

Bachelor of Social Work Program



**Field Manual
SWK 450 and 460
2021-2023**



ST. AUGUSTINE COLLEGE

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January 2021

Field Instructors and BSW Students,

Welcome to the St. Augustine College Field Instruction Program! This manual includes essential 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, and College

The BSW program at St. Augustine College (SAC) is continually growing and evolving to meet its students' needs better. 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 program's policies and practices and their publication in the manual.

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

We look forward to working with you,

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St. Augustine College
Bachelor in Social Work Program

The Council 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 (Educational Policy 1.1) CSWE also states that:

. . . . "is an integral component in social work education which is anchored in the mission, goals, and educational level of the program." It is critical that the student work closely and in a timely manner with the BSW field director in order to develop the best possible plan for successful completion of the program requirements. (CSWE Educational Policy 1.1)

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 occur in various 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 BSW field practicum's purpose is to help the student integrate knowledge and master nonclinical, general social work practice skills consistent with the Social Work competencies and the SAC Social Work program objectives as they become rooted in the community and social service practice. Through direct face-to-face client experiences and with the field instructor's guidance, the student strengthens a professional sense of self as a generalist practitioner. At the end of both field courses, SWK 450 and 460, the field instructor will evaluate each of the practicum objectives below, elaborated on in the student's learning contract with the agency.

Field Practicum Learning Objectives

1. Students demonstrate ethical and professional behavior.
2. Students engage diversity and difference in practice.
3. Students advance human rights and social, economic, and environmental justice.
4. Students engage in practice-informed research and research-informed practice.
5. Students engage in policy practice.
6. Students engage with individuals, families, groups, organizations, and communities.
7. Students assess individuals, families, groups, organizations, and communities.
8. Students intervene with individuals, families, groups, organizations, and communities.
9. Students evaluate practice with individuals, families, groups, organizations, and communities



Student Objectives

In addition to the required field practicum objectives, the student will establish several of their learning objectives within general social work practice. The student will self-evaluate their work at the end of the practicum on their ability to master these self-selected objectives at a beginner's level general social work practice. Practice sites are selected based on their ability to provide an experience that meets BSW program objectives with as much breadth as possible while respecting the student's interests.



General Requirements and Guidelines for Field Instruction

Students complete three courses in field practicum instruction. The third course, SWK 470, is taught in the classroom while the other two courses are in the contracted agency:

- 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 420 hours in the field at the same agency—the student contracts with the agency for a specific number of hours per week.

Schedule: The student and field instructor will agree about the specific days and times the student will be expected to be present at the site. The number of hours recorded does not include the half-hour taken for lunch or dinner, which is mandatory when students work 8 hours or more per day.

SWK 470 – The Integrative Seminar is a class taken simultaneously the student is in the field. Students complete assignments connecting coursework taken to their field experiences and learn from other students' field experiences.

The following describes the two options for the 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 two 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 days a week schedule depends on the consent of the agency and field director and may be made to offer a broader 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 occurs when a student completes both field courses and 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) = 35 hours/week for 12 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 GPA 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 GPA of 3.0 or above will be allowed to take one upper-level social work course while completing their internship)
- Successful completion of a minimum of 20 elective hours
- Attend a Pre-field meeting with the Field Director or Field Liaison, and complete an online test about field requirements

Pre-Field Meeting

Students should plan to attend a pre-field meeting two semesters before starting field when they are notified of the date for that meeting. The pre-field meeting generally lasts two hours and maybe offered in-person or as a webinar. Students may also request a 1:1 appointment with the Field Director or Field Liaison for additional help. During the pre-field meeting, students will learn about:

- Criteria for admission to field instruction
- Field requirements
- Student learning objectives

- The requirements for agency and Field Instructor selection (see next page)
- The search process and the agencies that might match their interests.
- How to complete the required paperwork for the field and the deadlines for the contract.

It is the primary responsibility of the student to identify a preferred field placement site. The field liaisons and field director provide students with the guidance needed during the search process. A brief 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 program's criteria, 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.

While searching for a field placement, students should regularly keep the Field Director, or Field Liaison informed of their progress or barriers they are facing during the process. Students should also keep in mind that they compete for field placements with students from all other Chicago area BSW & MSW programs and some psychology bachelor programs also; therefore, an early start in setting up interviews is critical to success.

Field Instructor and Agency Requirements

Field Instructors and agencies must provide 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 two years post-graduate experience or a primary field instructor with a BSW (from an accredited school of social work) and three years of experience, including supervisory experience.
 - a. The primary field instructor must meet twice a month (minimally) with the student for one hour each and assume responsibility for the student's work, including signing the student's evaluations and timesheets.
2. New field instructors must agree to participate in an orientation session arranged by the Field Director.
3. The agency must provide the students with learning opportunities to demonstrate all nine practicum objectives and experience at all levels of practice. These opportunities must be provided exclusively through in-person contact with clients and constituencies. Simulated experiences are not permissible. (CSWE Standard 2.2.4)
4. The agency must have a service philosophy that is in line with the mission of the social work profession

Proctoring alternatives. Agencies may offer a proctor (or non-social worker) assignment with a BA or MA and experience in the field for student daily administrative guidance/supervision. This is done with the program Field Director's approval when there are no social workers in an agency that could

supervise a student daily. However, the agency must still provide a primary and legal supervisor for the student who is a social worker with a diploma from an accredited social work program with experience in the field. The proctor is not a substitute for the primary supervisor's minimum required time with the student and/or their evaluation.

If the agency does not meet field instruction site requirements, the student will need to continue searching 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 773878-3960. The center offers resume workshops and interviewing skills.

Communicating with potential agencies- Students need to inform potential field supervisors if they are interviewing other agencies. Students must not formally accept a learning contract from an agency until they decide that the placement agency and the BSW Field Director have approved it. Once they have accepted a field agency offer of a field placement, they should not continue interviewing and then request to change agencies. This would deprive other students of an opportunity for placement and is not professional practice.

Students should communicate during the interview that they are expected to do all 420 hours of fieldwork in the same agency under the same primary field instructor. One learning contract will cover both SWK 450 and SWK 460.



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 receive a field instruction experience that 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. The student's field instructor (and proctor if needed) must be different from the supervisor(s) for the student's paid employment. Students interested in pursuing this type of arrangement must communicate this to the field director during the Pre-Field Meeting 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 before developing a learning contract. Final approval will not be given until Appendix E, and the learning contract is completed by the agency and student, reviewed, and signed by all parties, including the field director.

Deadlines to Submit Field Paperwork

Students should plan to submit completed and signed field paperwork, including the field contract, by these dates:

- If starting field in the Fall: second week in August
- If starting field in the Spring: end of November
- If starting field in the Summer: second week in April

If paperwork is submitted after these dates, the program cannot guarantee the student will start field the following semester. Late paperwork will not be accepted after the first day of class for the semester in which the student will register for the first field course (SWK 450). See the next section for further instruction.

Registering and Starting the Field Practicum

Students may not register for SWK 450, SWK 460, and/or SWK 470 until their learning contract and a memorandum of agreement are completed in full and signed by the SAC field instructor or Chair, Agency Primary Supervisor, and student. The Integrative Seminar, SWK 470, must be taken during one of the semesters when they take SWK 450 or SWK 460.

Students may not begin the field practicum until the field director signs the learning contract, and she/he is officially registered for the field course.

Information for Students in Field

Supervision

The use of supervision to self-knowledge and improve one's effectiveness as a generalist social work practitioner should be considered a priority during the field experience. Through ongoing supervision (scheduled 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 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 the internship, practicum, or observation hours, they will have access to personal information for clients/patients or children. Students are expected to uphold clients/patients/children and employees' confidentiality while in the field. This includes appropriately 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) in situations below:

- 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, a photograph of store them on personal electronic devices, or gain access to client/patient files from home or SAC computer,
- students should not use their cell phones or email or SAC email to contact agency clients to protect the client and intern confidentiality.
- Students are expected to know and follow any confidentiality policies and procedures that the agency follows, such as agency accreditation.
- Students should follow the social work code of ethics technology requirements and never use personal or SAC Facebook to communicate with clients.

Email Policy

The official form of communication for St. Augustine College for any college-related correspondence is the St. Augustine email. However, during practicum, some agencies assign students an agency email to conduct agency business. The agency email must be used according to the agency's policies to communicate with the agency's clients and staff.

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 supervisors, 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 agency's memorandum of agreement and the school asks agencies to assure that orientation will be provided for activities undertaken and keep students and clients safe. When beginning their placement, students and supervisors should review safety procedures and discuss the agency safety policies and guidelines with the primary field instructor to not be at risk of harm or placed in

potentially dangerous situations. Students who believe that their placement jeopardizes their safety, or that of the clients they work with, need to speak with the primary field instructor first and review agency safety procedures. If needed, a student safety plan must be written and presented to the field liaison or field director at SAC. Suppose the field instructor fails to develop a safety plan with the student in a reasonable period to prevent risks and minimize harm. In that case, 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 during home visits. Students cannot 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 primary field instructor and the field director/field liaison should be consulted if safety concerns.

Mandated Student Reporting

Mandated Reporters of Child Abuse and Neglect The Illinois Abused and Neglected Child Reporting Act (ANCRA), has been amended in 2012 to include "personnel of higher education institutions." Accordingly, all individuals employed and/or appointed by the College, including but not limited to faculty, staff, student employees, and volunteers, are considered Mandated Reporters of child abuse and neglect. This means that all employees must immediately report or cause a report to be made whenever they have "reasonable cause to believe that a child known to them in their professional or official capacity may be abused or neglected." St. Augustine College employees have a legal obligation to report immediately or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) at (800) 25-ABUSE, or (800-252-2873).

Students in the Social Work program are mandated reporters of child abuse and neglect whenever they have reasonable cause to believe that a child known to them through their student participation in field placements, internships, and teaching placements in social service agencies, health care facilities, and child care/school settings, may be abused or neglected.

Social Work students in field placements are not required to obtain permission to file a report of child abuse or neglect. However, they are strongly advised to seek and document professional consultation about what constitutes reasonable cause", "abuse," or "neglect" above. from the primary supervisor and/or by contacting the anonymous DCFS reporting hotline. This may help make an informed, legal, and ethical decision about the course of action.

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 sign the manual agreement stating that they have read and understood the policy.

Furthermore, St. Augustine College follows the Americans with Disabilities Act (ADA) provisions 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 SAC representative immediately.

Holidays and Vacation

Students follow the academic calendar and are exempt from field instruction-related work during academic holidays and other holidays in the agency calendar. However, due to the extended college break between December and January, each student and field instructor will negotiate a schedule at the start of the field practicum to respect student and client/agency needs during that time. Breaks, holidays, and vacations must be stated in the learning contract. A scheduled student vacation during internships or a three-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 period if the agency provides such opportunities to agency professionals or interns over the winter academic calendar break.

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 (the week before Easter)
- Fourth of July

Sick Time and Extended Absences and failure to complete the second field course according to the contract.

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 absence (i.e., student illness). In the event of extended illness or other situations that prevent the student from fulfilling their 420-hour time commitment responsibilities for SWK 450 and SWK 460, the student must notify both the school and field instructor(s) in writing as quickly as possible so that services for agency clients can be continued. A meeting may be held with the student, field director, and field instructor(s) to determine whether the student will be allowed to return to their field placement. It is expected that students will complete both field courses without interruption at the same agency. Students are not considered ready for graduation unless all 420 hours required for both field courses are completed according to the student-agency learning contract. An exception can be made if the agency supervisor and field director at SAC are notified in writing of an intent to delay the second field course (SWK 450), and documentation of the need to delay the second course is provided and accepted. Students have one semester typically to complete an incomplete course grade, but they are expected to reapply to the College and the BSW program if inactive for more than one year. In field placements, they may have to repeat the entire field placement if they cannot complete the second course of the field at the same agency with the same supervisor as initially contracted. Students aware of pregnancy and expect a delivery date during the field practicum should notify the field agency and the field director that the student learning contract is completed and before field hours begin.

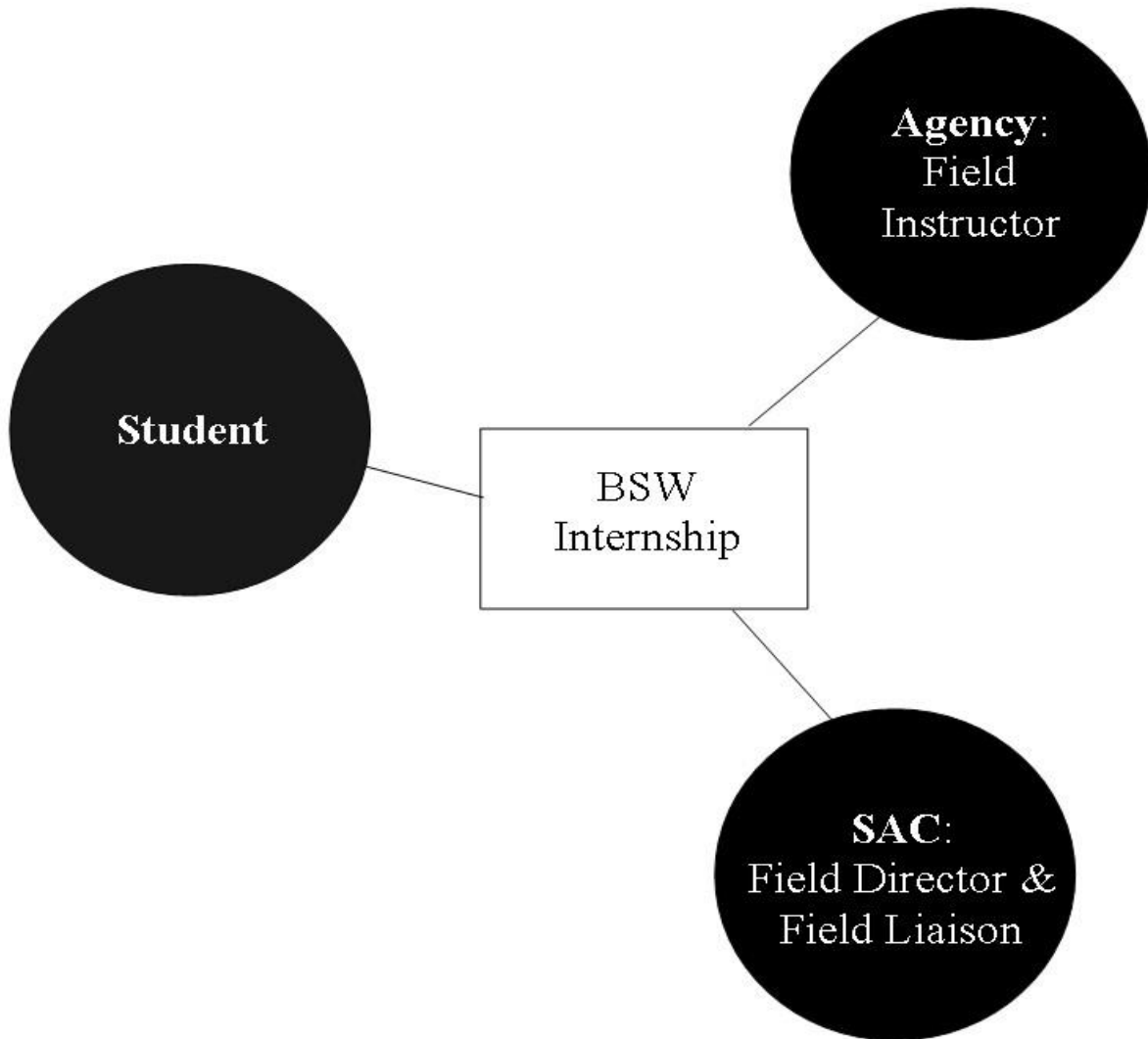
Unpredicted Agency or Field Instructor Changes

Changes in field instructor and field site are discouraged (and rare) since the agency has invested time in orienting and training students. Students are expected to do all 420 hours at the same agency. Suppose a situation occurs that results in need to change field instruction sites or the qualified field instructor becomes unavailable. In that case, the BSW field director must be notified immediately by the student and agency. 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.

If the contracted primary field instructor becomes unavailable during an internship, and while the student is completing their hours, and if the student is unable to change the field instruction site, then the BSW field director and the agency will collaborate to locate a qualified alternate primary field instructor within two weeks to supervise the student for the remainder of the internship. Some agencies may be permitted to contract with an outside qualified social work supervisor. If no qualified agency supervisor is available within two weeks, then the College will assume responsibility and provide a qualified BSW program instructor/social worker to be the primary supervisor. (Standard 2.2.9) The agency is responsible for arranging immediately for a qualified daily administrative proctor for the student. This person is expected to be given agency supervisory time to collaborate with the SAC Program instructor on the agency's procedures and policies in addition to the general BSW social work practice expectations. Suppose the unexpected change occurs during the first 210 practicum hours. In that case, a visit with the agency should occur at least twice after that and more frequently if needed to stabilize and monitor the practicum experience for all.

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 administering the BSW field instruction program and policies through the BSW field director. The BSW field director reports directly to the BSW program chair or program director, who also provides coverage in the field director's absence. The BSW field director must have sufficient administrative time to assume this responsibility if they teach courses simultaneously. The field director may supervise and delegate work to a qualified BSW program field liaison (described below) when additional program staff is needed to manage the field enrollment size. The program chair authorizes this. The field director carries the primary responsibility for arranging qualified general practice placement sites, approving qualified field instructors, orienting primary field instructors, maintaining timely communications, information tracking system, and providing support for the field instructors and students while planning and working in placements. The field director is responsible for creating and implementing evaluation tools to assess student learning and ensure quality field experiences.

The field director reviews completeness and signs all learning contracts before students registering for and starting the field. While the student is in the field, the field director responds within 48 workday hours to student or field instructor communications by phone, email, or appointment to consult and solve any field placement situation. It is respectful and best practice for students and primary field instructors to discuss the field problems together before involving the field director since direct communication can resolve many issues. The field director will be available should further consultation or BSW program intervention may be indicated.

The field director responsibilities include:

- Early identification, communication, tracking, and advising of students as they approach eligibility to start the field practicum approximately two semesters in advance of their readiness.
- Identifying and developing relationships with potential new field sites
- Orienting new field instructors to social work evaluation methods, contract completion, and program expectations for students.
- Assuring each field site is visited and (recording form kept of visit) at least once during the first 210 hours of the field practicum and as needed or requested after that.
- Withdrawing a field site when deemed necessary and informing the BSW program chair.
- Interviewing and recommending hiring to the Program Chair of field liaisons, providing evidence of a need for the approval of field liaison positions.
- The field director maintains all electronic and/or paper records pertinent to field instruction.
- Performing any other duties deemed relevant to the placement site's success, the student's well-being, clients, and the BSW program.
- Maintain students' rights and responsibilities, and academic information as described in the Field Manual and St. Augustine Catalog
- Update the field manual and ensure it is synced with the BSW program manual
- Reviewing and maintaining CSWE field standards and collaborating on BSW program policies and the CSWE self-study for accreditation.
- Assuring students in field is covered by SAC liability insurance policies.

The field director has a minimum education of a master's degree in social work and two years of post MSW experience in social work practice. 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 work directly with a field liaison by the field director when the program enrollment indicates this need. The assigned field liaison acts as the primary St. Augustine College contact for advising students and their field instructors regarding field-related issues. Many duties of the field director above may be delegated to the field liaison. The field liaison's primary role is to provide support, feedback, monitoring, and guidance to students and field instructors before and during the field experience. The field liaison reports to and is supervised by the field director for this appointment.

The field liaison will

- Engage and develop positive working relationships with both students and field instructors
- Field liaisons are an ambassador for the BSW program and SAC and provide general program and college information to agencies.
- Assist students in identifying appropriate field sites where they can learn general practice program objectives.
- Identify and gather information on new agencies interested in having BSW general practice field placements.
- Collaborate with field instructors to identify and record appropriate learning experiences for students that meet practicum objectives as described on the field contract.
- Coordinate and complete a field site visit with each student and her/his field instructor, preferably during the first 210 hours, at a time that is convenient for the field site. • Be knowledgeable of students' rights and responsibilities, and academic information as described in the Field Manual and St. Augustine Catalog
- Respond, within 48 work hours, 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. Consult quickly with the field director on potential harm to students, staff, or clients to identify an appropriate resolution.
- Communicate to the field director the strengths, resources, concerns, and challenges of agencies to meet students' educational needs.
- Collect and review all field paperwork and document progress on the tracking logs that are hard copy and/or electronic. Notify the field director of student readiness to register for the field.

Site visits to field agencies

The field liaison or field director will conduct one site visit per student minimally while the student is in the field. The site visitor's purpose is to observe, support students' progress in the field instruction environment, and support the field instructors' work. Whenever possible, site visits are scheduled during the first 210 hours of the placement by appointment and convenient to primary supervisors when students are regularly scheduled to be at the agency.



Agency Roles and Responsibilities

Primary Field Instructor

The requirements to be a Primary Field Instructor have been described earlier in the section on Field Instructor and Agency requirements. Primary field instructors should be dedicated to the social work profession with a commitment to education and professional development. The field instructor's role is crucial to the success of the student's experience in field instruction. It is expected, in addition to having the necessary social work credentials and experience, that the agency which employs the field instructor will allow sufficient release time for him/her to provide regularly scheduled supervisory and field instruction duties according to the field contract.

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 to take advantage of a broad

range of social work activities in the agency and community and interdisciplinary experiences that prepare them 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 a central role in the student's development during the field. Through regularly scheduled meetings (minimally two hours per month), they utilize social work methods to engage and challenge the student in supervision. Case presentations, process recordings, audio and video recordings, direct observation, and documentation of worker-client meetings, as well as assigned readings and literature searches with discussion, can be used in supervision.

When SAC approved agency proctors are used for administrative 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. To support this, the proctor should be familiar with social work professional goals. The primary field instructor must have twice per month social work supervision (one hour each) minimally with the student while the proctor may provide daily assistance and guidance. Throughout the year, the field instructor helps the student identify the student's strengths and limitations as they learn to practice social work. The student should grow in self-knowledge, integrate theory with practice, and understand better the relationship between personal and professional experience.

The school selects out field Instructors and practicum sites that are unable to offer an adequate learning experience. The students both participate in evaluating the student's learning experiences at the agency.

Student Roles and Responsibilities

SAC students in field instruction are adult learners whose participation and communication 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 field instructor's assistance, 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 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 according to agency time expectations. Students will be punctual, dress appropriately, and abide by all agency/site procedures and policies. Students need to learn the essential policies and methods related to practice during orientation to the site, such as abiding by the NASW Code of Ethics, confidentiality, professional behavior, liability, and risk management. Finally, by assuming responsibility for themselves, students model behavior that can be supportive, therapeutic, and healing for their clients.

Each student must understand that their role as a learner is primary and critical to field instruction success. For example, students who lack interest, lack initiative, an inability to work with clients and field instructors, or an inability to integrate theory and practice will have difficulty completing the internship. Students should not be expected to replace the agency staff in providing necessary agency services such as translation services for clients. They are not trained as qualified language interpreters, which goes beyond the field practicum's learning requirements. Students are responsible for following the NASW code of ethics just as professional social workers are. They need to respect the hours and dates of service agreed to in their contract and not abandon the agency or clients they serve without appropriate written notification of supervisors and the college field director.

Active Student 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 school's evaluation form and grading system. 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. A written explanation is provided to the student and field instructor by the field director if a difference occurs. As with all grades, there is a system for grade appeal in the program and at the College. (BSW program manual, Student Appeals)

Evaluation of Student's Communication Skills

The field instructor's evaluation of the student includes evaluating the student's writing, reading, and oral communication skills. 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 lacks 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: Although being bilingual may be considered an asset, a student's field practicum grade should not be affected by her/his level of Spanish language comprehension. Bilingual fluency and competency are defined as speaking, reading, and writing in more than one language. For most Spanish native speakers (or other native language speakers), variations in their ability to perform native language skills in all three language areas equally are expected and depend on personal, educational history. BSW students who are native speakers vary in English abilities but are expected to have an early college level ability to read, write, and speak in English. However, professional language terminology may be continuing to develop, and SAC field students are all there as learners in the profession. They cannot be expected to know all the necessary professional vocabulary immediately, interviewing techniques, paperwork, writing protocols, etc., in more than one language. The student and agency will be better served by understanding that field instruction is a learning process for all social work skills, including professional English and/or bilingual communications. The field instructor is available to guide and assist the student in learning professional communications and other skills.

Managing Poor Performance Before the Semester Field Evaluation

If a student is demonstrating an inability to meet the requirements of field instruction and the learning contract, the field liaison or field director should be contacted as soon as the need arises and the following actions are taken:

- a meeting will be arranged with the student, field instructor(s), and field liaison/field director
- goals for improvement and support are established that must be evaluated by all above and met within two weeks.
- The student and field instructor meet again after two weeks and document progress on these goals.
- Student and field instructor continue to meet and document progress on goals at two-week intervals until the next formal field evaluation unless it is determined before that the problem has persisted without progress and could result in problems or harm for the agency and/or clients. This and efforts to assist the student should be documented clearly by the field instructor. The field instructor will share documentation with the field director until the matter is resolved. There may be transient difficulties that can be easily corrected in some cases, such as catching up on paperwork or studying a procedure manual. In other cases, the difficulties could be more challenging to correct (see below).

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, they will be suspended or terminated immediately from the 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 or college administrator immediately of this. As much as possible, student rights of due

process shall be respected (see below). However, immediate action may be necessary to protect clients, the placement site's integrity, 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 or threats of violence, socializing with clients or other dual relationships, extreme lack of judgment in fieldwork, inability to fulfill responsibilities, inability to engage clients, falsifying information on a background check, failing a drug screen required for the agency, and insubordination. Severe mental instability that interferes with the safety of performance of duties and may require evaluation for immediate treatment.

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 Vice President of Academic Affairs' decision and the Chairperson of the Department of Social Work. Students dismissed by the social work program under these conditions may not reapply for field placement or the social work program until a remediation plan is made and satisfied in full. However, according to St. Augustine College and the BSW Program's due process procedures, they may appeal the decision for dismissal.

Due Process Policy / Procedure

Students dismissed from the field practicum and wished to appeal this decision should follow the policy and procedure described below, which appears in the Social Work *Program Manual* and the *SAC School Catalog*.

Termination or Suspension from Field Placement

The primary field instructor can request that the student be suspended or terminated from the field placement course any time no progress is made on a plan of correction or a major problem and potential for harm or unethical behavior. The field director and primary field instructor then meet, with the student if possible, to discuss suspension or termination and the implications for the student's continued status in the BSW program. Students terminated or suspended from a field course receive a grade of "F" (IE below A or B for field courses) for the course they are currently completing (SWK 450 or SWK 460). INC grades are not a substitute for poor performance and are managed differently. (See INC grades below) Because fieldwork in an agency requires due diligence to prevent harm to the College and Agency, the student may not continue in the second field course (SWK 460) if they have an F grade (SWK 450). They may also be required to repeat the first field course SWK 450 AND SWK 460 in a new agency after receiving an F grade. SWK 470 (the field seminar) may also need to be repeated, depending on how far into the student's field course and the nature of the problems.

When students are unable to demonstrate the ability to succeed in a plan for safety or improvement, and professional behavior or conduct is in question in the opinion of the field director and/or primary

supervisor, then "professional readiness" to work reliably and safely under supervision must be reviewed and determined at the College.

When significant problems or lack of 'professional readiness' are a concern during a field placement, the student is suspended immediately. The procedures stated in the BSW Manual are followed for a written plan for remediation, support, and timeframe. The Chair of the Social Work Program will notify the VP of Academic Affairs, review the written statements received and set up a meeting with the student within 1-2 weeks.

When the student is not available, and the meeting is not possible or unsafe, a written plan for remediation should be provided to the student within two weeks. The plan should include:

1. The evidence is needed to demonstrate that the problem is resolved. (Depending on the seriousness of the problem or safety issues involved, a student can be suspended or terminated from BSW coursework or field placement and may be required to provide evidence of professional therapy or treatment and resolution of potentially harmful symptoms before readmission to the BSW program or completion of further coursework or fieldwork.)
2. A timeframe for implementation of the plan.
3. A list of resources available to support the student.

If the student fails to comply with the plan for remediation within the specified period, they fail the field placement but can appeal. Depending on circumstances failing a field placement could also result in termination from the BSW program. After a termination, students who reapply for the program (or field placement) need to meet requirements for reapplication after an inactive period and will need to provide the evidence requested to demonstrate professional readiness. Student appeals are described below. (BSW Manual)

Agency Procedures after a Suspension or Termination from Field Placement

The procedure above details the process for suspension or termination from field placement and the appeals procedure. After the field director and primary field instructor, and student (when possible) meet to discuss the student's inability to meet the terms of the remediation plans and suspension or termination from the field, there is a process to follow. Immediately following the meeting, the student will be escorted by the field liaison/field director to the student's workspace to clean up space and/or pack up any personal items. Any keys to the offices or agency, ID cards, or loaned agency property must be returned to the agency and documented. The field instructor will submit to SAC the student's field evaluation with an F and marks the learning objectives not met (without the student's signature, if necessary).

Student Appeals (as stated in the BSW Manual)

Any student has the right to appeal grades, a BSW program termination, sanctions, or program suspension decision beginning with the department's due process procedure.

The College also provides the right to a fair hearing for each student who is disciplined or sanctioned during her/his time as a student at St. Augustine College (See Severe Disciplinary Action in the SAC Catalog).

The student submits a written appeal to the Chair of the BSW Program describing:

1. Their understanding of the specific violation that they were sanctioned for
2. An assurance statement that demonstrates their knowledge and ability to comply with the relevant social work competencies and ethical standards for entering and working within the social work profession.
3. A description of what they consider a fair and ethical (according to the NASW code of ethics) alternative to the discipline they received.

An appeals committee is formed to review the decision. The three-member committee is made up of:

1. A BSW resident faculty member/advisor of the department selected by the chair
2. The Chair of the BSW department
3. One of the following:
 - a. A senior BSW student of the department who is in good standing and who is selected by the student
 - b. An adjunct BSW professor selected by the student

- The appeals committee meets within one month of receiving the appeal to review the documents and may ask to discuss the student's situation (maybe delayed during June and July).

- The appeals committee will give a written response to the appeal within two weeks of their final meeting, and this is sent to the student and the Vice President of Academic Affairs.

Students may further appeal any severe consequences such as program suspension or termination to the Vice President of Academic Affairs who may request a College Disciplinary Committee to be formed according to the procedure for a college disciplinary committee in the SAC Catalog

The student will not return to the field placement until the matter of professional readiness is demonstrated. After one year of inactivity, they may be automatically terminated from the BSW program.

"Students who reapply for the program after such termination will still need to provide the evidence requested to demonstrate professional readiness at the time of reapplication before they can be readmitted. If they have been inactive for five years, they may be asked to repeat coursework." (BSW Manual)

Reapplication Procedure for a Failed Field Placement Grade

The student may reapply for a new field placement in writing to repeat the field placement that they have failed. This reapplication must be made within one year after failing the placement. The student may not repeat the field program more than one time. The department chair and the field director (minimally) will review the new field application and decide within two weeks of receiving the student's reapplication. In the reapplication, 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 field failure and provide evidence of professional readiness to succeed in original field termination documents. Readmission to the field program is contingent upon the Field Director's written agreement, Chairperson of the BSW program, and the Vice President of Academic Affairs. If the reapplication is denied, the student still has up to one year from the original date of failure to improve the finishing and reapply. If the plan is not accepted within one year, the student is dropped from the BSW program.

Receiving the Grade of "Incomplete" in Field

Incompletes are not used as a substitute for failed performance. Suppose a student's attendance and performance have been good. Due to unusual circumstances, the student cannot complete the practicum before the date at the end of the semester when grades are due. In that case, the field director may assign a grade of incomplete. This can occur because of a brief interruption in the placement due to illness or a previously agreed on (in the field contract) exception on the date field is to end in the regular scheduling of hours to accommodate student needs. Whatever the reason, students must understand that incompletes can reduce the amount of financial aid available to finish any remaining courses (ex. SWK460 and 470, and electives). Students are forewarned about this possibility. It is the student's responsibility to ensure that hours are completed, and all evaluations are turned in before the last week of the semester so that grades can be filed on time with the registrar. An incomplete that is not resolved by the end of the following semester will result in an automatic F, just like other college courses.

Withdrawal from Field Instruction Courses or Inability to Complete the 420-hour Field Contract

Students who cannot finish the entire 420 hours (SWK 450 and SWK 460) field instruction in good standing due to unforeseen personal circumstances and who wish to withdraw from the placement, rather than take an incomplete, must contact their SAC field liaison and the SAC field director immediately. Under no circumstances is a student to abandon her/his placement agency without having first notified the following persons and provided immediate contact information for them to respond if at all possible: the primary field instructor and the BSW field liaison or BSW field director because of the ethical issues that a sudden leave can present. The BSW field director will enter a grade of SW for the student for a field course they are completing and withdraw them from the SAC course after documenting the reason. A student who wishes to withdraw will have to repeat that semester and may have to repeat the full 420 hours of internship.

Students who give appropriate notice of the intent to delay starting the second field course, SWK 460, should discuss whether the field supervisor and SAC field director should begin later with the same supervisor at the same agency. This discussion must take place as soon as possible after the written request to delay. If the delay is longer than one year, the student will need to reapply to the College, the program, and field placement and will need to repeat all 420 hours of field placement and the field seminar. If the delay is longer than five years, other significant courses may need to be also repeated.

Students who withdraw without written notifications and permission may receive the grade of WF and will not graduate from the SAC social work program. However, they may be able to change majors or transfer many social work courses passed to another institution or social work program.

Appendix A: Harassment Policy for Students in Field Instruction

In keeping with the spirit and federal and state law's intent, SAC strives to provide a comfortable work and study environment. We are committed to an environment 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 SAC employee and the placement site. This policy will be extended to all persons at SAC and the placement site. Those in a supervisory or managerial position will also be responsible for taking proper action to end such behavior in their work areas.

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

Offensive conduct or harassment of a sexual nature or race, color, religion, age, sex, national origin, disability, or 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 also 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 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 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.

Before 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)
Signed *Field Instruction in Student's Place of Employment* (Appendix E) **if applicable**

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 interns. 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 social work practice. For many, rehabilitation experience has resulted in increased skills and empathy for others and the motivation to extend the learning from life experience and rehabilitation to others.

However, a student with a felony conviction may find that the social work field opportunities 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 BSW program's chair, 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 conviction's nature 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 students can 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. Before 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 before field placement to advise the student appropriately regarding field placement agencies and career options. Suppose felony charges occur while the student is in the BSW program. In that case, the student must provide evidence about the nature of the charges immediately and may be suspended from the BSW program until the 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 to locate an appropriate field placement and seek out the BSW program's support while finding a field placement. Students cannot get a 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. The court provides documentation of fulfillment of the sentence. It may be difficult for students convicted of a felony to locate internships that will accept them. See expungement of records above. Faculty will provide reasonable assistance; however, they cannot guarantee a field placement to finish the BSW program.
- The student must grant permission to the school to receive copies showing the nature of the charges and parole terms for students still mandated to see a parole officer for a felony charge. The Social Work Department can request a release of information form.
- 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 as part of your initial learning contract.

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 Field Director signs the contract at St. Augustine College.

Student name printed _____ **Date**_____

Student signature _____ **Date**_____

APPENDIX E Form: 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 receive a field instruction experience that 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. The student's field instructor (and proctor if needed) must be different from the supervisors for their paid employment. Approval to pursue an internship at a student's employment place will not be given until this form is reviewed and signed by the field director.

Student Name _____ ID _____

Job Position of Student

Job Title _____ Circle: part time or full time

Name and Title of Supervisor _____ Division of Agency: _____

Description of Main Job Responsibilities and Population Served

Work Schedule for Student's Job

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Internship Position

Internship Primary Social Work Field Instructor

Name: _____ Credentials: _____

Job Title: _____

Internship Proctor (non-social work staff, if applies)

Name: _____ Credentials: _____

Job Title: _____

Division of the Agency of Intern's Responsibilities and primary population served

Work Schedule for Student Internship

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

Signature of Student

Signature of Employment Supervisor

Signature of Internship Field Instructor

Signature of SAC Field Director