

Bachelor of Social Work Program



Field Manual
SWK 450 and 460
2014-2016



St. Augustine College
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Table of Contents

Introduction Letter	2
The Counsel on Social Work Education Standards	3
Learning Objectives	4-5
General Requirements & Guidelines for Field Instruction	6
Standard Two Semester Field Practicum	
The Block Field Practicum	
Field Requirements and Identifying a Field Placement Site	7-9
Student Requirements	
Pre-Field Meeting	
Identifying a field placement	
Field Instructor and Agency Requirements	
Interviewing for Field	
Field Instruction in Student’s Place of Employment	
Starting the Field Practicum	
Information for Students in Field	10-11
Supervision	
SAC Confidentiality Statement for Students Completing Internship	
Professional Liability Insurance Coverage	
Student Safety	
Sexual Harassment and Discrimination	
Holidays and Vacation	
Sick Time and Extended Absences	
Agency or Field Instructor Change	
Descriptions of Roles and Responsibilities	12-16
A Collaborative Approach	
St. Augustine College: Field Director and Field Liaison	
Agency: Primary Field Instructor	
Student	
Policy for Grades in SWK 450 and 460	17-19
Who Gives Grades?	
Evaluation of Student’s Communication Skills	
Managing Poor Performance Prior to the Semester Evaluation	
Receiving the Grade of “Incomplete”	
When a Student Receives a Failing Grade	
Reapplication for a Failed Field Placement	
Early Suspension or Termination of Field Placement	
Due Process Policy/Procedure	
Withdrawing from Field Instruction	

APPENDIX A: Harassment Policy for Students in Field Instruction

APPENDIX B: Field Placement Paperwork Checklist

APPENDIX C: Students with a Felony Conviction Policy

APPENDIX D: Manual Agreement

APPENDIX E: Field Instruction in Student’s Place of Employment

September 14, 2015

Field Instructors and BSW Students,

Welcome to the St. Augustine College Field Instruction Program! This manual includes important information on the field program including:

- The policies and objectives of the BSW field instruction experience at St. Augustine College
- The guidelines under which field instruction is managed
- The responsibilities of the student, field instructor, field director, field liaison, and College

The BSW program at St. Augustine College (SAC) is constantly growing and evolving in order to better meet its students' needs. While every attempt will be made to keep this document updated with the latest information, there may be times when there could be a lag between changes in the policies and practices of the program and their publication in the manual.

Please, do not hesitate to contact me with questions, concerns, or comments regarding the content of this manual or any other aspect of field instruction.

I look forward to working with you,

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The Counsel on Social Work Education Standards

The Council on Social Work Education (CSWE), in its educational policy for Baccalaureate Degree Programs in Social Work Education, states that:

The purpose of social work education is to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems....Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice. (CSWE, 2003, p. 31)

CSWE also states that:

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. (CSWE, 2003, p. 36)

The field practicum at SAC is based upon the curriculum policy of the CSWE. The practicum is an essential element of the BSW program at SAC. Field instruction includes a variety of experiences that will enable the student to grow in his or her understanding of the values and roles of the generalist social work practitioner. These experiences could take place in a variety of settings across the continuum of micro, mezzo, and/or macro generalist social work practice. The student's knowledge base will deepen and the student will begin to integrate theory with practice under the guidance and example of the field instructor.

Learning Objectives

The purpose of the BSW field practicum is to help the student to integrate knowledge and master practice skills that are consistent with the SAC Social Work program objectives as they become rooted in community and social service practice. Through these experiences and with the guidance of the field instructor, the student begins to form a professional self as a generalist practitioner. At the end of both SWK 450 and 460, the field instructor will evaluate the student on the practicum objectives.

Practicum Objectives

1. Students identify as a professional social worker and conduct oneself accordingly.
2. Students apply social work ethical principles to guide professional practice.
3. Students apply critical thinking to inform and communicate professional judgments.
4. Students engage diversity and difference in practice.
5. Students advance human rights and social and economic justice.
6. Students engage in research-informed practice and practice- informed research.
7. Students apply knowledge of human behavior and the social environment.
8. Students engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Students respond to contexts that shape practice.
10. Students engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities



Student Objectives

In addition to the practicum objectives, the student will establish their own individual learning objectives. The student will self-evaluate their own work at the end of the practicum on their ability to master these objectives at a beginners level general social work practice. Practice sites are selected based on their ability to provide an experience with as much breadth as possible while respecting the individual interests of the student.



General Requirements and Guidelines for Field Instruction

Students complete three courses in field instruction:

- SWK 450 - Field Instruction I (210 hours)
- SWK 460 - Field Instruction II (210 hours)
- SWK 470- Integrative Seminar

Number of hours: The student will complete a total of 420 hours in field. The required number of hours per week does not include time taken for lunch or dinner.

Schedule: The student and field instructor will come to an agreement about the specific days and times the student will be expected to be present at the site.

SWK 470 – The Integrative Seminar is a class taken at the same time the student is in field. Students complete assignments connected to their field experience.

The following describes the two options for field:

A. Standard Two Semesters Option

For the standard option, students complete field in two semesters. Students should plan to be present for at least 2 full workdays each week at their field instruction site. The seminar class is taken either in the Spring or Summer semester.

Fall/Spring (August- May) = 15 hours/week

Spring/Summer (January- August) = 18 hours/week

Summer/Fall (June- December) = 18 hours/week

Exceptions to the two day a week schedule depend on the consent of the agency and field director and may be made to offer a wider range of experiences, or to accommodate a student who cannot decrease hours at their full time paid job while doing the field practicum (if the exception can be made without compromising the field experience).

B. The Block Field Option

A block placement/field practicum takes place when a student completes both field courses as well as the Integrative Seminar (SWK450, SWK460, and SWK470) in one semester. This option is only available during the Spring and Summer semesters.

Spring (January- May) = 28 hours/week for 15 weeks.

Summer (June- August) = 40 hours/week for 10.5 weeks.

Field Requirements and Identifying a Field Placement Site

Student Requirements

Students complete their field placement at the end of the BSW program. To be eligible for field, students must first demonstrate the following:

- A cumulative G.P.A. of 2.75 or above
- Successful completion of all general education requirements
- Successful completion of all social work courses, except 450, 460 and 470 (students with a G.P.A. of 3.0 or above will be allowed to take one social work course while completing their internship)
- Successful completion of the majority of required elective hours
- Attend a Pre-field meeting

Pre-Field Meeting

Students should plan to attend a pre-field meeting 2 semesters prior to starting field. The pre-field meeting generally lasts two hours. During the pre-field meeting, students discuss:

- Criteria for admission to field instruction
- Field requirements
- Student learning objectives
- The requirements for agency and Field Instructor selection
- The search process and agencies that might match their interests.



Identifying a Field Placement

It is the primary responsibility of the student to identify a field placement site. The field liaisons and field director provide students with guidance during the search process. A list of agencies will be provided to students based on their interests. Students are encouraged to pursue field instruction at one of the sites on the list, as most of them are known to meet the criteria for the program and previous students have had positive experiences at those sites. However, students are welcome to seek out other opportunities at other sites not on the list.

Students should also keep in mind that they are in competition for field placements with students from all other Chicago area BSW & MSW programs; therefore, an early start in setting up interviews is critical to success.

Field Instructor and Agency Requirements

Field Instructors and agencies must meet the following to be accepted as a social work field placement site at St. Augustine College:

1. Provide a primary field instructor with an MSW (from an accredited school of social work) and 2 years post-graduate experience or a primary field instructor with a BSW (from an accredited school of social work) and 3 years of experience.
 - a. The primary field instructor must meet twice a month (minimally) with the student for one hour each, and must assume responsibility for the student's work which includes signing the student's evaluations and timesheets.
2. The agency must provide the students with learning opportunities to demonstrate all 10 practicum objectives.

A proctor, (or non-social worker) with a BA or MA and experience in the field, may offer a student daily guidance/supervision and may be given special authorization to engage in field instruction by the school's field director when there are not sufficient social workers in an agency that could supervise a student on a daily basis. However, the agency must be able to provide a primary and legal supervisor for the student who meets the above criteria as a trained social worker with experience in the field.

If the agency does not meet field instruction site requirements, the student will need to continue the search for another site.

Interviewing for Field

Students should consider selecting up to three agencies to interview for field instruction. Interviewing at 2-3 agencies allows the student to assess which agency will provide the most desirable learning experience.

The student should prepare for these interviews in the same manner she/he would prepare for a job interview. This includes appropriate attire and bringing a professional resume. If students do not have a professional resume, students can contact the Career and Transfer Center at 773-878-3357 or 773-878-3960. The center offers resume workshops and interviewing skills.

Communicating with potential agencies- It is important for students to inform potential field instructors if the student is interviewing at other agencies. Students should not give a learning contract to an agency or accept a learning contract from an agency until the student has decided on the agency.

Field Instruction in Student's Place of Employment

Field instruction in a student's place of employment is possible only if it can be verified that the student will be able to receive a field instruction experience which is substantially and qualitatively different from the work experience that the student has had at the agency. The field instruction must be in a different division than the student's paid employment and the student's field instructor (and proctor if needed) must be different than the supervisor(s) for the student's paid employment. Students who are interested in pursuing this type of arrangement must communicate this to the field director during the Pre-Field Meeting in order to determine whether this arrangement can be considered. Appendix E: Field Instruction in Student's Place of Employment must be submitted to the field director prior to developing a learning contract. Final approval will not be given until Appendix E, and the learning contract is reviewed and signed by the field director.

Starting the Field Practicum

Students may not begin the field practicum until the learning contract is signed by the field director and she/he is officially registered for the field course. Students will not be allowed to register for field until all required paperwork has been turned in and reviewed by the field director.



Information for Students in Field

Supervision

The use of supervision as a means to self-knowledge and improvement of one's effectiveness as a generalist social work practitioner should be considered a priority during the field experience. Through ongoing supervision (meetings and discussions with the field instructor and proctor) the student's identity and abilities as a social worker should emerge and solidify. Each student needs to be open to such activity and understand that ongoing development of one's own awareness and abilities are an integral part of one's effectiveness and satisfaction as a social work practitioner.

SAC Confidentiality Statement for Students Completing Internship

While students are completing internship, practicum or observation hours, they will have access to personal information for clients/patients or children. Students are expected to uphold the confidentiality of clients/patients/children and employees while in the field. This includes properly storing client/patient or children's files at the agency, protecting the identity of individuals served at the agency/organization, and limiting discussions of clients/patients/children to employees of the agency/organization and classroom discussions for educational purposes only. Students are expected to follow confidentiality laws/ethical codes related to their field of study (for example the Health Insurance Portability and Accountability Act (HIPAA), the Social Work Code of Ethics, and the National Association for the Education of Young Children (NAEYC) Code of Ethics). During classroom discussions, the identity of patients/clients/children should be protected. This includes not using identifiers such as name and address. Students should never take client/patient or children's files outside of the agency. Additionally, students are expected to know and follow any confidentiality policies that the agency follows such as those for agency accreditation.

Professional Liability Insurance Coverage

St. Augustine College provides limited liability insurance for students in field instruction. The field agency may also have liability insurance for students and this should be stated on the field agreement when this is signed. Students who would like more information about this should contact the field director.

Student Safety

The memorandum of agreement signed by agency and school asks agencies for assurance that orientation will be provided for activities undertaken and to keep students safe. When beginning their placement, students should discuss with the field instructor the agency safety policies and guidelines so that they are not at-risk of harm or placed in potentially dangerous situations. Students who believe that their placement jeopardizes their personal safety need to speak with field instructor or field liaison first. If the field instructor fails to develop a plan with the student to prevent risks and minimize harm then the student should contact the field director as soon as possible to solve the problem.

Home visits are a regular part of some field placements. Agencies are expected to take appropriate measures to ensure the safety of students. Students are not permitted to make home visits by themselves in the first field semester (or first 210 hours). The same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The field director/field liaison should be consulted if safety is a concern.

Sexual Harassment and Discrimination

SAC is committed to the values and laws that promote freedom from harassment and discrimination. Appendix A of this manual is the *SAC Harassment Policy for Students in Field Instruction*. Students must read the policy, be aware of what constitutes harassment, and to sign the manual agreement stating that they have read and understand the policy.

Furthermore, St. Augustine College follows the provisions of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Such provisions also apply to students seeking and participating in field instruction. Students who believe they are experiencing discrimination should notify the field director or other appropriate representative at SAC immediately.

Holidays and Vacation

In general, students are to follow the academic calendar and are exempt from field instruction related work during academic holidays and any other holidays in the agency calendar. However, due to the extended break during December and January, each student and field instructor will negotiate a schedule that will respect student and client/agency needs during that time. Due to the nature of their work in field instruction, a five-to-six week break may be impractical or even harmful to the client/agency. Students should be open and flexible as this matter is decided. However, it is reasonable for the student to receive a minimum two-week vacation during this time period.

Holidays and Vacation times Observed in the Academic Calendar

- Labor Day
- Thanksgiving Break (Thursday-Sunday)
- Winter Break (5-6 weeks: December-January)
- Spring Break and Easter Break (week prior to Easter)
- Fourth of July

Sick Time and Extended Absences

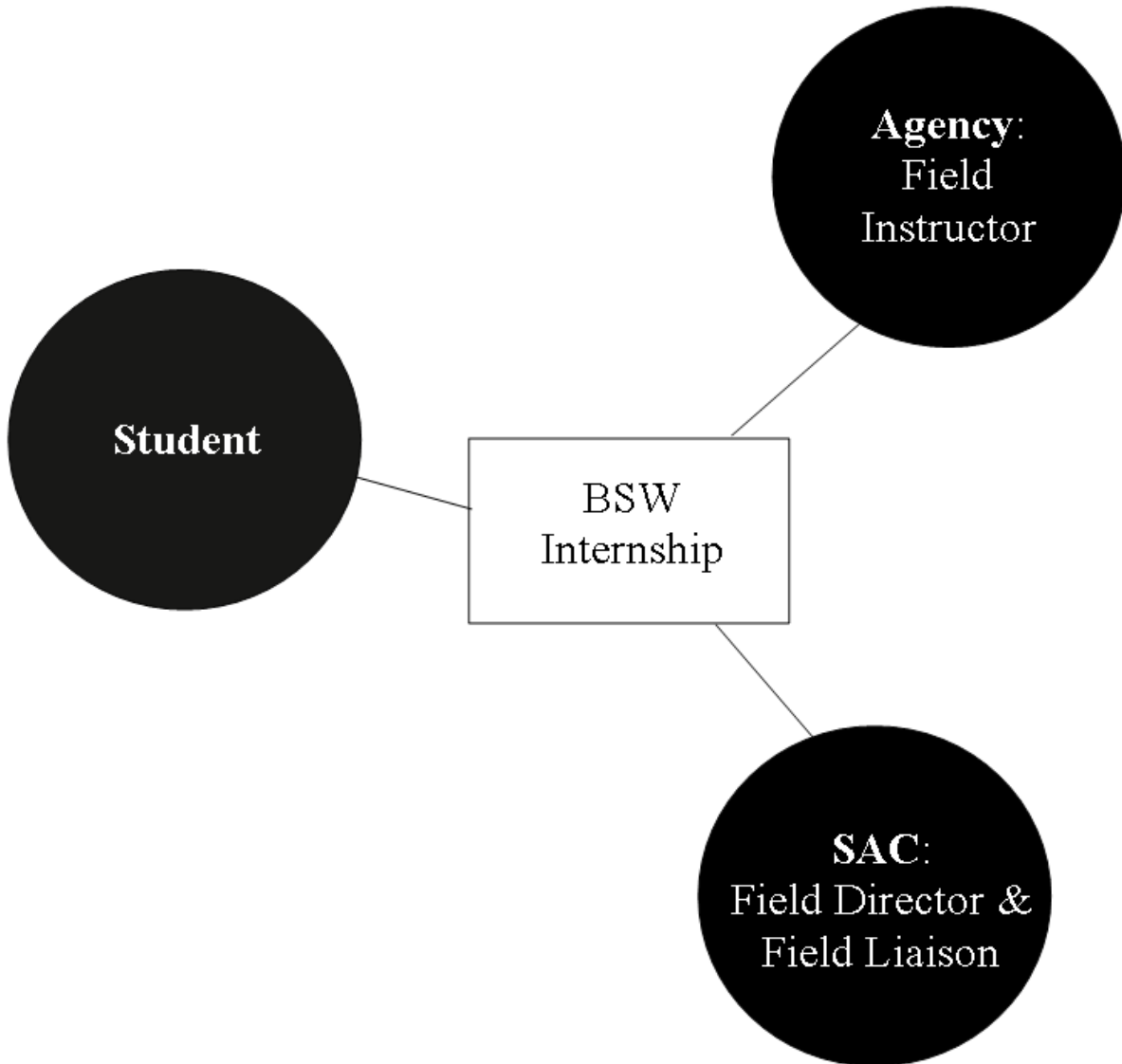
Students are required to notify their primary field instructor (and proctor when applicable) in the event of an absence. Students have to make-up the time lost regardless of the reason for the absence (i.e., student illness). In the event of serious illness or other situations which prevent the student from fulfilling their time commitment responsibilities, the student must notify the school and field instructor(s) in writing. A meeting may be held with the student, field director, and field instructor(s) in order to determine whether the student will be allowed to return to their field placement. Students will not receive a passing grade in field until all required hours are completed.

Agency or Field Instructor Change

Changes in field instructor and field site are discouraged (and rare) since the agency has invested time in orienting and training students. If a situation occurs that results in the need to change field instruction sites, or if the qualified field instructor becomes unavailable, the field director must be notified immediately. The field director will review all paperwork from the previous placement to determine how many hours the student needs to complete at the new placement.

A Collaborative Approach

The successful field experience depends on the collaborative efforts of all parties: the student, the agency and the school.



Descriptions of Roles and Responsibilities

St. Augustine College Roles and Responsibilities

Field Director

St. Augustine College assumes overall responsibility for the administration of the field instruction program through the field director. In conjunction with other social work faculty members, the field director has primary responsibility for arranging placement sites, selecting field instructors, and maintaining a system of communication, information, and support with and for the field instructors. The field director is responsible for creating and implementing tools for evaluation to assess student learning and ensure quality field experiences. All records pertinent to field instruction are maintained by the field director.

Additionally, the field director reviews all learning contracts prior to students starting field. While the student is in field, the field director is available by phone or appointment to consult and problem solve about any situation that arises in relation to the placement. However students and field instructors should discuss field problems prior to involving the field director when supervisory problems arise.

The field director responsibilities also include:

- Identifying and developing relationships with new potential field sites
- Orienting new field instructors
- Withdrawing a field site when deemed necessary
- Hiring and training field liaisons
- Performing any other duties deemed relevant to the success of the placement site, the well-being of the student, their clients, and the BSW program.

The field director has a full-time appointment in the social work department. Minimally 25% of the field director's assigned time is dedicated to providing educational and administrative leadership for the field program.

Field Liaison

Students may be assigned to a field liaison while securing a field placement and/or while students are completing their field placement. The assigned field liaison acts as the primary St. Augustine College contact for students and their field instructors regarding field related issues. The field liaison's primary role is to provide support, feedback and guidance to students and field instructors prior to and during the field experience.

The field liaison will

- Develop positive working relationships with students and field instructors
- Assist students in securing an appropriate field site
- Collaborate with field instructors to identify appropriate learning experiences for students that meet practicum objectives
- Coordinate and complete a field site visit with each student and her/his field instructor
- Be knowledgeable of students' rights and responsibilities, and academic information as described in the Field Manual and St. Augustine Catalog
- Respond in a timely manner to all questions and concerns of students and field instructors

- Communicate (and complete additional site visits as needed) with student or field instructor to resolve perceived problems arising within the field setting. If needed, consult with the field director on serious issues to identify an appropriate resolution.
- Communicate to the field director the strengths, resources, concerns, and challenges of agencies to meet the educational needs of students.
- Identify new agencies interested in having BSW student field placements.
- Collect and review all field education paperwork

Site visits to field agencies

The field liaison or field director will conduct one site visit per student minimally while the student is in field. The purpose of the site visit is to observe, support students' progress in the field instruction environment, and support the work of the field instructors. When possible, site visits are scheduled by appointment during a time when students are regularly scheduled to be at the agency.



Agency Roles and Responsibilities

Primary Field Instructor

Primary field instructors should be dedicated to the social work profession with a commitment to education and to their own professional development. The role of the field instructor is crucial to the success of the student's experience in field instruction. It is expected, in addition to having the necessary credentials and experience, that the agency which employs the field instructor will allow sufficient release time for him/her to fulfill field instruction duties.

As an educator, the field instructor serves as a guide or mentor, challenger, source of support, role model, and a transmitter of knowledge and experience. This is done not only by word, but by example. The primary field instructor facilitates the students learning experience so that the student can take advantage of a broad range of social work activities in the agency and community as well as interdisciplinary experiences that prepare the student for practice. The primary field instructor provides ethical guidance and mediates these experiences to help students gain confidence in their role as a social worker at the same time.

The field instructors (and non social work proctors) have the central role in the student's development during field. Through regularly scheduled meetings (minimally one hour per week), he/she utilizes different methods to engage and challenge the student in supervision. Case presentations, audio and video recordings, direct observation, and documentation of worker-client meetings can be used in supervision.

When SAC approved proctors are used for supervision in addition to a social work field instructor, the primary field instructor must assure that the values and ethics of the social work profession are taught and that the learning experience builds the student's confidence in their social work role within the agency by helping them integrate the knowledge base of social work with their practice experience. In order to support this, the proctor should be familiar with social work professional goals. The primary field instructor must have twice per month supervision (one hour each) minimally with the student while the proctor may provide daily supervision and guidance. Throughout the year the field instructor assists the student in identifying the student's strengths and limitations as they learn to practice social work. The student should grow in self-knowledge and understand better the relationship between personal and professional experience.

Likewise Field Instructors and practicum sites that are unable to offer an adequate learning experience are selected out by the school and the students as both participate in evaluating the student's learning experiences.

Student Roles and Responsibilities

SAC students in field instruction are adult learners whose participation in field instruction is expected to be active and assertive. Previous adult work experience will assist many students in their initial experiences of fieldwork. With the assistance of the field instructor, the student will grow in greater awareness of her/his professional identity and skills.

Students demonstrate their active participation by coming prepared with questions for their field instructors, by initiating ideas for learning and improving service to clients, by sharing their experiences honestly and openly with the field instructor, and listening to her/his feedback. Activity of this kind ensures that the student will grow in confidence and effectiveness. Adult learning and training is a life-long process, and as such, supervision can be the most valuable aspect of the field instruction experience. It lays the groundwork for future professional development.

All assignments and written work at the agency are to be completed on time. Students will be punctual, dress appropriately, and abide by all agency/site policies. During orientation to the site, students need to learn the essential policies and methods related to their practice, such as abiding by the NASW Code of Ethics, confidentiality, professional behavior, liability and risk management. Finally, by assuming responsibility for themselves, students model a behavior that can be supportive, therapeutic, and healing for their clients.

It is important that each student understand that their role as a learner is critical to the success of field instruction. For example, students who show a lack of interest, lack of initiative, an inability to work with clients and field instructor, or an inability to integrate theory and practice will have difficulty successfully completing the internship.

Active Participation

During Field Education, students should:

- ✓ Ask Questions
- ✓ Listen
- ✓ Be on Time
- ✓ Respect Policies
- ✓ Act Ethically and Professionally
- ✓ Anticipate Risks
- ✓ Take Initiative
- ✓ Follow Through

Policy for Grades in SWK 450 and 460

The only possible grades for a student in field instruction are A, B, or F (Fail). The student evaluation is completed collaboratively by the field instructor and student. The evaluation covers student English writing and communication, student initiative and skills, and the practicum objectives. There should be evidence in the SWK 460 evaluation that the student has improved their performance since SWK 450.

Who gives me my grade?

The field director is responsible for final decisions regarding the awarding of grades and other significant decisions regarding the student's role at the placement (i.e., withdrawal, change of site, etc.). The primary field instructor must evaluate the student using the form and grading system provided by the school. She or he recommends a grade which is then reviewed by the field director. In most cases the field director's grade will be the same as the one given by the primary field instructor.

Evaluation of Student's Communication Skills

The field instructor's evaluation of the student includes an evaluation of the student's skills in writing, reading, and oral communication. It is neither necessary nor desirable that any difficulties in this area wait to be addressed until the end of the semester. If the field instructor believes that the student is lacking in one of these areas, the field liaison or field director should be contacted as soon as possible. The field liaison or field director will meet with the student and field instructor and, if needed, a plan will be made that addresses the student's needs (i.e., extra reading, coursework, etc.).

Bilingual Students: For bilingual students, an important component of the field experience is for the student to demonstrate competence in both English and Spanish, and that the student's expertise in this area meets professional standards. This competence includes reading as well as written and verbal communication. It is understood that the student is a learner and cannot be expected to know immediately all the necessary vocabulary, interviewing techniques, paperwork, writing protocols, etc. The student will be better served by understanding that field instruction is a learning process, and that the field instructor is available to guide and assist the student in these areas as well as others. Although being bilingual may be considered an asset, a student's grade should not be affected by her/his level of Spanish language comprehension.

Managing Poor Performance Prior to the Semester Evaluation

In the event that a student is demonstrating an inability to meet the requirements of field instruction, the field liaison or field director should be contacted as soon as the need arises and a meeting will be arranged with the student, field instructor(s), and field liaison/field director. A written interim plan with goals will be collaboratively created, distributed to all parties, and signed by all. A timeline for expected student improvement will be documented in the interim plan. The end of the semester evaluation should address the concerns that were indicated in the plan, and include any future recommendations the field instructor believes are helpful or needed. A meeting called under these conditions indicates that the student is in danger of failing field instruction and is aware of this possible outcome.

Receiving the Grade of "Incomplete"

Incompletes are not used as a substitute for failed performance. If a student's attendance and performance have been good but due to unusual circumstances the student is unable to complete the

practicum prior to the date at the end of the semester when grades are due, the field director may assign a grade of incomplete. This can occur because of a brief interruption in the placement due to illness, or due to a previously agreed on (in the field contract) exception in the regular scheduling of hours. Whatever the reason, students must understand that incompletes are preferable and can reduce the amount of financial aid available to finish any remaining courses (ex. SWK460 and 470). Students are forewarned about this possibility and it is the student's responsibility to assure that evaluations are turned in before the last week of the semester so that grades can be filed on time with the registrar.

When a Student Receives a Failing Grade

Prior to receiving a failing grade, the field instructor shall have documented efforts to inform the student about the poor quality of her/his work and made efforts to intervene early, help the student correct the problems, and set specific goals for the student to reach. The student will be notified that they are continuing to fail and there will be a meeting with the field instructor, the field liaison/field director, and the student to address the situation. Immediately following the meeting, the student will be escorted by the field liaison/field director to the student's workspace for any necessary cleaning up of the space and/or to pack up any personal items. The field instructor will submit to SAC the student evaluation (without the student's signature, if necessary).

Once the grade of "F" (Fail) has been given, the policy of grade appeal as it appears in the college catalog becomes effective. Students should understand that an appeal of a field instruction grade will involve consultation with the field instructor, the field liaison, field director, the Chair of the BSW Department, and the SAC Dean or Assistant Dean of Instruction. If the appeal is denied the student must repeat the field placement that they have failed in the same agency, or a different agency. In order to do this the student will have to re-apply for a field placement and be re-authorized by the field director at SAC to seek a new placement.

Reapplication for a Failed Field Placement

The student may re-apply in writing in order to repeat the field placement that they have failed. This re-application must be made within one year after failing the placement. The department chair and the field director (minimally) will review the new field application and make a decision within 2 weeks of receiving the re-application from the student. In the re-application, the student will write a letter that provides information about the specific steps they have taken that will enable them to succeed in finishing the program. The letter should address the issues identified as causes for the previous failure of field. Re-admission to the field program is then contingent upon the written agreement of the Field Director, Chairperson of the BSW program and the Dean of Instruction. The student may not repeat the field program more than one time. If the reapplication is denied the student still has up to one year from the original date of failure to improve the plan for finishing and reapply again. If the plan is not accepted within one year the student is dropped from the BSW program.

Early Suspension or Termination of Field Placement Due to Major Performance Problems

If a student has engaged in conduct that renders the student unfit to remain at field instruction, the student will be either suspended or terminated from field placement. The following steps are followed when this is necessary:

First:

The primary field instructor shall suspend the student from her/his duties at the site and notify the SAC field director of this. As much as possible, student rights of due process shall be respected (see below). However, immediate action may be necessary in order to protect clients, the integrity of the placement

site, and SAC.

Reasons for immediate suspension may include unethical or damaging behavior such as sexual activity with clients, theft, substance abuse, violation of confidentiality or agency policies, violence, socializing with clients or other dual relationships, extreme lack of judgment in field work, inability to fulfill responsibilities, inability to engage clients, falsifying information on a background check, failing a drug screen required for the agency, and insubordination.

Second:

Once the field director has been contacted, appropriate action will be taken, including the process necessary to protect the student's right of due process. Students who have engaged in unethical or dangerous behavior are also subject to dismissal from the social work program pending the decision of the Dean of Instruction and the Chairperson of the Department of Social Work. Students dismissed by the social work program under these conditions may not re-apply for field placement or the social work program. They may however appeal the decision for dismissal according to the due process procedures of St. Augustine College.

Due Process Policy / Procedure

Students who are dismissed from the field practicum and wish to appeal this decision should follow the policy and procedure described in the *Social Work Program Manual* and the *SAC School Catalog*.

Withdrawing From Field Instruction

Students who are unable to finish field instruction in good standing due to unforeseen circumstances and who wish to withdraw from the placement, rather than take an incomplete, must contact their field liaison or the field director immediately. Under no circumstances is a student to abandon her/his placement without having first spoken with the field liaison for field director. The grade of SW will be entered. A student who wishes to withdraw will have to repeat that semester. Students who withdraw without permission may receive the grade of WF, and will be not be able to graduate from the social work program. They may however, be able to change majors or transfer to another institution.

Appendix A: Harassment Policy for Students in Field Instruction

In keeping with the spirit and the intent of federal and state law, SAC strives to provide a comfortable work and study environment. We are committed to an environment that is free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, or any other protected status. Offensive or harassing behavior will not be tolerated against any student, client, or employee of SAC and the placement site. This policy will be extended to all persons at SAC and the placement site. In addition, those in a supervisory or managerial position will be responsible for taking proper action to end such behavior in their work areas.

In an effort to prevent sexual harassment and other forms of harassment from occurring, this policy against harassment will be communicated to every student of SAC in field instruction. No student is exempt from this policy.

Offensive conduct or harassment that is of a sexual nature, or based on race, color, religion, age, sex, national origin, disability, or any protected status is prohibited. This includes but is not limited to:

- physical action, written or spoken, language and graphic communications
- any type of physical contact when the action is unwelcome or unwanted by the recipient
- expectations, requests, demands or pressure for sexual favors
- slurs, jokes, posters, cartoons and gestures

Any such offensive conduct will be considered a prohibited form of harassment when any or all of the following are true:

- there is a promise or implied promise of preferential treatment or negative consequence regarding decisions or status at the placement site
- such conduct has the effect of creating an intimidating or hostile or offensive environment, or unreasonably interferes with a student's work performance at the site
- a third party is offended by the sexual conduct or communications of others

Harassment is considered a form of student misconduct. Disciplinary action, up to and including termination from field instruction, will be taken against any student engaging in this type of behavior.

Anyone who believes that she or he is being discriminated against because of harassing behavior (for example, other students or workers being given special treatment for sexual favors) is encouraged to report it. Anyone who feels she or he is being harassed should make an immediate report of the harassment. Any SAC representative (e.g., the field instruction field director) aware of this behavior yet who takes no action to end it is also subject to disciplinary action.

Complaints should be made to the field instruction field director or any human resources personnel at SAC and/or at the field site, with whom the student feels comfortable in discussing this type of problem. All complaints will remain as confidential as possible. Complaints made in good faith will in no way be held against a student. Under no circumstances will a student be penalized for using this policy.

APPENDIX B: Field Placement Paperwork Checklist

The following is a schedule of when field placement paperwork should be turned in to the field liaison or field director by the student.

Prior to Starting Field

- Signed *Students with a Felony Conviction* policy (Appendix C)
- Signed *Manual Agreement* (Appendix D)
- Signed *Learning Contract & Release of Confidential Information*
- Signed *Memorandum of Agreement* (if we do not have a current agreement)
- Copy of Field Instructor's BSW or MSW Diploma (if this is the first time the field instructor is working with St. Augustine College)

Last week of SWK 450

- All timesheets signed by Field Instructor adding up to 210 hours
- Signed *Mid-Evaluation*

Last week of SWK 460

- All timesheets signed by Field Instructor adding up to 420 hours
- Signed *Final Student Evaluation* (completed and submitted online)
- Signed *Agency Evaluation*
- Signed *Final Student Evaluation Addendum*



APPENDIX C: Students with a Felony Conviction

Students in the St. Augustine College BSW program are prepared for generalist social work practice. As part of the program, students complete a field practicum (internship) under formal supervision in a social service agency. Some of these agencies require that student interns undergo a formal background check before being accepted as an intern. A felony conviction for which the sentence has been served does not need to be a barrier to completing a BSW internship or a future career in social work. In some cases rehabilitative programs may have provided valuable life experience that will transfer to the practice of social work. For many the experience of rehabilitation has resulted in increased skills and empathy for others, as well as the motivation to extend the learning from life experience and rehabilitation to others.

However, a student with a felony conviction may find that the opportunities in the social work field are limited. For example, social workers often serve vulnerable populations and therefore social service agencies have a responsibility to minimize the risk of harm for these populations. This may result in policies that include not hiring persons with a felony conviction. Some states may also refuse to license, as a social worker, those graduates with some types of felony convictions. Additionally, being convicted of a felony while being a student at St. Augustine may affect a student's ability to start the field practicum, secure a field placement, or in some cases graduate from the BSW program.

Students are encouraged to inform the BSW field director, the chair of the BSW program, and potential field practicum sites if they have been convicted of a felony. The BSW program may be requested to let potential field practicum sites know that a potential intern has a past felony conviction, and the nature of the conviction, so that appropriate internship activities can be planned and protection of vulnerable individuals assured. This honesty may decrease the number and kinds of field opportunities that students are eligible to do in the field practicum.

A student's disclosure of a felony conviction will be kept confidential. However, depending on the field placement, St. Augustine may be required to share the information with the internship agency. Prior to SAC sharing any information regarding a felony conviction with outside agencies, a release of information must be signed by the student allowing the school to share the information.

Evidence of the nature of the charges should be provided to the BSW program at the time of program application and prior to field placement, in order to advise the student appropriately regarding field placement agencies and career options. If felony charges occur while the student is in the BSW program, the student is required to immediately provide evidence about the nature of the charges and may be suspended from the BSW program until information is received to assure safety.

The social work program will make every effort to help students select and obtain a field placement to complete the BSW program. However, the program cannot guarantee a field placement for students with a felony conviction. The BSW program will provide support to the student while she/he is searching for a field placement. It is the student's responsibility for locating an appropriate field placement and seeking out the support provided by the BSW program while finding a field placement. Students cannot get the BSW degree without completing the required field practicum.

Students who have had past felony convictions are advised to seek legal help to have their felony

record expunged if possible because of the barrier it can create.

BSW Restrictions

- Students who are awaiting trial for a felony charge, and those currently serving time under house arrest for a felony, are not eligible to start the field practicum until the trial is completed or the sentence is served and documentation of fulfillment of the sentence is provided by the court.
- The student must grant permission to the school to receive copies showing the nature of the charges and the terms of parole for students still mandated to see a parole officer for a felony charge. A release of information form can be requested by the Social Work Department.
- Because all St. Augustine College sites offer childcare, individuals that are registered as sex offenders will not be admitted into the program.

Please check the box that best answers each statement below:

I have been convicted of a felony.

Yes No

I am currently involved in a case where felony charges have been brought against me.

Yes No

I have been convicted of a crime that requires that I be registered as a sex offender.

Yes No

Your signature below indicates that you understand and agree to the above policy regarding students with a felony conviction.

Student signature: _____ Date: _____

Student Name Printed: _____

Student ID: _____

APPENDIX D: Manual Agreement

Students, after reading this manual, please sign and return this page only to the field director.

Dear Student,

Your signature indicates the following:

1. I am responsible for knowing the contents of this document
2. I understand and will abide by the NASW Code of Ethics while in field instruction
3. I understand and will abide by the Sexual Harassment and Discrimination Policy described in this manual.
4. I understand that failure to abide by the NASW Code of Ethics or Sexual Harassment and Discrimination Policy may result in your suspension or dismissal from the social work program.
5. I understand that I cannot start my field placement until the contract is signed by the Field Director at St. Augustine College.

Student signature _____ Date _____

Student Name Printed (clearly) _____

APPENDIX E: Field Instruction in Student’s Place of Employment

Field instruction in a student’s place of employment is possible only if it can be verified that the student will be able to receive a field instruction experience which is substantially and qualitatively different from the work experience that the student has had at the agency. The field instruction must be in a different division than the student’s paid employment and the student’s field instructor (and proctor if needed) must be different than the supervisors for the student’s paid employment. Approval to pursue an internship at a student’s place of employment will not be given until this form is reviewed and signed by the field director.

Student Name _____ ID _____

Job Position

Job Title _____

Name of Supervisor _____

Description of Job Responsibilities

Work Schedule for Job

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Internship Position

Name of Internship Field Instructor _____

Description of Intern Responsibilities

Work Schedule for Internship

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

I agree that the above information is true to the best of my knowledge.

Signature of Student

Signature of Employment Supervisor

Signature of Internship Field Instructor

Signature of SAC Field Director