experience. In the case that a potential field instructor does not have a MSW, the field experience practicum coordinators and field director will review their educational background and licensure on a case-by-case basis for approval. In addition, the Field Director will be responsible for ensuring that the student receives the social work perspective. At a minimum, field instructors need to hold a master’s degree in a related human-services field, with two years of post-experience preferred.

All field instructors are required to submit the Field Instructor & Agency Application, submit a résumé, and help to facilitate the completion of the Affiliation Agreement between the Program and the agency, to the degree possible. If agencies are unable to sign Chamberlain’s standard agreement, then our Field Experience legal team will work with the agency directly to work toward an agreement. Field instructors are required to participate in the MSW Field Program orientations (live and pre-recorded versions available) on social work field education requirements and submit the Training Acknowledgement Form. More information will be provided by the field experience practicum coordinators about times and dates for trainings.

This is both a demanding and potentially rewarding role that involves the following varied responsibilities:
1. Identifying student learning needs in collaboration with the student and field liaison, and reflecting relevant competencies and practice behaviors at the foundation and advanced levels.

2. Selecting learning materials and activities relevant to the student’s learning needs and objectives, including (a) the appropriate type and number of cases; (b) inter- and intra-agency meetings and community task groups; (c) assigned readings, including grant proposals written by the agency; (d) agency projects, including those that involve participation with other agencies and/or community groups; (e) group and community intervention, including activities such as assessment of community needs, functioning as a liaison between the agency and a community group, and facilitating and/or organizing an advisory group; and (f) educational conferences. Helping to ensure that the student is properly oriented to agency policies, procedures, norms, and the organizational structure.

3. Helping to ensure that the student is behaving in a manner consistent with the professional code of ethics.

4. Communicating the objectives of the field education program to other agency personnel, and eliciting support for those objectives and acceptance of the student as a beginning-level professional social worker.

5. Providing weekly supervisory conferences for students (minimum one hour), focused on identified learning needs and objectives.

6. Addressing any concerns or areas for student development with the university faculty field liaison, and collaborating with the student and the faculty field liaison on developing a plan to addresses these concerns.

7. Providing information to the student regarding safety and reviewing specific agency policies regarding safety; providing the student with supervision and support if safety issues arise.

8. Assessing student performance relative to beginning-level knowledge and skills, and providing structured, constructive evaluative feedback to the student and faculty liaison, including completion of the Student Evaluation forms through our tracking system. The field evaluations are provided at the end of the first quarter (midterm field evaluation) and at the end of the second term (final evaluation).

9. Signing off on student internship hours on a bi-weekly basis using our online tracking system.

10. Recommending grades to the field liaison, while the final grade assignment is the responsibility of the Director of Field Education (Review the Grading Policy).

11. Attending the required Field Supervisor Training webinars listed to become an approved Chamberlain University social work field supervisor:
   a. Orientation and Supervision for New Field Instructors
   b. Student Safety in the Field: The Role of the Field Instructors
MSW Student Responsibilities

Students are expected to conduct themselves in an appropriate, professional and responsible manner, consistent with the NASW Code of Ethics. Students are expected to read and be familiar with this manual. A productive field experience requires that the student actively participate in her or his field education placement process and field experience. Students have the following responsibilities:

Before Beginning Field Experience

1. Review the welcome email from the Field Office during the first term with information.
2. Review the field experience website and MSW Field Manual.
3. Confirm eligibility requirements will be met prior to beginning both field experiences (foundation and concentration):
   a. Students are required to attend Immersion I for Foundation year and Immersion II for Concentration year.
   b. Advanced standing students are expected to attend Immersion II prior to entering advanced field education.
4. Apply for field experience two terms before intended start date. Application deadlines and processes can be located on Chamberlain’s field education website. Additional information can be found below in “Student Application for Field Experience.”
5. Complete the MSW Field Student Orientation Webinar.
6. Search for local community agencies using professional networks and online search methods.
7. Work in collaboration with the assigned field experience practicum coordinator to secure a field experience placement.
8. Communicate regularly with the field experience practicum coordinator to receive regular updates.

During the Field Experience

1. Collaborate with the field instructor and the field liaison in identifying learning needs and specifying learning objectives related to competencies and practice behaviors at the foundation and concentration levels. This information should be documented on the student learning agreement, which can be found on the field experience website. Students will be expected to complete this with their field instructor and submit to their field liaison as one of their first assignments in their field course.
2. Engage in practices and behaviors that are consistent with the National Association of Social Workers (NASW) Code of Ethics and the CSWE EPAS standards at all times.
3. Actively explore learning opportunities within the agency, and participate with the field instructor in the selection of appropriate learning materials and activities.

4. Comply with agency and field experience policies, procedures, and standards, including background checks or drug screens if the agency requires them.

5. Use supervision and supervisory conferences appropriately, including participating in selecting content for conferences and using supervision to openly address needs, concerns, and issues.

6. Attend and participate in agency staff meetings and professional meetings or conferences recommended by the field instructor.

7. Integrate field and classroom learning by applying theory and concepts to field assignments.

8. Continually assess the quality of the field experience. Keep the field instructor and the field liaison informed of concerns regarding the experience. Concerns should not be left until the final evaluation. The student shares responsibility for helping to ensure that concerns are addressed as soon as they are identified. The student and the field instructor will notify the field liaison and the director of field immediately of any serious or potentially serious issues.

**During the Field Course**

1. Actively participate in the seminar course with the field liaison and peers.

2. Students are responsible for keeping their field liaison apprised of progress in the field. This includes notification if difficulties arise which would prevent planned educational competencies from being met.

3. Submit all assignments in a timely manner.

4. Students must notify the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field liaison and approved by the field coordinator.

5. Maintain and promptly respond to all communication with the field site liaison and field office.

6. Time missed due to illness, weather (snow days), personal days and holidays must be made up. Students are expected to complete all required hours on site within the hosting agency. Expectations for completion of any hours outside the agency must be arranged with the field instructor and discussed with the liaison. The field instructor may initiate purposeful, educationally-focused work assigned to the student to be completed away from the normal work site (e.g., library research, literature reviews, training at other agencies, etc.). In selected placements, additional weekly hours may be required by the agency with the permission of the Director of Field Education. The student will be informed of these additional requirements prior to accepting the placement.
7. Students are expected to discuss the need for a leave from placement (e.g., pregnancy, hospitalization, family death, etc.) as soon as possible, with the field instructor, field liaison, and field coordinator. If the need for leave is known prior to placement, the student is expected to discuss the issue with the field coordinator and with the agency representative at the initial interview. Appropriate planning and forethought is expected when making arrangements to take a short-term leave from placement. Those plans must include details about how the student will make up the lost time. The plan must be submitted in writing to both the field liaison and the field coordinator for approval. Students may not plan to complete field education hours early in the term because of requirements for hours to be completed concurrently with practice methods courses.

8. Students are responsible for their transportation to and from the agency.

9. Students are responsible for meeting agency criteria for placement such as medical screening, criminal history, etc. Students must also meet the agency criteria of reading and complying with agency policies and directives.

10. Students may use field education time to attend major social work related conferences, if permission has been obtained from the field instructor.

11. The student is required to document and to complete all appropriate agency records.

12. All students are required to do detailed process recordings as a tool for supervision by the field instructor. These should be available for supervision purposes as well (Review the Process Recording Guidelines).

13. The student is required to be prepared for weekly one-hour supervision sessions with the field instructor. Additionally, one half-hour should be available for informal discussion as needed.

14. To arrange life and work schedules to permit a field experience schedule that is consistent from week to week and that meets the requirement for 250 hours per session.

15. To familiarize themselves with and abide by the policies and regulations of their field agency and those of the Chamberlain University Social Work Program. This includes adhering to the policies and requirements outlined in this manual, Health Insurance Portability and Accountability Act of 1996 (HIPAA) requirements, code of ethics, and any other requirements specific to the field agency.

16. To perform in a responsible, professional manner maintaining commitments to the agency, the field instructor, and the clients.

17. To not utilize agency computers for personal reasons.
18. To not utilize personal cellphones during internship hours unless expecting an urgent message. If an urgent call is expected, authorization to take the call should be obtained from the field instructor.

19. To not utilize personal cellphones to contact clients or to do agency business.

20. To not utilize personal computers to store clients’ protected health information (PHI).

21. To not complete classroom work during field hours unless special authorization from the field liaison and field instructor is obtained.

22. To arrive on time and to stay for the full duration of the scheduled shift. A student’s grade in field will be affected by persistent absenteeism or tardiness.

23. To develop, in conjunction with the field instructor and the field liaison, a learning contract that identifies the activities and expectations to meet the learning objectives and outcomes based on competencies and practice behaviors identified by the Chamberlain University Social Work Program. To take an active role in planning and implementing the learning experiences in the field experience using the opportunities at the field agency to integrate theory and practice, increasing the level of knowledge and self-awareness, and to share course syllabi with the field instructor.

24. To communicate educational needs and interests to the field instructor and to notify the field liaison if they are not receiving at least one hour per week of supervision.

**Field Instruction Courses**

Field instruction courses are designed to enable students to learn:

1. A full range of the practice of social work with individuals, families, and groups.
2. To evaluate relevant policies and procedures governing service delivery in agencies.
3. To incorporate social work values, ethics, knowledge, and practice principles in all professional interventions.
4. Self-awareness and the ethical integrity required for competent professional performance with clients, within the social work profession, and in society.
5. To use scientifically grounded interventions and knowledge in their practice and in the evaluation of their professional work.
6. To recognize the contributions to society of human diversity and the implications of this diversity for social work practice.
7. To identify and propose strategies to counteract institutional and personal prejudice and discrimination based on race, ethnicity, gender, sexual orientation, age, and disability.

8. To accept responsibility for continued learning and for contributing to the development of the social work profession.

9. To identify and demonstrate behaviors reflective of EPAS standards.

**Learning Agreement Guidelines**

Learning agreements are a requirement of each field education course and serve as a guide to individualizing the competencies and behaviors for each student. Each document comprises the written understanding between student and field instructor as to the Program's competencies and behaviors specific to that particular course. Each student will need to begin the development of their learning agreement by conducting a self-assessment with respect to their own learning needs. With this in mind, the student then develops a personalized plan by identifying one activity per practice behavior for learning by integrating the program’s curriculum, the specific learning needs, and the opportunities available at the agency.

**Directions:**

**Step one:** The following pages contain the nine curriculum competencies included for all field education courses. Refer to website for the learning agreement form for the field course for the student.

**Step two:** Students develop one activity with their field instructor to address each practice behavior under all nine competencies.

**Step three:** The competencies, practice behaviors, and tasks/activities in the outline form. This document is your learning agreement.

**Step four:** Review with the field instructor, student and field instructor sign the form, and notify the field liaison by the due date indicated in the field education calendar.

**Step five:** Students should retain copies to use as a learning tool throughout the term.

At each program level, the student will be expected to demonstrate the following competencies, using the behaviors outlined in the specific field education course in which they are enrolled.

**Evaluation Policy**

The evaluation of the student is to reflect field education competencies, behaviors, and activities (specified in the learning agreement), the student's performance, and areas of learning that require future attention.

Verbal evaluations are required at mid-term. In the event that a field instructor’s concerns warrant significant negative feedback, a written mid-term evaluation is required to be prepared...
and discussed with the student and field liaison who in turn will advise the field coordinator. The student will submit a corrective behavior plan that’s approved by the field instructor, liaison and field coordinator. Both the field instructor and the student are required to sign any written mid-term evaluation and corrective action plan.

The end of term evaluation is prepared by the field instructor, discussed with the student in a formal evaluation conference, and signed by both. The student's signature indicates that the student has read, but does not necessarily imply agreement with the evaluation. It is due at the end of each term by the date outlined in the field education calendar and becomes part of the student's permanent record in the program. No grade can be assigned unless the evaluation is signed by all parties and received by the deadline.

An addendum is required when, in the opinion of either the field instructor or the student, there has been an omission of relevant information; the information reported requires further clarification; or the student believes that the evaluation is unfair or unjustified. The addendum, which is uploaded on the website, may be prepared by either the student or the field instructor depending on the purpose. An addendum requires the signature of both the field instructor and the student. The signatures indicate that the parties have read the addendum; it is not intended to indicate agreement with the contents of the addendum.

Evaluation reports submitted to the Program are the property of the Program and may not be released by the field instructor/agency to others without a written release. In preparing general letters of reference formally requested by the student, Program officials may incorporate evaluation materials only if appropriate releases are present. Students are advised to keep copies of these documents.

The evaluation includes a recommended grade by the field instructor and indicates that the student has completed at least 250 hours of field education for a given term.

This grade recommendation and the written evaluation will be considered by the field liaison, who recommends a grade to the appropriate coordinator as verification of the recommended grade. The coordinator, in consultation with the Director of Field Education, is responsible for submitting the final grade for graduate students to the Registrar.

**Mid-Term Evaluation Guidelines**

The Mid-Term evaluation is a formal verbal conference, usually a part of regular supervision, to be held during the week outlined in the field education calendar. This is to be a verbal evaluation unless terms outlined in the learning agreement are not being met at a satisfactory level. Students should come prepared to discuss how their performance demonstrates their level of competence for each behavior on the learning agreement. They should also identify any barriers to achieving competence.

To assist with your planning, the following checklist is offered as an example of the content to be covered.
THE STUDENT AND FIELD INSTRUCTOR:

_____ discuss the student's level of performance on each behavior

_____ summarize the most significant areas of progress as well as areas of marginal or unsatisfactory progress

_____ evaluate the student/supervisor relationship with regard to teaching and learning styles, directness of feedback, and other process issues

_____ discuss a grade indicating current performance

In the event that a field instructor's concerns warrant significant negative feedback, a written mid-term evaluation is required. The field coordinator must be notified immediately by the student, field instructor or liaison. Then, the student, field instructor and liaison will meet to discuss the evaluation and corrective behavior plan that's approved and signed/dated by the three parties. The student sends the signed documents (evaluation and plan) to the field coordinator who will review, provide feedback as needed and give the final approval of the plan. The Field Office will upload these documents to the student's file.

Procedures for Completing End of Term Evaluation

Use the following process to complete end of term evaluations.

1. Locate the Evaluation Document located on the field education webpage

2. Evaluate the student’s performance on each behavior based on the activity by checking the category box/s (Needs Improvement, Meets Standards and Outstanding) that most closely describe their performance based on observations and measurable criteria.

3. Use the competency Likert-scale to rate the student’s level of skill for each competency, based on observations and measurable criteria, taking into consideration the category boxes checked and other relevant factors.

   - Skill Outstanding-4- student's skill performance on all behaviors within a competency demonstrates advanced ability, responding to complex situations with a holistic view.
   - Skill Meets Standard-3- student’s skill performance on all behaviors within a competency demonstrates adequate skills and ability to be successful
   - Skill Needs Improvement-2- student’s skill performance on behaviors within a competency demonstrates insufficient ability to be successful
   - Unacceptable Skill-1- student's skill performance on behaviors within a competency causes a potential risk of harm.

4. In the comment boxes, summarize the student’s additional accomplishments and areas for future growth related to the competency
5. Document the number of hours the student has been in the agency this term. A minimum of 250 hours is required each term.

6. Determine a recommended grade based on the scales below

**Grading Ratings:**

- 4.0 grade - 7 or more 4’s no ratings below a 3
- 3.5 grade - 5-6 ratings of 4 and none below 3
- 3.0 grade - 7 ratings of 3 and up; 2 needs improvement
- 2.5 grade - 3 ratings below 3
- 2.0 grade - 4 ratings of 3

0.0 for the student who has violated the NASW Code of Ethics, or who has been identified as so lacking in the knowledge, skills, and/or social work values to be a threat to client, organizational, or community well-being. Also, for the student who has not completed course requirements in the time allotted to change an incomplete or deferred grade to meet the above criteria. I (Incomplete) for the eligible student, per University policy, who has not yet met the course requirements.

7. Discuss the evaluation and grade with the student in a formal evaluation conference. The field instructor and the student must electronically sign the learning evaluation tool in IPT by the due date.

8. An addendum is required when, in the opinion of either the field instructor or the student, there has been an omission of relevant information; the information reported requires further clarification; or the student believes that the evaluation is unfair or unjustified.

- Student and field instructor sign the document.
- Signature indicates that the parties have read the addendum; it does not indicate agreement with the content.
- The addendum is uploaded in the online system.

**Grading Policy Grading**

Grading for all students is numerical on a 4.0 scale. Grades are based on the student’s performance in the field placement as well as his/her attendance and participation in the integrative field seminar.

The field instructor recommends a grade that corresponds to the applicable grading scale (See Grading Scales).
The field liaison recommends a grade to the field coordinator based on the evaluation, field instructor’s recommended grade and the student’s attendance and participation in the integrative field seminar.

When opinions differ regarding the graduate student’s grade, information is gathered by the field coordinator who reports this to the Director of Field Education. The Director of Field Education is ultimately responsible for determining grades.

Grades and other educational information about the student may not be released by the field instructor/agency to others without a written release from the student. (See FERPA)

Student performance below a passing grade at any time throughout the term could result in immediate removal from field education. In these circumstances, the field coordinator will schedule a Field Review meeting.

**Service Continuity Policy**

All students and field instructors should discuss agency expectations for student availability during term breaks and agree to a plan during the initial interview between student and field instructor before accepting the agency/student match.

Whenever the student and field instructor agree that the student will continue to provide services in the agency during term breaks, the student must inform her/his field liaison of the intention to continue in the agency and must provide a written plan to the liaison and field coordinator of arrangements. Approved plans ensure that the University’s liability insurance coverage remains in effect.

Students in social work field placements are expected to develop and maintain significant and meaningful relationships with agency constituents. Because commitment to clients is the primary responsibility of social work practice (Review the Code of Ethics of the National Association of Social Workers), some flexibility in academic scheduling may be required of students during times when the University designates a holiday or term break. Although scheduled classes and exams take precedence over field education, the Program expects students in field placements to consider constituent needs when scheduling absences during breaks.

Term breaks are also important times for students to rest, spend time with significant others, and attend to non-academic obligations. Students are not required by the University to maintain a presence in the field agency during term breaks, unless prior arrangements have been made with the agency and confirmed with the Field Office.

Students are covered by the University’s general liability insurance while engaged in field education administered by the Program of Social Work. Coverage is in effect whenever students are working toward completion of academic credit for which they are currently registered.

In order to be protected by liability insurance during term breaks, students must be

- working toward completion of an “Incomplete”
- working as an agency volunteer under the agency’s liability coverage, if any or •
- Submitted a plan for being in field that was approved by the field coordinator.

Confidentiality Policy

Chamberlain’s MSW program is sensitive to issues of confidentiality and rights of privacy. The program has a specific Policy on Confidentiality included in the Program By-Laws and repeated in the Student Handbook.

Those portions of the policy applicable to field education are presented here. None of these policies, however, are intended in any way to supersede the state or federal laws, the NASW Code of Ethics, University, or agency rules and regulations concerning confidentiality and privacy.

Client Confidentiality

A complete client-student relationship is based upon the presumed consent of the client. In achieving the educational goals of field education, it is therefore assumed that these interactions will be shared with the field instructor. The Program encourages the students to advise every client of these educational requirements.

Appropriate agency personnel permission must be granted any time a student uses data from or about clients or the agency setting.

All client material used to fulfill course requirements must be disguised to the extent necessary to protect client confidentiality and anonymity.

No client is to be taped, either on audio or video recording without his/her written permission. In the case of minors under eighteen years of age, the written consent of the parent and/or guardian must be obtained. In addition, written consent of the minor client should be obtained whenever possible. In no case should the rights of the minor client be violated. Prior to any audio or video recording, the student must discuss with the field instructor the reason for such recording and be granted authorization.

Audio or video taping is to be used only for the direct individual educational instruction of the student or for service to the client unless more detail is provided to the client in a written consent form. Such additional uses of recording may be for educational purposes in classroom settings. However, the use of audio or video tapes with clients in classroom settings is generally discouraged.

No student shall be required by a classroom instructor to produce an audio or video recordings of clients. The use of taped material shall be, under all circumstances, an optional mode of meeting course requirements.

In rare cases where a recording shall be preserved for ongoing educational purposes, written consent must be given by all the participating persons, e.g., student, client(s), and agency. A specific faculty member must be responsible for the safe keeping of such recordings.
All consultation inside or outside of the field education agency concerning clients must include advance notification of the field instructor. Program Record Confidentiality No evaluative work submitted by a student in the fulfillment of any course requirements shall be released by the responsible faculty person to any other person or agency not employed by the Program of Social Work without the written consent of the student.

Because of the Family Educational Rights and Privacy Act the Program and individual faculty members are restricted from releasing information concerning a student's academic record. No one other than the Program's Director, the Director of MSW programs, the Director of Field Education, the Director of the Undergraduate Program, or a student's faculty advisor may serve as an official Program reference for a student when Program records are needed to prepare the reference.

Field instructors are free to prepare reference letters upon request of the student in accordance with agency policies and records. No one may provide any portion of the student record unless a completed and signed.

**Dual Relationship Policy**

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities. These relationships are of concern when there is the potential for either conflict of interest or negative impact upon field education goals. Thus, it is the policy of the Program that when such a relationship exists between the student and the field instructor, the student and the liaison, or the liaison and the field instructor, the field coordinator must be notified immediately.

In that these types of relationships are sometimes unavoidable, the field coordinator will outline protective mechanisms for the student, field instructor and/or liaison. The student may be reassigned to a new placement as deemed appropriate by the Field Office.

**Employee/Management Conflict Policy**

The Program recognizes the right of employees to unionize. We understand that because they are also employees, professional social workers may choose to join unions, and at times may elect to strike. The field education placement has both an educational and service delivery component. Students may be vulnerable in their dual role as interns and service delivery providers.

The Program has developed the following guidelines to be utilized in the event of conflict around management and employee relations in agencies hosting students. The guidelines in no way represent any position of support or non-support of any side in any conflict. They are designed solely to support the educational needs of students in field education.

**Procedural Guidelines**

It is the responsibility of the agency to inform the field coordinator of any administrative changes related to the agency's agreement with the Program. The program maintains that any conflict
with employee organizations and/or collective bargaining can affect the agreement with the Program. If students become aware of any such conflict, they are urged to report this to the Program.

Once reported, the situation will be reviewed by the student, the Field Team, the Program's Director, the field instructor, and the agency director. The review focus shall be to determine if the educational needs of the student are affected with the ultimate decision-making responsibility belonging to the Program.

The Program may determine that the placement should be temporarily suspended pending the settlement of the dispute. If the conflict continues beyond two weeks, the Program will consider another placement for the student.

Should the Program determine that the student will remain in placement, the situation will be closely monitored by the liaison until the conflict is fully resolved.

If the Program decides that the student should be removed from the agency temporarily or permanently, he/she will be provided an alternative field education experience. Where students have been withdrawn and a matter of client jeopardy is involved, the field liaison and the Field Team take responsibility in a conference with the agency director, field instructor, and student to decide how to best resolve the situation.

Notes

This policy applies to any and all of the following employee-management conflicts:

- strikes
- work slowdowns
- walk-outs
- lock-outs
- period of time prior to a vote on the renewal of a labor contract
- binding arbitration, and any period of time prior to a vote on unionization

Process Recording Guidelines

Purpose

Process recordings are a time-honored tradition in social work and are an invaluable teaching and learning tool. Process recordings accent the capacity to observe, recall, report accurately, and gain further insight into what occurred in the process with a client system. Process recordings may be used to establish the student’s:

- Learning needs
- Knowledge gaps
- Ability to address a variety of potential personal issues which influence decision making, e.g., dependency, aggression, resistance, ambivalence, authority, separation, etc.
• Knowledge of social work values, ethics, and human variability

**General Requirements**

Process recordings (or audio/video recording) are required of all students with the expectation that the field instructor will give written feedback on the recording to reflect teaching issues. The creative use of electronic equipment is encouraged as a teaching/learning tool. Process recordings are not a part of the official client record. All confidentiality requirements apply including written permission from the client before any electronic recording occurs per agency and the Program’s policy.

Generally speaking there is a basic structure of three columns that can be made up on any computer using the “create a table” option. Create a simple three-column table in landscape format. The labeling categories across the top can be arranged as you or field instructor prefer. Usually one column includes what you and the client said (verbally or non-verbally), another is what you were thinking and/or feeling in response, and another is for your field instructor’s comments.

Select a specific experience to process record, particularly a challenging situation such as beginning or ending a meeting, helping a client to participate, obtaining necessary information, offering feedback, etc. It is important for the student to pay attention to what is being said, body language, and internal processes of thoughts and feelings.

As soon as possible after the meeting, complete the columns. The field instructor then adds his/her comments and suggestions. The student and field instructor discuss the experience in supervision.

The student uploads the document to the online system for the field liaison’s review. The student and field instructor will negotiate the number and due dates of written process recordings. There is a minimum requirement of one process recording per semester. In the graduate program, recordings are to be available for the field liaison to review during their scheduled visit. In the undergraduate program, students are required to submit all process recordings to their field liaison.

**Please see sample of process recording format below**

<table>
<thead>
<tr>
<th>She, He, or I Said</th>
<th>Student Thoughts and Feelings</th>
<th>Field Instructor Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I said, “How are you?”</td>
<td>She said, “Whatever!” She’s looking sad, I hope she doesn’t cry.</td>
<td>What would it mean if she did cry?</td>
</tr>
<tr>
<td>She just looked at the floor.</td>
<td>I didn’t know what to do so I was quiet.</td>
<td>This is a good use of silence</td>
</tr>
<tr>
<td>She finally sighed and asked, “What do you do when you’re all confused? Have</td>
<td>I feel anxious. This is a personal question. I don’t think I should say I’ve used drugs. She wants me to tell</td>
<td>It is understandable that you’d feel uncomfortable disclosing personal information. We’ll talk more</td>
</tr>
</tbody>
</table>
you used drugs to just get away from it all?”

her what to do with her confusion. I’m going to change the subject. It

about how to handle these types of situations in supervision.

So I said, “Let’s talk about your goal of getting a job.”

Is this a good question to ask?

Yes, you redirected her and kept the focus of the meeting on her goal of finding a job. You may need to address the issue of her using drugs to cope in the future. We’ll talk about it in supervision.

---

**Types of Field Experiences**

All full-time and part-time students in the Master of Social Work (MSW) degree program complete a foundation field experience. Advanced standing students *do not* complete a foundation field experience. All students (full-time, part-time, and advanced standing) complete a concentration field experience. A brief overview of foundation and concentration field experiences is presented below.

**Foundation Field Experiences (MSW 508 and MSW 510)**

Foundation field experiences provide students the opportunity to learn the general practice of professional social work.

- Target systems: individuals, families, groups, organizations, communities
- Social work roles: advocate, broker, networker, educator, case manager, mediator, researcher

Types of agencies

- Nonprofit agencies (shelters, crisis centers, senior services, adoption agencies, family resource centers)
- Salvation Army, Catholic Charities, home health agencies, group homes
- Hospitals, nursing homes
- Day treatment facilities
- Correctional
- Medical

Foundation tasks:

- Micro tasks (assessments, interviewing, intake, case management)
- Mezzo tasks (educational groups, multidisciplinary meetings)
- Macro tasks (volunteer recruitment, develop professional training, agency meetings)
Concentration Field Experiences (MSW 550 and MSW 551)

Concentration field experiences provide students a range of mental health services, including assessment, diagnosis, and treatment. Concentration field experiences utilize a variety of psychotherapeutic theories and techniques to guide treatment. Advanced standing, full-time, and part-time students will complete a concentration field experience.

- Settings include individual, group, and family modalities.
- Support clients in adjusting to major life changes (death, divorce, loss of job, etc.)

Types of agencies include hospitals, alcohol and drug treatment facilities, community mental health, military bases or other military-affiliated agencies, crisis centers, hospice, private practice settings, schools.

- Skills developed include counseling and listening, conducting bio-psycho-social-spiritual assessments, diagnosing presenting issues, crafting appropriate plans of care, conducting research-based interventions, interfacing and leading in interventions with individuals, couples, families, and group settings.

Specializations:

Students completing specializations are required to complete their field experience subsequent to their specialized area.

Field Hours

The academic term consists of 8 weeks. Students are encouraged to spend 20–30 hours per week at their field experience agencies to help ensure that they can meet the 250-hour requirement in one academic term. Students should communicate with their field instructors to determine the appropriate number of hours to be at the site each week to fulfill the hourly and professional development requirements. Each student should participate in at least one hour of supervision per week with the field instructor. During supervision, students should prepare an agenda that reviews any questions regarding work with clients, documentation, integration of social work theory to practice, and professional growth that leads to an identity as a social work practitioner.

Appeal Process

Appeals are generally discouraged, as policies are in place for reasons that support an optimal graduate student educational experience. However, there are situations where the field office will review special circumstances. Students who wish to appeal a MSW Field Policy, must request a formal appeal form from the field office, complete it, and send it back by the deadline provided by the field team member.

Appeals are reviewed by the field team member working with the student who will provide notes and/or a recommendation (if applicable) to the field director. A decision will be made during a meeting with the field director, and students will be notified of the field team’s decision via
email with the final signed appeal form. Appeals are typically reviewed on a weekly basis and students can usually expect an answer within a week.

**Below are the situations in which an appeal form is required.**

- **Request for Deadline Extensions**
  - For the Field Application deadline (usually two quarters prior to the internship start)
  - For the Verification Form submission deadline (usually the Friday two weeks prior to the internship start)
  - For the final approval deadline (usually the Friday three weeks prior to the internship start)

- **Request for Worksite Exceptions**
  **Worksite placement policy conditions (stated above) will be reviewed and considered for all worksite requests:**
  - For using a worksite as a placement, if employed less than 6 months prior to the internship start.
  - For using a worksite placement for more than one internship.
    - If using the same field instructor for a foundation and concentration placement that is also a worksite placement (this is strongly discouraged).

- **Request for General Placement Exceptions**
  - For using the same internship site for both foundation and concentration placements.
    - **The following conditions will be reviewed and considered for same internship site requests:**
      - The student completes the internship in a separate area/department than the foundation internship role.
      - The student completes the internship under a separate supervisor than the foundation internship role.
      - The agency is large enough that justifies having a new experience in their concentration internship role.
  - For using the same supervisor for both foundation and concentration placements -
  - For changing agencies between quarters.

**Issues Arising in Field Experience**

The field experience is quite different from other university courses. While a field experience in a community agency is organized around educational objectives determined by the Master of Social Work (MSW) curriculum, it also involves professional responsibilities to clients, agencies, and the community. As a result of the involvement of these many stakeholders, it is imperative that field liaisons and field instructors recognize early and respond quickly to a student’s performance problems. When problems occur, it is crucial that the field instructor, student, and field liaison attend to a number of issues: the rights of clients to adequate professional service, the educational needs of the student (including access to corrective and
supportive services, as appropriate), and the gatekeeping function of the social work program and professional community.

Students are required to contact their field liaison if they experience a significant issue or problem during the field experience. The field liaison contacts the field instructor to discuss the matter and attempt to resolve the problem. Upon resolution, the field instructor documents the problem and its resolution, including the procedures for resolving the problem. The field instructor, student, and field liaison sign the document to acknowledge that they understand and agree to the resolution procedures, and each receives a signed copy. A copy of the document is also forwarded to the director of field. When the field experience is complete, the field instructor and field liaison complete the appropriate documentation indicating that all requirements for addressing the problem have been fulfilled.

If the problem or issue is unable to be resolved in this manner, the field liaison consults with the director of field, and they meet with the field instructor to resolve the matter. As previously outlined, appropriate documentation is completed to help ensure that the student, field instructor, field liaison, and director of field are in agreement with the resolution. After consultation with the field liaison and the coordinator of academic achievement, the director of field makes the final decision on whether the student should be removed from placement and if another placement should be located for the student. When the field placement is complete, appropriate documentation is signed by all individuals involved, stating that the requirements for addressing the problem have been fulfilled.

Social Networking Guidelines

As technology advances, the Program will continually update internal guidelines and policies with regard to the professional use of technology in practice. Social media are forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content (as videos). The guidelines presented below attempt to address social media challenges. It is crucial at all times to maintain professional behavior, ethical standards, confidentiality and professional boundaries with regard to your field placement agency and clients. A few guidelines to remember:

- Review and follow any agency guidelines and policies regarding the use of technology in practice. Talk with your field instructor about the potential impact of social networking on agency clients and the work of the agency.
- Do not refer to an agency, client or client situation on an internet site no matter how many security settings you have invoked.
- Do not ask or accept a current or former client to join your social networking site.

Please address any questions to your field coordinator.
Credit for Life Experience

No credit toward field hours will be given for previous work and/or life experience. The social work program does recognize the richness of contributions from students with previous professional social work experiences and appreciates the value this brings to the classroom.

Student Drug and Alcohol Policy

The following prohibitions apply to students enrolled in field education and represent a Zero Tolerance for drug or alcohol use while serving in field placement.

Chamberlain University’s compliance with provisions of the Drug-Free Schools and Communities Act Amendments of 1989 applying to students is achieved through a comprehensive alcohol and other drug prevention program which includes policy enforcement, education programs and treatment services.

Chamberlain University prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students as part of any of its activities. These regulations are as follows:

- “No student shall possess, use, manufacture, produce, sell, exchange or otherwise distribute any drug prohibited by federal or state laws.”
- “No student shall possess, consume, furnish, manufacture, sell, exchange or otherwise distribute any alcoholic beverages except as permitted by state law and University ordinance.”

Alleged violations of the Program regulations are adjudicated through the Program student judicial process. Consequences for violations may include, but are not limited to, some form of disciplinary probation, required attendance at educational programs, referral for assessment and treatment, relocation to a new living environment, and suspension from Chamberlain University for sale of illegal drugs or repeated violations of the regulations. Chamberlain University supports and sponsors programs aimed at the prevention of substance abuse by students.

Employment-Related Placement Policy

In an effort to be responsive to students who continue in full-time employment, the Program supports employment-related field placements when the requirements below are met.

- An employment-related placement is defined as a field education arrangement in which the student is granted written approval from the field coordinator to complete her/his placement in an agency where the student is currently employed that meets the following criteria:
- An employment-related placement will be allowed for only one year of the social work field experience. Employment-related placement is not available within the advanced standing (one year) program.
• The field instructor must meet all regular Program requirements for the program level proposed and be a person who is different from the student’s work supervisor. These criteria are designed to help recognize the role transitions expected of student employees including a change from a worker/supervisor relationship to a learner/teacher relationship. It also implies a sincere effort to protect the student's opportunity to utilize work experience for the purpose of learning (see Field Instructor Responsibilities)

• Agencies selected for an employment-related field placement arrangement must meet the regular criteria for the program level proposed (undergraduate or graduate).

Field education in employment-related placements is conceptualized by the following guidelines:

• Students will complete sixteen hours of placement within their full-time (32-40 hours per week) employment.

• Eight hours of placement will include performing regular job responsibilities as defined in the job description with certain responsibilities, tasks, and activities outlined for educational purposes. These will be clearly identifiable in the learning agreement and receive educational supervision. Instruction will incorporate concepts as presented in the classroom and field integrative seminar.

• The remaining eight hours of placement will require working in a separate department or unit within the organization with new responsibilities, tasks, and activities. Again, the learning agreement will reflect this work, receive educational supervision, and incorporate concepts as presented in the classroom and field integrative seminar.

Employment-Related Placement Procedures

The employment-related placement option will be announced to potential students through field education written information. Students indicate their interest in pursuing an employment-related placement on the field application.

• The student will familiarize her/himself with the employment-related placement option policies, procedures, and plan.

• Next, the student will approach agency personnel (usually the student’s immediate supervisor) for initial approval and permission to pursue the employment-related option.

The student should consider the following questions/concerns:

• How much support will I have from the organization? More support will provide better experience.

• Will your employer find someone to assist you in accomplishing your job? Will co-workers assist you? Talk to your employer to assess/enlist support.

• How can you support your agency while they are supporting you?

• Is your field instructor qualified?
• Arranging employment-related placements is the responsibility of the student; the Field Office will approve the arrangements and plan made by the student and the employer.
• The student will then submit the Employment-Related Plan, complete with appropriate agency signatures (field instructor, immediate work supervisor, and/or other agency personnel), to the Field Office (field coordinator) for follow-up with the agency and final approval.
• The plan is then uploaded into the online system. The field liaison reviews it to ensure compliance throughout the placement year.
• From this point forward, all regular field education policies and requirements apply.

Requesting Accommodations in Accordance With the Americans with Disabilities Act

Disability Services
Chamberlain’s social work program will not discriminate on the basis of disability and is committed to providing all qualified students who have disabilities equal access to its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973.

In postsecondary education, it is the student’s responsibility to self-identify disability status and to register with Chamberlain’s Office of Disability Services prior to requesting accommodations. To register, the student submits documentation of disability along with Chamberlain’s accommodation request for disabilities form.

Students with disabilities requesting accommodations with field experience should register with Disability Services prior to registering for field experience and should clarify their specific accommodation needs. In most cases, field experience agencies have their own systems for helping to ensure equal access for employees and/or interns with any disabilities. Disability Services will help address any gaps in those systems.

Basic Principles of Personal Safety and Risk Management Strategies
The Master of Social Work (MSW) program wants to make students aware that there are certain inherent risks in any situation requiring contact with the public. Social work is a profession that works with people with both strengths and challenges, who often live in challenging environments. To reach people in need, agencies are located in areas that provide reasonable access to clients served. Students entering the field need to 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 experience, students must also be attentive to the need for personal safety and act accordingly to minimize risks. During the orientation to the agency, students should discuss safety issues with their field instructors. Students with any safety concerns or questions should contact the field liaison—the Chamberlain faculty member teaching the field seminar—to discuss these issues and seek guidance. If a safety incident occurs, students should
contact the agency field instructor and field liaison. If the student does not get a response from the field liaison, an e-mail or call should be sent to the director of field. The director of field can be reached by e-mail at field.director@Chamberlain.edu. The student should continue to follow up until an acknowledgment of her or his e-mail and/or call has been made by the field liaison or director of field.

Students will receive safety training during the field course and at residency. The guidelines below present a quick overview for personal safety.

It is important to remember that all individuals are ultimately responsible for their personal safety and should pay attention to their instincts; they can be an important indicator to danger. Students should:

1. Always inform the field instructor and faculty field liaison of incidents where you feel personal safety is threatened.
2. Be alert to all parties in the immediate environment.
3. Carry oneself in a confident manner and be purposeful in actions.
4. Be friendly; however, do not disclose a great deal of information about oneself or one’s family.
5. At all times, consider safety. Use observational skills to practice safety.
6. Be aware of the physical setting where clients will be seen. Always have a path to the door. Do not seat the client between oneself and the door.
7. Do not place excessive items on the desk. Paperweights, staplers, scissors, etc., can become weapons.
8. If appropriate, leave the door open when meeting with clients.
9. Find out if the agency has a buzzer system or other methods to communicate with staff when an individual worker is having problems.
10. Keep the field instructor or other staff informed when and where clients will be seen.
11. Never work in the building alone. The field instructor or other staff should be on-site and available when students are engaged in field activities.
12. Be aware of the environment when entering and leaving the agency. If suspicious circumstances are observed, notify the supervisor or wait for others to enter or leave the building.

Sometimes social workers find themselves working with clients who become agitated. This can be especially true with mandated clients who are required by court order to receive social work services. Below are a few tips for dealing with agitated clients. More information on this topic is also covered in the field course and in the two residencies.
Guidelines for Dealing with Agitated Clients If a client becomes agitated or confrontational:

1. Maintain an appropriate distance. Sometimes, one tends to move closer to an individual and this can escalate a situation or put one in danger of being assaulted. Give the client space to walk out of the area or to remove oneself from the area. If needed, ask the field instructor or another staff in authority for assistance. (This allows the student to disengage with the person, get out of danger, and make agency staff aware of the volatile situation.)

2. Encourage the client to have a seat if they are standing. Pacing can increase the agitation. The student may wish to stand until assistance arrives or may choose to sit after the client sits.

3. Do not touch clients, even if attempting to simply pat them on the shoulder to reassure them.

4. Watch carefully and remain alert. Clenched fists, hands that are opening and closing in a frenzied manner, darting eyes, or a wide-eyed panic-stricken look and tensed jaw muscles can indicate that the client is very agitated. If aggressive behaviors continue to escalate despite efforts to calm the client down, identify an opportunity to leave the volatile situation to get help.

5. When faced with verbal confrontation, maintain a calm voice. Do not engage in an argument. Speaking softly will sometimes allow the client to lower his or her tone in order to hear what is being said.

6. Provide an honorable avenue of escape for the client by letting him/her know that it is acceptable to end the session early. Know when to terminate a session. Do not become so focused on the task that warning signs of a potentially dangerous situation are ignored. Offer to reschedule the appointment. Ask the client to wait in the waiting room while contact is made with the field instructor for direction as to how to proceed in assisting the client.

7. Realize that an individual who is under the influence of alcohol or other drugs has an increased risk of unstable or volatile behavior and impaired judgment. Learn to identify signs of being under the influence: glassy eyes, dilated pupils, staggering, odor of alcohol or marijuana, irrational or illogical behavior, acting uncharacteristically different, extremely depressed or elevated mood. It is not useful to attempt to resolve issues with a client in this condition. It is recommended that the session be terminated and rescheduled.

8. If threatened with violence, disengage immediately until assistance is provided from the field instructor or local police, if necessary.

Some social service agencies require that social workers conduct visits with clients in the client’s home environment. The safety of students in home settings has to be a priority of the agency and the student. Safety on home visits is discussed in the field course and at residency. Students must conduct, at a minimum, the first two home visits for each placement (foundation and clinical) under the supervision of an agency staff member. Students are never to go on a home visit alone if they do not feel prepared or safe. Students should contact the field liaison or director of field if they have any questions or concerns.
Home visits are a frequent part of social work services. It is not necessary to be afraid, just to be observant and use good judgment. The following are a few tips to consider when conducting home visits:

1. Notify your field instructor that you will be making a home visit. Give specific information about your destination and approximate arrival and departure times. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.

2. When visiting a community or making home visits, do not wear expensive jewelry or do things that will make you stand out. Dress in a manner conducive to your field activities. Wear clothes that will allow you to run if necessary.

3. When you are in the local neighborhood, be sure to scan the environment and be aware of what is happening around you.

4. A cellphone is very useful. Be sure your phone is fully charged.

5. Carry yourself in a confident, professional manner. Send a message that you are here for a purpose. Be respectful of those in the community.

6. If you are in an unfamiliar building and are using the elevator, try to get on an unoccupied elevator. If the door opens and people who make you feel uncomfortable are on the elevator, simply state that you are going in the other direction.

7. When you knock on the door of a dwelling, pay attention to the sounds you hear from inside. If a heated argument is taking place, do not enter the home. Call to schedule a follow-up visit.

8. Always identify yourself, and do not enter the dwelling until you are invited in. Once inside, do not sit down until you are invited. Choose a seat close to the door and ask if you may sit there.

9. Remember, you are on the client’s territory. Home visits are not inherently dangerous; however, people may react differently when they are on their territory.

10. If there are animals in the home, do not assume they will not harm you. Ask the client to please restrain the animal or put it in another room.

11. Do not turn your back on an irate client. Keep him or her in your vision at all times.

12. When you are in a client’s home, be aware of the other people who are also there. Their behaviors such as drug taking, violence, and extreme anger should also be considered when assessing risk.

13. If you observe drugs or weapons, you should reschedule the visit and leave as soon as possible.

14. Find out about the communities where you will be working and discuss with your field instructor and other workers at the agency. If working in a high-crime area, discuss specifically what the safety guidelines are with your field instructor. Do not go into high-crime areas at night.
15. When making home visits, ask the client about any safety concerns in his or her neighborhood and recommended safety strategies.

16. Make sure that you have your car keys in your hand. Always lock your car once you are in the car and after you get out.

17. If you will be placing personal items in the car trunk, do it before you leave the office to avoid calling attention to the act or simply leave the items in the office.

18. Check your car for sufficient gas before you leave the office. Think what you would do if you had car trouble or a flat tire. Do you have an auto club? Do you know how to fix a flat? Make sure you have emergency equipment in your car such as a flashlight, jumper cables, and emergency road kit.

19. When parking your car, choose a spot that is close to a light. Park as close to where you are going as possible. Make sure your car is pointed in the direction to leave.

20. Do not transport clients in your personal automobile. Discuss this with your field instructor at the pre-placement interview to avoid unexpected requests from the agency to do so.

21. Before you leave the office, make sure you have the correct directions and phone numbers. Get a map, use mapping services such as MapQuest, or use a GPS device to plan your trip. If you get lost, go to a well-lit, busy gas station or convenience store to ask directions.

Reporting a Safety Incident

Students should report any type of safety incident immediately to the agency field instructor and field liaison. If a student feels that his or her personal safety is threatened in any way, this should be reported to the field instructor and field liaison.

When a student makes an allegation against a client, the following procedures should occur:

1. Student notifies field instructor and field liaison of allegation.

2. Field liaison notifies director of field.

3. Field instructor, field liaison, and director of field determine if student should continue to work with client.

4. Student works with field instructor to follow agency’s protocol to determine if or how the client and/or the client’s family will be notified of the allegation.
Grievance and Termination Procedures

GRIEVANCE AND APPEAL RIGHTS OF STUDENTS

Field Placements
If a student is dissatisfied with his or her field experience placement, the student should convey this information to the field instructor and/or to the field liaison. The field liaison will review the concerns presented and, if there is appropriate justification, a new field experience agency will be sought. This decision would involve and result from a mutual assessment by the agency, the student, the field liaison, the field office, and the director of field. The director of field will make the final decision regarding a field experience agency change.

Field Instructor Evaluations
If a student is satisfied with the grade assigned by the field liaison but disputes an evaluation by the field instructor, the student should submit a written appeal to the field instructor. The appeal should detail why the student believes the evaluation should be changed. The student should submit the appeal to the field instructor and copy the field liaison. If the student is not satisfied with the results of the written appeal to the field instructor, the student may request a meeting with the director of field. The director of field will meet with the student and field instructor to address the issue.

University Appeals
Students who appeal a course grade are governed by Chamberlain University policies. Please refer to the Chamberlain University College of Health Professions Student Handbook for policies and procedures for appeals.

PROCEDURES FOR TERMINATION FROM THE FIELD PLACEMENT

As professional social workers, Chamberlain University graduates will be utilizing their skills to help others make changes in their lives. They will sometimes be called upon to make serious decisions. They can be helpful to others, but they can also be harmful. A social worker who does not respect the values and ethics of the profession, who is incapable of mastering the work of the profession, or who does not take change-making seriously can harm clients. Good social workers must be able to understand and discipline their own emotional needs so as to avoid projecting these needs on others and using clients for their own gratification. They must have not only abstract knowledge but also the ability to translate knowledge into practical application.

Throughout students’ involvements with the social work field experience, their suitability for the profession continues to be assessed. The normal expectation when a student is admitted to the
social work field experience is that the student has the potential for success. Disagreements may occur and mistakes may be made, but these are usually part of the learning process. The faculty field liaison, field instructors, and students, working together, will generally be able to overcome “rough spots” in an atmosphere of mutual respect and concern.

It is not common for a student to be asked to leave a field experience agency, but it can occur. When there are serious concerns about a student’s suitability for the profession, the field instructor may assess that the student should not continue in the field experience. This may result from a single grave incident or from a pattern of behaviors. Both academic and field experiences are considered in determining that a student should not continue.

The director of field may require a student to leave the field experience agency if:

- The student’s performance in the field placement demonstrates, after adequate corrective efforts, little likelihood of successful completion. This may be a matter of knowledge, skills, or values.
- The student’s attitudes or values are incompatible with the practice of professional social work (e.g., strong prejudice).
- The student persists in conduct in the field that endangers clients, the agency, the university, other students, or the student himself or herself (“unsafe practice”).
- The student commits a serious violation of the NASW Code of Ethics, whether or not an NASW member.
- The student is consistently unable to form productive working relationships with clients, field instructors, or other students.
- The student’s personal problems (e.g., relationship, substance abuse, mental illness) are so serious or recent as to preclude effective work in the field setting.
- The student engages in serious academic or other dishonesty or breach of confidentiality.

The first step when any problem becomes apparent will be a discussion among those most directly affected. When a problem is so persistent or serious that a student’s continuance in the placement is in question, the student will be informed in writing by the director of field of the area(s) of concern and corrective action necessary for continuance in the placement. The specific time frame allowed for the corrective action will be determined by the director of field, in consultation with the field liaison, the field supervisor, and the MSW program comportment office.

If the student does not follow through on the corrective action plan, the director of field will notify the program director of Social Work Programs so that further action can be taken. The Chamberlain University College of Health Professions Student Handbook will be followed with the possibility of the student being terminated from field experience.

A student who has been terminated from the social work field experience placement may be assigned a new field experience agency if the problems that led to that decision are resolved. The burden is on the student to demonstrate that this is the case. A new field experience agency will
require the student to reapply to field, using the MSW field experience application process and
work with the field office to secure new and appropriate placement.