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M.S.W Field Education Manual

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The Masters of Social Work (M.S.W.) Field Education at Angelo State University

Angelo State University's M.S.W. program offers a field education component to each of its tracks (traditional track and advanced standing track) as well as educational modalities (on-campus and online). The traditional track in the M.S.W program includes 12 credits of field practicum seminar and 900 hours of field education placement while the advanced standing track in the M.S.W program that includes 6 credits of field practicum seminar and 500 hours of field education placement. Regardless of whether a student studies on-campus or online, their standing as a traditional track or advanced standing track student will determine the amount of credits and field placement hours required to graduate from the M.S.W program. The monitoring and management of field is done with two online platforms available to both online and on-campus students. The first is Angelo State University's Blackboard platform for accessing field assignments for field seminar, such as journals, reflections, or process recordings. The other is InPlace, an online field management program designed to assist in placement and tracking of required field hours, supervision, and midterm and final evaluations.

Each of the degree tracks offer advance courses designed with the signature pedagogy in mind to build upon the existing *knowledge, values, skills, and cognitive and affective processes* while also looking at the student's strengths and experiences of those who have previously earned a bachelor's degree in social work while fortifying such knowledge and experience for those who may not have previous social work education. The M.S.W program at Angelo State University employs a sequential organization of courses to facilitate a graduate-level understanding of the *knowledge, values, skills, and cognitive and affective processes* necessary for advanced practice in field.

The Social Work Department Chair (Dr. Thomas Starkey), M.S.W Program Director (Dr. Christopher Shar), M.S.W Field Director (Mr. Sam Gallander) and other faculty of the M.S.W program collaborate to develop the policies and procedures necessary for the implementation, continuation, and evaluation of students' performance in the various field education placement sites. Currently, there are numerous field agencies in San Angelo Texas and across the whole of Texas contracted with the Department of Social Work and Sociology at Angelo State University with more being added continuously to meet the needs of the students and the community.

Among those field agencies are several CSWE-qualified field instructors to provide on-site training and supervision for the students of the M.S.W program.

The M.S.W. program mission statement

The master's program in social work and its mission are consistent with the institutional mission through its grounding in the professional discipline of social work, its inclusion in the professionally-based Archer College of Health and Human Services, its grounding in the liberal arts (an educational core requirement of the college), and its preparation of advanced generalist social work practitioners that are trained in the knowledge, values, and skills of the social work profession and equipped to work in a variety of practice situations. Such education and training prepare students to be responsible citizens and sets the foundation of a productive career in the social work profession.

The mission of the Master's Program in Social Work at Angelo State University is consistent with CSWE's Educational and Accreditation Standards (CSWE, 2015), and the overall purpose of the social work profession in that it employs social work knowledge, values, and skills; is grounded in the health sciences; is guided by the person-in-environment perspective; and promotes social, psychological, and biopsychosocial welfare of clients, including individuals, couples, families, organizations, and communities. The program's mission explicitly suggests training students in social work practice that spans levels (micro, mezzo, and macro), settings, and populations. Implicit in the mission statement, and indeed in every course, is the master's program's focus on the oppressed and high-risk populations; the pursuit of social justice; the elimination of poverty; the promotion of human rights; and the enhanced quality of life for all people.

The Core Competencies of the M.S.W. Program

The core competencies (as taken directly from the Council on Social Work Education's 2015 [Educational Policy and Accreditation Standards](#)) of the Social Work Department at Angelo State University, Department of Social Work and Sociology include:

Foundation Year Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro

levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may

oppress, marginalize, alienate, or create privilege and power. Social workers:

6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

11. use practice experience and theory to inform scientific inquiry and research;
12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

13. use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

15. assess how social welfare and economic policies impact the delivery of and access to social services;

16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions

may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically

evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

28. select and use appropriate methods for evaluation of outcomes;
29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialization in Advanced Generalist Practice

The specialization in advanced generalist practice enhances and extends the nine social work competencies. Each of the competencies and the dimensions (knowledge, skills, values, and cognitive and affective processes) that comprise the competencies in advanced generalist practice are described below:

Competency #1: Demonstrate Ethical and Professional Behavior

Advanced generalist practitioners not only understand the values underpinning advanced general practice and recognize various ethical dilemmas that arise in advanced practice, but are aware of different ethical frameworks for decision-making that support clients from diverse backgrounds, and are proficient in applying an ethical decision-making framework to resolve these dilemmas. Advanced generalist practitioners also understand the roles of direct practitioner, community practitioner, advocate, and team member in addressing and resolving value dilemmas involving vulnerable populations, human rights, and multiculturalism.

1. Engage with clients and colleagues conveying a strength-based approach and attitude.
2. Demonstrate professional and ethical social work conduct in areas of practice.
3. Demonstrate the ability to critically analyze cases and articulate how to resolve in an ethical manner.

Competency #2: Engage Diversity and Difference in Practice

Advanced generalist practitioners use their foundation knowledge about the ways in which oppression and inequity impact advanced practice with vulnerable populations to

effectively engage and assess vulnerable populations (for example, mandated clients, groups affected by racism) by taking into consideration the history of these groups' past interactions with social service providers. In so doing, advanced generalist practitioners are equipped to establish and maintain positive alliances with oppressed populations. Advanced generalist practitioners operate from theoretical frameworks and models of intervention that are sensitive to the needs of vulnerable populations. Advanced generalist practitioners use reflection and self-awareness to identify potential biases and value differences that may influence work with marginalized and oppressed populations.

4. Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.
5. Apply self-awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist practitioners identify disparities in resources and services available to marginalized populations (e.g., minorities, elderly, women and children, the disadvantaged and underserved), and understand and appreciate how, within social work values and ethics, they can create individual, family, and group interventions that promote social, economic, and environmental justice.

6. Demonstrate effective and diplomatic skills in advocacy
7. Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.
8. Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.

Competency #4: Engage in Practice-informed Research and Research-informed Practice

Advanced generalist practitioners critically evaluate available research and evidence regarding client systems and interventions, and demonstrate skills in various research designs, data analysis and knowledge dissemination. They use professional journals, supervision and consultation, and ongoing research and self-reflection to continually improve their advanced practice and strengthen the effectiveness of advanced generalist social work practice.

9. Appraise, evaluate, and propose various methods of program evaluation.
10. Evaluate how personal values and biases impact research-informed practice and practice-informed research.

Competency #5: Engage in Policy Practice

Advanced generalist practitioners build upon their understanding of policies that affect advanced generalist social work practice and utilize partnerships, especially multidisciplinary teams, to influence organizational and social policies on behalf of clients and their communities.

11. Demonstrate leadership in the organizational change process.
12. Evaluate the impact (intended and unintended) of global policies and regulations.
13. Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners display increasing autonomy and their professional use of self in applying clinical knowledge and critical thinking in practice with individuals, families, organizations and communities. Students refine skills in developing, maintaining and ending therapeutic relationships, including a deepening awareness of how similarities and differences in experiences and power affect relationships and how to identify and address micro-aggressions and disruptions that may occur. Additionally, advanced generalist students learn about research and different theoretical models for alliance building and contracting.

14. Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.
15. Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.
16. Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioner students develop competence in assessing clients at all the social work practice levels and develop appropriate treatment plans and interventions based

on current accepted practice, and do so with special attention to differential frequencies and manifestations of various presenting problems among racial, ethnic, religious, class and gender groups. Students learn how to apply evidence-based, theoretical models to diverse client populations and presenting problems, and they practice critical thinking in assessing strengths and weaknesses of different models for clients that they are working with in field placements and case examples.

17. Articulates and demonstrates the influence theory has on assessment process.
18. Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.
19. Design appropriate assessment and planning strategies that empower service recipients.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners understand and effectively implement theoretically sound and evidence-based interventions that are sensitive to the unique characteristics and needs of their clients. Theoretical and evidenced based models that students develop competency in using are cognitive, behavioral, solution focused, psychodynamic, and motivational interviewing.

20. Utilize leadership skills to promote sustainable change in the intervention process.
21. Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.
22. Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners understand that research is an integral part of advanced generalist social work practice, are knowledgeable about methods of intervention research, and can effectively evaluate interventions to improve services to clients and communities. Research knowledge and skills equip them to play active roles in practice research, program evaluation and program and policy development.

23. Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.
24. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.
25. Critique evaluation practices informed from a particular theoretical model.

Field Education Program: Social Work's Signature Pedagogy

Signature pedagogy. According to the CSWE, field is the signature pedagogy of the social work profession. The CSWE EPAS states, “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.” ([CSWE, 2015, p. 12](#)).

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Purpose of the Field Education program. As the signature pedagogy of the social work profession outlined by CSWE (2015), the field education program applies the theoretical and conceptual foundations identified, defined, and discussed throughout the M.S.W online and on-campus program's curriculum. These foundations are established in the theory-based and practice-based courses of the traditional and advanced standing tracks, reinforced in the field seminar courses, and internalized through student immersion in a real-world workplace environment during field placement. Theories and conceptual frameworks, (such as systems theory, person-in-environment and the ecological perspective, strengths perspective, and the generalist intervention model) are introduced in the on-campus and virtual classroom setting through a variety of methods, including class discussions, assigned readings,

written papers, journal writing, and case studies. Additionally, course content is designed to provide a generalist foundation and specialization of social work practice. For example, SWK 6385-010 (on-campus) and SWK 6385-D10 (online) Advanced Practice in Mental Health focuses on engagement, assessment, intervention, and evaluation with those persons experiencing acute or chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (e.g., children, adolescents, and adults), service delivery systems (e.g., community mental health, managed behavioral health care), and a wide range of problems (e.g., mental health, substance abuse, and life cycle transitions). Topics include (but are not limited to) self-care/well-being, ethics, case management, treatment planning, managed care, the DSM-5, person-in-environment perspective, and substance abuse issues. Students are assigned case vignettes to conceptualize their learning in providing an assessment, diagnosis, treatment plans, interventions, referrals, and prognosis to the case study. The assignments are concurrent with placement in clinical settings, such as an inpatient or outpatient psychiatric hospital settings, where students will complete learning contracts, process recordings, and weekly summaries of their field experiences to further connect class room lecture to the social work pedagogy of field education.

Experiences working with clients and field instructors are discussed and reinforced during SWK 6374-010 (on-campus) and SWK 6374-D10 (online): Social Work Advanced Field Seminar and Practicum II weekly seminars in which students address specific field encounters within theoretical and conceptual discussions and journal assignments. The field seminars explore a variety of social work professional concepts, emphasizing the connection of classroom curriculum to specific achievement of competencies. During SWK 6374: Social Work Advanced Field Seminar and Practicum II students will complete an integrated paper assignment that combine their knowledge and assessment of field placement responsibilities, including summaries of the experiences encountered throughout the week; journals highlighting particular client interactions; and an overview of the placement location, including client population(s) served, services provided, and placement-specific characteristics. Criteria for these assignments contain required inclusion of peer-reviewed literature, selection and use of particular theoretical frameworks and concepts, and application of ethical concepts from the NASW Code of Ethics as well as the classroom curriculum. Both on-campus and online students will access and submit

these assignments using Angelo State University's Blackboard platform. As a final point, students are required to complete 15 hours each semester in seminar with peer field placement students and their faculty liaison.

Material from theoretical and practice-based courses as well as field placement experience is synthesized through the assignment of an integrative paper. Through knowledge, skills, values, and cognitive and affective processes learned from both online and on-campus sections of SWK 6361: Social Work Advanced Practice I -- Multidimensional Assessment, SWK 6369: Advanced Practice II – Interventions, SWK 6301: Social Work Practice I with Individuals and Families, and SWK 6363: Diversity and Multicultural Practice the student will be better prepared for incorporating their class lectures into field practice. For example, students in 6361 will be able to perform a Biopsychosocial Spiritual Assessment on clients in real time with real clients as part of an interdisciplinary team vs. reviewing case vignettes as performed in the classroom. They will have the opportunity to take the concept of Genograms adopted from the Family Systems Perspective and learned in Individuals and Families course to better understand the needs within the family dynamic of the micro and mezzo system. In addition, the students will be able to assess cultural and racial barriers of diverse populations in order to make appropriate referrals while proactively performing a self-assessment of their own personal biases to deter and be mindful of transference and countertransference while working with clients. The integrative assignment will be the culmination of the classroom concepts and learning contract of field practice objectives and tasks such as attending 1 hour of supervision weekly and completing a weekly summary of tasks completed. This will allow student writing their integrative paper to meet the objects of the integrative paper as followed: 1) description of the field education agency and population served; 2) discuss a specific case that the student was involved with during their field education experience; 3) personal reflection on their field education experience, classroom experience, and the integration of components of the social work program. Complementing this practical facet, the student also applies the theoretical concepts, such as the application of human behavior in the social environment concepts and themes, general intervention model (7 steps), evidence-based practice, policy issues, diversity issues, ethical issues, social and economic justice issues, and an analysis of organizational, community, or other constraints to the case or client.

Philosophy of the field education program.

The Social Work Program at Angelo State University utilizes the ecological perspective as the theoretical foundation of generalist practice, which includes the provision of social work services with individuals, couples, families, groups, organizations, and communities. This perspective is reinforced through the knowledge, values, skills, and cognitive and affective processes content taught in the social work courses for both the online and on-campus programs.

One of the fundamental components to the master's program's theoretical foundation is the use of the Generalist Intervention Model (GIM) (Kirst-Ashman & Hull, Jr., 2018), a step-based generalist practice system that is designed to accommodate an eclectic knowledge base while maintaining utility with a diverse range of target system sizes. Thus, the GIM may be employed with all client system sizes (individuals, couples, families, groups, organizations, or communities). The steps of the GIM include the following: 1) engagement; 2) assessment; 3) planning; 4) implementation; 5) evaluation; 6) termination; and 7) follow-up. Students are encouraged to build upon the critical thinking skills gained during their undergraduate education and professional experience to apply this model regardless of the setting or context of practice. Kirst-Ashman and Hull (2012) define the GIM as "a practice model providing step-by-step direction concerning how to undertake the planned change process, which is generally directed at addressing problems" (p. 32).

*Kirst-Ashman, K. K., & Hull, G. H. (2012). *Understanding generalist practice* (6th Ed.). Belmont, CA: Brooks/Cole.

Goals of the Field Education Program

The primary goal of field education is to provide students with opportunities to apply advanced generalist social work knowledge and develop advanced skills which reflect the profession's values and ethics with clients at all levels (micro, mezzo, and macro). The following are the goals of the field education M.S.W. program:

1. to help students apply social work knowledge, skills, values, and ethics to enhance the well-being of people through supervised generalist practice experiences;
2. to help students utilize social work knowledge, skills, values, and ethics in a supervised generalist practice experience in order to ameliorate the environmental conditions that negatively impact the client and the client's ecology;

3. to enable students to utilize appropriate research methodologies in order to evaluate the effectiveness of their own intervention, agency, and programs within ethical guidelines, and to use practice knowledge to inform research;
4. to enable students to work effectively with diverse client groups, especially populations vulnerable to discrimination and oppression;
5. to facilitate the professional socialization process by encouraging the demonstration of professional behavior and the application of social work values and ethics;
6. To help students assess, utilize, and employ their potential for advanced social work practice through encouragement and feedback from social work field instructors and faculty;
7. To help students develop self-awareness through the process of intervention at all levels (micro, mezzo, and macro) of practice;
8. To enable students to utilize professional oral and written communication skills appropriate to their field setting; and
9. To enable students to use professional supervision to enhance learning and practice skills.

The Field Education Organizational Structure Structure and Design of Field Education

The field education component of Angelo State University's Social Work Department's Master's program requires two semesters of Field Education for the Advanced track program: *SWK 6373* – Social Work Advanced Field Seminar and Practicum I (250 hours) and *SWK 6374* – Social Work Advanced Field Seminar and Practicum II (250 hours), consisting of a total of 500 hours; and required four semesters of Field Education for the Tradition Track program: *SWK 6337* – Social Work Foundation Field Seminar and Practicum I (200 hours), *SWK 6339* – Social Work Foundation Field Seminar and Practicum II (200 hours), *SWK 6373* – Social Work Advanced Field Seminar and Practicum I (250 hours), and *SWK 6374* – Social Work Advanced Field Seminar and Practicum II (250 hours), consisting of a total of 900 hours. The ability to allow students the freedom to choose a secondary placement is in place to expose the student to the breath of social work practice settings. Also, this flexibility is to allow the program to meet the needs of students and the community social and human service agencies that provide a field education opportunity for our students. All the Social Work Field Seminar courses will either

meet face to face or through collaborate on Blackboard; additionally, 15 hours of class instruction is counted towards their total field hours.

The 15 hours of class instruction in Social Work Field Seminar and Practicum is designed to assist the student in transitioning into their field placement, integrating classroom learning with the practice setting, developing their learning contract, and providing an opportunity to process weekly field education experiences. Students will submit a bi-weekly journal and/or process recording summarizing their field education experience from the prior week to share during the classroom time, time sheet, and supervision logs. This will allow students an opportunity to express any success and any difficulties they have experienced at their Field Education placement.

The field education experience consist of a total of 500 clock hours for the Advanced track program and 900 clock hours for the Traditional track which includes: a) student placement at a field education agency, studying and practicing under the supervision of a professional Masters level social worker from an accredited college for a total of 470 clock hours for the Advanced track and 840 clock hours for the Traditional track; and b) 15 clock hours per semester of seminar/collaborate instruction to assist in professionally preparing the student for integrating theoretical and conceptual information to the field practice setting, and to facilitate the creation and development of the student's learning contract.

All of the field placement locations, both local and across Texas, utilized by the master's program in social work at Angelo State University offer a thorough range of advanced practice opportunities for each student. Such opportunities include (but are not limited to) working one-on-one with clients to assess needs and determine appropriate resources to meet such needs; working with clients at the individual, family, group, and organizational levels; documenting in a professionally and agency-appropriate manner all client interactions through case notes and client records; and researching, assessing, and intervening within the agency setting. Students are expected to be provided as much direct responsibility and individually-directed duties of which they are capable to address in a professional and competent manner.

All of these responsibilities are carried out within a unique environment and/or service setting that exposes students to a variety of specialized practice characteristics (Micro to Macro settings), such as the type of service (e.g., mental health counseling or case management), the

type of client population (e.g., adolescents with substance use disorders, school children with autism, or elderly homeless individuals), the type of service setting (e.g., hospital, residential treatment setting, or outpatient clinic), and/or the type of service location (e.g., urban, suburban, or rural). Thus, students experience a variety of treatment modalities and professional responsibilities while working within specialized practice situations that address specific client populations and particular client needs.

Administration of the Field Education Program

The Social Work Department M.S.W. Field Education Director has the overall responsibility for directing the M.S.W. Field Education Program. The M.S.W. Field Education Director is responsible for: the development, utilization, and evaluation of field placement agencies; screening and placement of potential field education students; development, implementation, and evaluation of field education policies, development of data bases and reporting systems; evaluation of the field education program activities; development and evaluation of field instructor training; monitoring students' progress in the field, and the coordination of faculty and other (Field Liaisons) which interface with various aspects of the field education program in collaboration with the Social Work Department Director. The Field Education director will appoint Field Education Liaisons who will work directly with the students and the agency.

Specific responsibilities of Social Work Field Education Director

The Social Work Department Field Education Director functions as a link between the university, the student, and the field agency. The Field Education Director monitors and evaluates students' progress and performance in conjunction with the Field Liaisons. The specific responsibilities of the Social Work Field Education Director include (but not limited to):

1. providing support and training to Field Instructors/Task Supervisors and agencies in the effective use of supervision with field students, through annual field instructor orientations in the fall for the Advanced track and one in the spring for the Traditional track, one orientation will be recorded and saved on the social work website for use by all field instructors.
2. participating in faculty meetings related to curriculum development; coordination, assessment, screening and review of field students; and other planning issues;

3. updating field education manuals, paperwork, evaluations, etc;
4. communicating with the social work faculty and other distance personnel contracted by ASU (Field Liaisons) on students' progress in their field agencies, including any problems, issues, or concerns which need to be addressed by the field program;
5. developing and securing a collaborative relationship with community agencies so that social work students have settings for the field education experience; and

The specific duties of the Field Education Liaison

The Social Work Field Education Liaison (ASU faculty and distance contracted personnel) will work directly with the Social Work Field Education M.S.W. Director to ensure a quality learning experience for the field education student. The Field Education Liaison monitors and evaluates students' progress and performance in the field and assumes primary responsibility for assigning students' grades for the semester in all Field Seminar courses. The specific duties of the Social Work Field Education Liaison include (but are not limited to):

1. teaching and facilitating the Field Seminar and Practicum courses (ASU faculty) which processes the students' experiences in the field, integrating theoretical and conceptual information with the practice setting fostering the implementation of evidence-informed practice;
2. monitoring and evaluating the students through weekly assessments of students' work in the field (reflected in journals or written summaries and time sheets); the appropriateness of the students' field agency descriptions and learning contracts; participating in face to face, collaborate, and/or telephone visits with agency field instructors and the students (at least twice per semester, and more if necessary); and overall review of the students' performance in the field as reflected in the verbal and written evaluation (midterm and final evaluation) processes; communication with the Field Education M.S.W. Director of any issues related to students and the agency where he or she may be placed for field education is essential.

Social Work Community Advisory Committee

The Social Work Community Advisory Committee works in concert with the M.S.W. Social Work program in evaluating the policies and procedures for the field education experience as well as the overall Social Work Department. The committee also provides an additional link

and a valuable resource between the Social Work Field Education M.S.W. Program and the community. Based on the members' expertise, it may also provide input into the development of new field education sites and the review of existing sites. The committee may also provide input on training needs or other appropriate issues related to field instruction.

Agency-Based Field Education: Field Agencies and Field Education Instructors

Field Education agencies provide students the opportunity to apply classroom knowledge to the real problems of client systems of all sizes. Students, in turn, provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with the Angelo State University Social Work M.S.W. Program, agencies must meet the following criteria:

1. The agency's philosophy of service should be compatible with the philosophy, values, and ethics of the social work profession; the primary purpose of the organization (or program) must be to address human needs;
2. Services provided by the agency must be appropriate for graduate, generalist social work practice and there must be a sufficient caseload of clients (and work) for students to gain "hands-on" experience;
3. There must be availability of appropriate supervision, namely at least one staff member who has a master's degree in social work from accredited program with 2 years post-M.S.W experience to serve as the Field Instructor for the student as stated in the CSWE accreditation standard 2.2.9.
4. Agencies must support the field education process by providing release time for field instructors to carry out field instruction responsibilities and to attend field-related meetings;
5. Agencies must provide students with adequate work space, office supplies, access to a telephone, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies and liabilities, and access to client and agency records appropriate for the learning experience;
6. Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele regardless of race, color, national origin, gender, disability, age religion, or sexual orientation; and

7. Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, an interview process with prospective field students, and communication with the field faculty. Out of town agencies, will attend trainings through Blackboard Collaborative, email, phone calls, and updates and forms will be provided through email using InPlace field management.

Contact regarding a student field education student may be initiated by the university or the agency. The affiliation process begins with a telephone conversation between the agency and the Social Work Field Education M.S.W. Director to determine that the agency meets the above stated criteria. If the agency is appropriate as a field education site, an agency application form, a biographical data form for the field instructor(s), and a contract setting forth the agreement with the university are sent to the agency. The M.S.W. Director reviews the completed forms and upon approval of the agency as a field placement site, and Affiliation Agreement is signed by authorized representatives of both the agency and the university.

Because Angelo State University M.S.W. field education students come from such a widespread geographic base, the university is working to have contracts with a large number of field agencies in order to best meet the needs of the social work field education students. Depending upon the number of students in field education and their geographic preferences, some agencies may not have students placed with them every semester. However, all active field agencies will receive an Agency Profile Form to be updated every two years in order to provide the Social Work M.S.W. Field Education Director with current information.

Responsibilities of Field Agencies

As an approved field agency, affiliates are committed to the educational process of the social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated field instructors and other resources stated in the criteria for agency selection. Field agencies are asked to work cooperatively with the Social Work M.S.W. Program and Social Work Department (M.S.W. Director and Field Liaisons) in creative problem-solving and in efforts to enhance the learning experience for field students. As an approved affiliate with the ASU M.S.W. Program and Social Work Department, agencies (in San Angelo and outside of San Angelo) agree to:

1. Completing an Agency application (which explains the appropriateness of the setting), completing a field instructor biographical data form, and signing the M.S.W program contract;
2. Participate in the pre-placement process, completing an interview with the prospective field student and providing an assessment of the appropriateness of a respective student for that agency;
3. Participating in the Field Education Orientation (yearly) which is recorded through Blackboards Collaborate, for Field Settings and Instructors that are out of town they are provided a Collaborate Session Link, which they can log in during the Orientation or can viewed later on by all Field Instructors;
4. Provide opportunities for students to participate in agency programs and activities which will enhance the students' learning experience;
5. Appoint appropriate M.S.W. personnel to serve as field instructors and provide the necessary agency support for field instructors to provide necessary supervision and attend field orientation and training provided by the University as well as participate in all other field-related functions (supervision, evaluation, conferences, etc.);
6. Provide students the use of facilities necessary to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
7. Inform the Field Director and/or Liaisons as soon as possible regarding staff or organizational changes which affect the field placement; and
8. Work in partnership with the M.S.W. Director and Field Liaisons (ASU faculty and contracted personnel) to maximize the field education of the M.S.W. social work students.

Selection of Field Education Instructors

The Field instructor plays one of the most critical roles in the educational process of the field practicum. In order to be approved by the University as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Social Work Field Education Director.

1. M.S.W degree from a CSWE-accredited social work program;

2. At least two years post master's social work experience, including at least six months of employment at the field agency;
3. Ability to supervise and instruct graduate social work students;
4. Acceptance of the generalist social work model (GIM) and the educational philosophy of ASU's Department of Social Work and Sociology;
5. Commitment to work cooperatively with the Field Director, the Field Liaison(s), and the overall field education program; and
6. Demonstrated professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with social work interns.

Responsibilities of Field Education Instructors

Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is a social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving.

The specific responsibilities and duties of the Field Instructor include:

1. **Pre-placement interviews and assessment of prospective students.** Field Instructors are asked to meet with a prospective student to discuss what a field placement at their agency would entail and to assess the student's appropriateness for that setting. Field Instructors are expected to complete a post-interview evaluation form, which provides feedback for placement decisions.
2. **Orientation of field education students.** Field Instructors are responsible for orienting the assigned field student to their agency. For example, students need to learn about the agency's mission, policies and procedures, expectations regarding work rules, dress codes, supervision, etc. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Field Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency. Students should receive adequate orientation to the agency and its services. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific

expectations of the agency (such as parking, dress code, work schedules, etc.). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals. One of the main reasons for this is to ensure that at the beginning of the placement experience, students learn how to become self-sufficient and demonstrate personal initiative within the field placement location. Thus, students are able to focus on the interaction with and provision of services to the client population which the field education placement location serves. This portion of the field education experience typically lasts one to two weeks.

3. **Establishing a learning contract and job description.** Field Instructors are expected to work with the assigned field student in the development of a learning contract and job description for their field education placement. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the placement. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the field placement can be facilitated by these instruments.
4. **Supervision of field education student.** Field Instructors shall provide at least one hour per week of direct supervision. While most field instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for discussing and processing the student's learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student's performance.
5. **Serve as a professional role model.** Field Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their field instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing "real life" dynamics compared to text-book ideals.
6. **Provide appropriate learning experiences:** Field Instructors should structure the students' learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contact, agency staffing and staff meetings, board meetings, community meetings, and court hearings. Students

should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences intake, intervention, and group facilitation. In addition, the Field Instructor is responsible for coordinating the student's involvement with other agency staff that function in various roles.

7. **Evaluation of the student:** Field Instructors should provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the evaluation form at mid-semester and the end of the semester. The Field Instructor is responsible for completing the form and discussing it with the student in conjunction with the M.S.W. Field Education Director's field visits during the semester. The field instructor may elect to have the student complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and critical component to the student's learning experience.
8. **Participation in the field education experience:** Field instructors are expected to participate (at ASU or through collaborate) in field education orientations provided during the Fall (Advanced Track) and Spring (Traditional Track). In addition, input and participation from field instructors is appreciated in order to continue to upgrade and enhance the field education experience, the curriculum, and the M.S.W. Program.
9. **Communication with social work field education director:** Field Instructors should contact the M.S.W. field education director as soon as possible should problems arise in the field setting. In addition, field instructors are asked to communicate with the M.S.W. Field Education Director regarding any agency changes, which may impact the student's placement.

Field Instructors receive 5 Continuing Education Units (CEUs) for social work licensing requirements for each semester they supervise a field student, with a maximum of 10 CEUs per calendar year for field supervision.

Expectations for the Social Work Field Education as a Learning Experience

The field education experience is the signature pedagogy of the M.S.W. student's social work education as stated by the CSWE ([CSWE, 2015](#)). The university is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice-based profession, the M.S.W. student learns by doing, not from being told how to do something. By working under the supervision and instruction of a competent professional M.S.W., students can initially observe the Advanced skills and processes and then begin to demonstrate their own ability to provide Advanced social work services.

The field education experience will provide opportunities for students to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on advanced generalist practice implemented in specific settings (Micro, Mezzo, and Macro). Therefore, M.S.W. students are able to translate the knowledge and abilities gained in one agency to any other setting.

Field education will allow the student to engage in both short-term and long-term client contact, a range of client situations, varied practice approaches, and diverse agency activities and settings. While there are many societal changes that are influencing the service delivery system (such as managed care systems, increased specialization, professional liability, accreditation standards, etc.), the field education experience continues to offer a somewhat insulated experience where the emphasis and priority should be on maximizing the student's learning opportunities. Field Instructors need to become increasingly creative and flexible in structuring the placement for their assigned student in order to ensure the student is able to receive the fullest range of experiences – perhaps even allowing the student to become involved with other agencies or programs in order to fulfill this need.

As stated previously, the field education is a mechanism for students to become socialized to the profession. Field education students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the field education experience. However, the primary focus should always be on the field education student's learning.

Teaching Methods Used in the Social Work Field Education

Field Instructors are required to have an M.S.W. degree from an accredited university and are expected to have a general knowledge of the Social Work knowledge, values, and skills, but will have very individual specializations due to their background and experiences. Field Instructors should be sensitive to the diversity of learning styles and characteristics of field students and should utilize the most appropriate approach for the particular student. The following methods are listed as suggested tools for field instructors to utilize to meet the educational needs of their field students.

1. Assign, evaluate, and discuss process recordings/summaries.
2. Review and discuss case documentation.
3. Allow field education student to observe the field instructor's client interaction and discuss such interactions.
4. Directly observe the field education students' client interactions and assessments, and discuss such interactions.
5. Videotape client interactions (individual, couple, family, group, and so forth) with client permission.
6. Conduct role plays with the field education student.
7. Allow the field education student to observe and participate in agency staff meetings.
8. Ask the field education student to visit other agencies to gather information.
9. Arrange for the field education student to participate in various staff roles (receptionist, intake worker, therapist, direct-care staff, administration, etc.).
10. Assign films, readings, and/or other assignments and discuss their relevance with the field education student.
11. Allow field education students to participate in the orientation/training process normally provided to full-time staff.
12. Research and help with writing grants for the agency.
13. Research current policies related to the agency and its services and have the field student engage in policy advocacy.
14. Have students prepare educational presentations about the agency or social justice issues related to clientele of the agency.

The above are just a few suggested teaching methods. Field Instructors should feel free to utilize other approaches, which are effective for them.

The Social Work Field Education: Integrating Theory with Practice

Requirements for Student Admission to the Field Education

Students entering the field education program must be fully admitted to the M.S.W. Social Work Program and have completed all social work courses with a grade of “B” or higher in all Master’s program coursework. Students must have completed the application process for the M.S.W. field education program. Students must also have reliable means of transportation to and from their field placement. Malpractice insurance is required of all students prior to the initiation of field placement and proof of such insurance must be provided to the master’s program field director. Students are encouraged to become members of the National Association of Social Workers (NASW) to obtain affordable malpractice insurance, but may obtain malpractice insurance however they choose to do so. Students are informed that failure to obtain and maintain malpractice insurance during field placement will prevent them from having client interaction and thus will preclude them from completing the field education portion of the master’s program.

Students who have successfully completed their prerequisite coursework must attend a field education orientation during the semester preceding their intended initiation of field education and once again at the beginning of the semester that field education is scheduled. For traditional track students (face to face and online), this means that the students will attend one field education orientation during the first year in the Spring semester and another at the beginning of their second year in the Fall semester of the master’s program. For advanced track (face to face and online) students, they will attend one field education orientation during the Fall semester of their first year of the master’s program. Finally, all students must submit a Field Education application to the M.S.W. Field director by the designated deadline.

Summary of Procedures for Student Placement into a Field Education Placement

The following steps describe the sequence of events for placement in field education (Advanced and Traditional Track) face to face Students:

- An orientation prior to the beginning of field education experience is provided to all Field Instructors, Field Liaisons, and students.
- Eligible students attend a student orientation in the Fall semester for the Advanced Track and Spring semester for the Traditional Track for field education (the orientation is live streamed and recorded for accessibility);
- Students complete and submit a field education application by the specified deadline; which will include a ranking of desired placement opportunities, with requests for specific agencies through InPlace;
- The Field Education Director reviews the applications for eligibility and completion through InPlace;
- The Field Education Director determines tentative field education experience assignments for all students who are approved for placement and notifies students and agencies in writing through InPlace;
- Students schedule and complete interviews with assigned agencies;
- Students and Field Instructors submit interview evaluations to the Field Education Director through InPlace;
- The Field Education Director confirms and finalizes assigned placements and notifies students and field education agencies through InPlace;
- Student must complete the agency onboarding process prior to field start date. Onboarding may differ for agencies but may include the following: drug screen, background check and finger printing, vaccinations, and driving record.
 - If a student fails a drug screen, they will be removed from their schedule field course. The student may reapply for field the following year. If the student fails a drug screen a second time, they will be removed from the Social Work program.
- Alternative placements are made at the request of students or Field Instructors following the initial interview if necessary; and
- Only students who have met established criteria will be admitted into the field education program.

The following steps describe the sequence of events for placement in field education (Advanced and Traditional Track) online Students:

- An orientation prior to the beginning of field education experience is provided to all Field Instructors, Field Liaisons, and students.
- Eligible students attend a field education orientation, all students are encouraged but not required to attend the field education fair (the orientation is live streamed and recorded for accessibility);
- Students complete and submit a field education application by the specified deadline; which will include a ranking of desired placement opportunities, with requests for specific agencies, along with their interview evaluation of the placement through InPlace;
- The Field Education Director reviews the applications for eligibility and completeness through InPlace;
- The Field Education Director determines tentative field education experience assignments for all students who are approved for placement and notifies students and agencies in writing through InPlace;
- Students schedule and complete interviews with assigned agencies through InPlace;
- Field Instructors submit interview evaluations to the Field Education Director;
- The Field Education Director confirms and finalizes assigned placements and notifies students and field education agencies through InPlace;
- Student must complete the agency onboarding process prior to field start date. Onboarding may differ for agencies but may include the following: drug screen, background check and finger printing, vaccinations, and driving record.
 - If a student fails a drug screen, they will be removed from their schedule field course. The student may reapply for field the following year. If the student fails a drug screen a second time, they will be removed from the Social Work program.
- Alternative placements are made at the request of students and/or Field Instructors following the initial interview if necessary; and
- Only students who have met established criteria will be admitted into the field education program.

Monitoring of students during the field education placement will be conducted by the Field Education Liaison (ASU faculty and/or contracted personnel) using field management platform, InPlace. The Field Education Liaison will observe and monitor the students during the scheduled time for the Advanced Field Seminar and Practicum course for both online and on-campus programs.

Sequence of the Field Education Experience

The following describes a general overview of experiences, which are appropriate for most field education students:

Orientation to and Observation of Client Services

By the third week of field, students should begin involvement in opportunities with client systems. This may include observing the intake process, conducting intakes with clients, observing agency staff as they conduct social assessments or social histories, observing group sessions, attending staffing and/or treatment team meetings, etc. As the student completes the orientation phase, they should have developed a good understanding of the agency's procedures for working with clients, documentation, and the organizational structure. The length of this portion of the field education experience varies by agency location, client service demand, and the personal abilities of each student. Regardless of the amount of time, students are beginning their interactions with clients and becoming exposed to the ways in which clients are served by their particular placement location or agency from initial client engagement to client service(s) termination.

Provision of Services to Clients

Because master's level students are being prepared for advanced generalist practice with general and/or specialized populations, field education placement locations provide opportunities for extensive client systems contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. Placement locations are selected on the basis of their inclusion of providing the following: enabling students to work one-on-one with clients and/or client systems to assess their needs and determine resources to meet these needs; working with multiple levels of treatment modality (i.e., individuals, families, and groups); participating in a variety of staff and administrative interactions and meetings (e.g., treatment team meetings, shift-change staff meetings, group and individual supervision meetings; and community or committee

meetings); witnessing or personally completing documentation in case or client records; performing interventions with clients and client populations; and exposing students to research, assessment, or program/practice evaluation within an agency setting (when possible). Because field education is the signature pedagogy of social work for any student, the master's program of social work at Angelo State University strives to provide students with field education placements that allow for as much direct responsibility and client interaction as they are capable to professionally manage.

Conclusion of Placement

Because termination of services is an important (and often meaningful) step for both practitioners and their clients, field education students address the conclusion of their placement with clients as well as the staff, co-workers, and the Field Instructor as a part of the field education experience. The termination process includes the evaluation of clients' progress and accomplishments; the provision of referral, follow-up, and/or aftercare; a summary and evaluation of their history of client interaction and performance with their Field Instructor; and the opportunity to discuss and process their feelings regarding termination with their Field Instructor. For many reasons, students, faculty, and agency staff often feel that the end of the semester typically arrives "too quickly" and the termination phases for both student-client interaction and student field education placement are often overlooked as a part of the field education process. The master's program emphasizes that attention to this time should be given by the field education student and the Field Instructor within the agency setting and also by the student and the Field Liaison within the classroom seminar setting.

General Expectations, Responsibilities, and Requirements for the Field Education

M.S.W. Field Education students are expected to assume responsibility for their own learning, for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to their placement job description, and fulfilling their learning contract. Part of the learning experience which takes place during field education is experiencing the frustration which may occur when working in an organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the student thinks he or she should be; therefore, students are expected to demonstrate maturity and utilize good communication and

problem-solving skills when encountering challenges in the placement. *The most difficult situations do not usually involve clients; they involve agency staff.* Consequently, learning to effectively operate within an agency is an important part of the field education experience.

Field Education students are expected to abide by the *NASW Code of Ethics*; ASU M.S.W Field Education Roles and Responsibilities; the ASU M.S.W Field Education Manual/Handbook; the Texas Behavioral Health Executive Council (TBHEC) Code of Conduct; the TBHEC M.S.W Scope of Practice; required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities; appropriate duty to protect practices; all federal, state, and local policies governing privacy and confidentiality, especially the Health Insurance Portability and Accountability Act (HIPAA); and all other applicable federal, state, and local policies pertaining to social work and their particular agency.

Hours and Supervision for M.S.W. Program

Traditional track students in the M.S.W program in social work receive four semesters of field education seminars and placement experience. During the third and fourth semesters, traditional track students enroll in Social Work Foundation Field Seminar and Practicum I (SWK 6337) and Social Work Foundation Field Seminar and Practicum II (SWK 6339), respectively. Each of these courses includes a weekly seminar and 400 hours of field education practice experience. Students are required to complete their 200 hours each of these first two semesters (summer session and fall semester of first year) at the same agency, or at a different agency when necessary. Additionally, students attend a weekly 1-hour seminar during which topics related to advanced practice will be discussed and students will have the opportunity to share and process their previous week's experiences with faculty and peers. During these seminars, students integrate classroom learning within the practice setting, develop their learning contract, and provide an opportunity to process weekly situations and circumstances. Students share written assignments, such as weekly journals and process recordings, to express the successes and challenges they experience.

During the fifth and sixth semesters, traditional track students enroll in Social Work Advanced Field Seminar and Practicum I (SWK 6373) and Social Work Advanced Field Seminar and Practicum II (SWK 6374), respectively to their online or on-campus program. At this point in the field education sequence, students select a secondary placement which allows

them the ability to experience another facet of generalist practice (for example, a new client population and/or a new level of practice). Students are required to complete 250 hours each of these semesters (spring semester and summer semester of second year). Again, students maintain their field education placement at the same agency for both semesters unless extenuating circumstances occur. Like Foundation Field Seminar and Practicum I and II, Social Work Advanced Seminar and Practicum I & II also include the weekly 1-hour seminar featuring the same components of student-led discussion and written assignments.

Traditional track students will change their placements between first year and second year. This is done as a separation of a generalist placement (first year) and advanced generalist placement (second year). The change allows both on-campus and online students an opportunity to demonstrate advanced generalist practice behaviors related to the competencies in their second year.

These two components of the field experience for traditional track students of the master's online and on-campus program consist of 900 clock hours between first and second year including: a) the field education experience at an assigned and approved agency, b) studying and practicing under the supervision of a master's level social worker who will help prepare the student for the field education experience by integrating theoretical and conceptual information to the practice setting, and c) by facilitating the creation and development of the student's learning contract which will be used for evaluation purposes

Supervision

Students should obtain one hour of supervision per week, which should be reflected in your weekly time sheets and supervision log. If the student does not obtain supervision for any given week then the hours for that week do not count towards their total hours. Students need to speak to their field instructors and explain that if the field instructor will be out of the office on vacation/sick/family leave then a replacement supervisor must be left in charge of the student to conduct supervision, attend to field tasks and questions, and to sign required documents.

Advanced Track Students

Because the advanced track students have already completed 400 hours of field education (having obtained a BSW degree from a CSWE-accredited institution) during their undergraduate studies, they are required to complete 500 additional hours to complete the master's program.

Advanced track students in the master's online or on-campus program at Angelo State University will be enrolled in Social Work Advanced Field Seminar and Practicum I (SWK 6373) and Social Work Advanced Field Seminar and Practicum II (SWK 6374) during their second (spring semester) and third (summer session) semesters.

Like the traditional track students enrolled in these two courses, the advanced track students are also required to complete 250 hours each of these semesters. Students maintain their field education placement at the same agency for both semesters unless extenuating circumstances occur. In addition to the time spent at field placement locations, advanced track students are also required to participate in the weekly 1-hour seminar featuring the same components of student-led discussion and written assignments.

The three components of the field experience for advanced track students of the master's program in both programs consist of 500 clock hours including: a) the field education experience at an assigned and approved agency, b) studying and practicing under the supervision of a master's level social worker who will help prepare the student for the field education experience by integrating theoretical and conceptual information to the practice setting, and c) by facilitating the creation and development of the student's learning contract which will be used for evaluation purposes.

Supervision

Students should obtain one hour of supervision per week, which should be reflected in your weekly time sheets and supervision log. If the student does not obtain supervision for any given week then the hours for that week do not count towards their total hours. Students need to speak to their field instructors and explain that if the field instructor will be out of the office on vacation/sick/family leave then a replacement supervisor must be left in charge of the student to conduct supervision, attend to field tasks and questions, and to sign required documents.

Learning contract and job description

All field education students are expected to develop a learning contract at the beginning of each semester that they are enrolled in a field seminar course and hand in a copy of the agency social workers job descriptions as a part of their Field Education. This assignment is to be done by the field education student with input from the field instructor. The learning contract should reflect mutually-agreed upon learning goals for the semester. The job description should

realistically reflect the duties and responsibilities of the field education student at the agency. Both of these documents will be utilized as a part of the evaluation process with the Social Work Field Education Liaisons and M.S.W. Director.

Weekly summaries/journals

Students are expected to maintain documentation regarding their weekly field experiences. The student is responsible for completing a written description and assessment of their work at the agency bi-weekly which will be turned into the seminar Field Education Liaison, the format will be given to the student by the Field liaison during field seminar.

Field Education Evaluation Process

By Field Education Student

The field education student is expected to assume responsibility for evaluation as a part of his or her professional development and growth. The three tools, which are utilized to guide the student in developing evaluation skills, include: the learning contract, the performance midterm and final evaluations of the student, and the evaluation of the field agency. The learning contract allows the student to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The student completes a self-evaluation by completing the same mid-term and final evaluation form as the Field Instructor. This is not a process, which is “done to” the student, but is done with the student. The student should critically assess his or her performance and discuss self-perceptions along with those expressed by the Field Instructor. The field education student is also asked to complete an evaluation of the Field Agency and Instructor at the end of the semester. This provides feed back to the M.S.W. program, Social Work Department, and the Field Agency regarding the field site and allows the student to have input into improving the quality of future placements at this agency.

By Field Instructor

Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and student should complete the field evaluation form at mid-semester and at the end of the semester. Many Field Instructors find it helpful to complete the evaluation with the student or by asking the student to rate themselves and compare it with the Field Instructor’s rating. Attention should also be given to evaluating how well the field education student has performed according to his or her job

description and the learning contract. The evaluation form consists of measurements that address the CSWE's 9 core competencies and 31 practice behaviors.

The Social Work Field Education Liaisons will physically visit, use collaborate through blackboard, and/or do a phone conference for each student at his or her agency at least twice during the semester, usually at the mid-term and final evaluation. This will provide an opportunity for the Field Education Liaison to meet with the Field Instructor and student, to address particular concerns, problems, and issues which need to be addressed.

Field Instructors are asked to use the evaluation form to rate students on their performance as objectively as possible. Often, field instructors who have a good relationship with the student are reluctant to give critical feedback or to give anything but the highest of ratings. However, it is essential that even students who perform exceptionally well in the field are challenged to grow in new areas. Field Instructors are also asked to provide a recommended grade at the end of the semester. While the recommended grade may affect the grade assigned by the Social Work Field Education Liaison, other factors such as participation and performance in field seminar are also taken into consideration before the final grade is determined.

By the Social Work Field Education Liaison

The social work field education liaison is continually assessing and evaluating students based on information from the students' written summaries and/or process recordings, assignments, participation in field seminar, and feedback from field instructors. The social work field education liaison is responsible for determining the final grade for the Fall, Spring, and Summer semester's based on performance both in the field and in the classroom. However, the assigned grade is not as significant as the learning and growth, which takes place for the student during the field education.

General Field Education Policies

Completion of Hours and Attendance

M.S.W Field Education students Traditional track students are expected to complete a total of 900 hours to satisfy the requirements for both the foundation and advanced year. M.S.W Field Education Advanced track students are required to complete 500 hours to satisfy the requirements for the advanced year. Specific work schedules are to be worked out between the field education student and the Field Instructor. If the agency requires training or in-service

hours, up to 20 hours may be counted towards the field education hours. If training occurs before the semester begins, permission from the Social Work Field Education Director should be granted in advance since it is the policy of ASU for all students to begin field when the course officially starts during the semester. Travel time to and from the field agency may not be counted towards the students' field hours, but travel which is incurred during the placement is appropriate to be included such as home visits, travel to other offices of agencies, and so forth.

M.S.W. Field Education students are responsible for accurately documenting their hours, with signed verification on a time sheet from their Field Instructor. Field Education students are expected to demonstrate professional work habits, such as being punctual and regular in work attendance. In the event that a field education student must be late or absent from their regularly scheduled field hours, he or she should call their Field Instructor. Excessive tardiness or absences are considered a serious problem and may necessitate a conference with the Social Work Field Education Liaison, Field Instructor, and M.S.W. Field Education Director.

If the M.S.W. field education students must miss their regular field placements hours, they may schedule make-up time with the approval of their Field Instructor. If a student gets seriously behind on their hours due to circumstances beyond their control (illness, personal emergency, death in the family, etc.), they should discuss this with the Social Work Field Education Liaison and M.S.W. Director in order to develop an outcome that is in the best interest of the agency, university, and student. Field Education students may not, typically, receive an incomplete for a field education course. If the required hours or assignments are not completed by the end of the semester, students will receive an "F" and be expected to repeat the field education experience (usually at another agency). Exceptions to this policy are made for only the most extenuating circumstances and must be approved by the M.S.W. Social Work Field Education Director. If a student is not satisfied with the action taken by the M.S.W. Social Work Field Education Director, the student may appeal the decision to the Social Work Department Chair.

Change of Field Education Placement

The M.S.W. Social Work Field Education Liaisons and Director should be contacted if problems arise in the placement. Most concerns can be resolved through a conference with the Social Work Field Education Liaisons, student, and Field Instructor. If the problem is not

resolved then the M.S.W. Field Education Director may be called to a meeting with all the necessary parties. Most Changes in the field placement are only made when agency changes dictate the termination of the placement (programs closing, field instructors leaving the agency, etc.) or when problems between the student and the placement are determined to be irreconcilable by the M.S.W. Social Work Field Education Director. If circumstances necessitate a change in placement, the M.S.W. Field Education Director should be contacted as soon as possible to make alternative arrangements for the field education student's placement. Hours may be transferred for the initial placement to the new placement, with the approval of the M.S.W. Field Education Director. For the Advanced Track M.S.W. students (face to face and online) it is recommended that they continue with one placement. For the Traditional Track M.S.W. Students it is encouraged that they switch to a new field setting for their second year of field.

Removal of Field Education Student from a Field Education Placement

A field education student may be removed from the field education agency at any time by request from the Field Instructor and/or agency for unprofessional conduct or for significant lack of progress in achieving field learning objectives. If a student's performance is deemed unsatisfactory, the Field Instructor should contact the Social Work Field Education Liaisons immediately. This contact is needed in order that a conference can be arranged between the student, the Social Work Field Education Liaison, and Field Instructor. The Social Work Field Education Director will be called in when all parties feel that the relationship may not be remedied. If a student is removed there is no guarantee that another placement will be provided for the student.

The Field Education Liaisons and Director also may remove a field education student from the field for unprofessional conduct or lack of progress or participation. The grounds for removal for of a student from field may include, but are not limited to failure to abide by: the *NASW Code of Ethics*; ASU M.S.W Field Education Roles and Responsibilities; the ASU M.S.W Field Education Manual/Handbook; the Texas Behavioral Health Executive Council (TBHEC) Code of Conduct; the TBHEC Scope of Practice; required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities; appropriate duty to protect practices; all federal, state, and local policies governing privacy and confidentiality, especially

the Health Insurance Portability and Accountability Act (HIPAA); and all other applicable federal, state, and local policies pertaining to social work and their particular agency.

Other reasons why a field education student may be removed from their field placement include but are not limited to: attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled field hours without approval; and/or other behavior that is incompatible with accepted professional conduct. The final decision to remove a student from their field placement will be made, after consultation with the social work faculty, by the Social Work Field Education Director, with required documentation from the Field Instructor or agency, and may be based on objective and/or subjective professional judgment. If the student is not satisfied with the decision of the Social Work Field Education Director, the student may appeal the decision to the Social Work Department Chair.

Supervision of Field Education Student Activities and Work

Field Education students shall not be left alone in the agency without professional staff supervision. Leaving students alone or in charge is not an appropriate situation for students. Although M.S.W. Field Education students have more advanced skills they do not yet have the required credentials for assuming staff responsibilities. It is also inappropriate for students to make home visits alone without their supervisor and/or other staff.

Monitoring of Students in Field Education Placement

Monitoring of students during the field program will be conducted by the faculty Field Liaison and on-site Field Instructor. Field Liaisons make observations and monitor the students during the one hour a week class time scheduled for Social Work Foundation Field Seminar and Practicum I and II (SWK 6337 and SWK 6339) and Social Work Advanced Field Seminar and Practicum I and II (SWK 6373 and SWK 6374). During the weekly one-hour seminar, the Field Liaison reinforces social work knowledge, values/ethics, and skills that are being learned and emphasized by the Field Instructor. Students' performance is also being monitored through the weekly class discussions and written assignments. All Field Instructors are informed through the orientation process about the ability to contact faculty Field Liaisons and the Field Director at any time throughout the semester should emergent and/or unique situations arise. Field Liaisons contact Field Instructors by phone, collaborate on blackboard, or in-person at least three times during the semester: once at the beginning of the semester to discuss any logistical or important

matters about the upcoming semester; once at the midterm period of the semester to discuss the student's midterm evaluation; and once at the end of the semester to discuss the student's final evaluation and any concluding semester issues.

Supporting Student Safety/Emergencies/Sentinel Events

The orientation sessions held at the beginning of each new field education period (immediately prior to Social Work Foundation Field Seminar and Practicum I and Social Work Advanced Field Seminar and Practicum I) are an opportunity to discuss the importance of student safety at any field placement location with online and on-campus cohorts. Students and Field Instructors are required to attend field orientation in order to be given the procedures for safety and contact information of field liaison and field director. Students and Field Instructors are informed to contact Field Liaisons and/or the Field Director in specific situations where safety is expected to be, known to be, or experienced as an unsafe situation (e.g., an unexpected violent client outburst or sexual harassment by an agency employee). Students and Field Directors are also notified to review agency-specific or location-specific rules and policies regarding safety in the workplace and safety issues related to job-performance during their first days of field. Students will discuss safety procedures of their respected agencies during their first scheduled field seminar class and review the NASW Guidelines for Social Work Safety in the Workplace (available via the NASW website). Furthermore, and in accordance with the NASW Guidelines for Social Work Safety in the Workplace, the M.S.W program will create a Safety Plan of Action that includes exit strategies, verbal de-escalation techniques, and effective strategies for clinical interventions with violent or potentially violent clients, and nonviolent self-defense and the impact of secondary trauma. Safety training can also include the use of safety technology devices and advocating for self-care to effectively manage secondary trauma in the workplace. These safety procedures are covered during the orientation and the first week of seminar for both online and on-campus students.

Field education agencies, instructors, and students should be aware of safety issues related to the activities of the field education student. Field Education students should be thoroughly oriented to the agency's policies and procedures to ensure their health and safety during their field education experience. In any cases of an emergent nature, students will contact the Field Liaisons and/or Field Director and the Field Instructor immediately. Students will be

provided with consultation and support until the safety concerns are alleviated or the student will be provided with an alternative field placement for their safety.

Malpractice/Liability Insurance

In addition to supporting overall student safety, field education students must obtain coverage for malpractice liability insurance purchased through an independent company, such as NASW Assurance or other such company. The field education student must provide proof to the Field Education Director of such malpractice insurance (at the 1 million/3 million level) coverage prior to beginning their field education experience. Students who do not provide this information will not be allowed to attend field.

The Provision of Credit for Life Experience, Work Experience, and Prior Field Education

Field Education students will not be given any academic credit, including credit towards the field education experience, for prior work and/more life experience, as stipulated by the CSWE.

Field Education at Place of Employment

As a general rule, field education students shall not be placed in agencies where they are currently employed. It is the student's responsibility to disclose such information to the Social Work M.S.W Field Education Director during the application process. Experience has shown that when a student is completing their field education placement at their employment site, the educational focus is severely limited. Any exceptions to the policy must be approved by the Social Work M.S.W Field Education Director in consultation with program faculty. The stated criteria which must be met for an exception to be granted is as follows:

1. Student must provide written notice of request to the M.S.W Field Education Director;
2. M.S.W Field Education Director will consult with M.S.W Director and Field Education Liaisons regarding the request;
3. M.S.W Field Education Director will call Field Education setting to ensure that there is a current contract and that the student will be placed in a different program;

4. Student's field education Instructor must be different than their employment supervisor and have graduated from a CSWE accredited program with at least two years post-M.S.W practice experience;
5. Student must engage in field education hours at different times and/or days than employment hours;
6. Student must be assigned to a different department for field education placement other than current position of employment;
7. If criteria above is met then student may be granted approval for field education setting placement.
8. If problems are identified with the process the student will have to be placed at a different field setting.

Night and Weekend Placements

Most traditional social service agencies do not have qualified supervisory staff available during non-traditional hours. While the social work faculty is sensitive to students' scheduling needs, students should be aware that no evening or weekend hours will be approved that compromise the programs' educational objectives or the quality of the student's field education experience. If an agency provides adequate and appropriate supervision during non-traditional hours, a student may schedule up to eight hours with approval from the social work field education M.S.W Director, Field Liaison, and Field Instructor.

Travel and Mileage Reimbursement

It is the Field Education student's responsibility to secure reliable transportation to and from the field education. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel. All students should remember that their liability insurance covers them not clients. **Students are not to give clients rides in personal vehicles.** Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff. The agency policies and procedures for the travel compensation should be discussed with field education students as a part of their orientation. It is the responsibility of the field instructor and agency to verify that the student's vehicle insurance

coverage is adequate for the job required before allowing the student to engage in agency activities involving transportation.

Holidays

Field Education students are entitled to observe holidays as designated by the university and their field education agency. However, if a field education student's regularly scheduled hours occur on a holiday, they are still responsible for completing those hours on another day. Field Education students should communicate the university's holiday schedule to their field instructor and make plans accordingly.

Sick Days

If a Field Education student is unable to attend field education due to personal illness or the illness of a dependent family member, they should contact their field instructor and assume responsibility for rescheduling any appointments and/or work requirements. The field education student shall make up any missed hours at a time agreed upon by the field student and field instructor. If the field education student's absences exceed 24 hours or three full field days, the student should notify the Social Work M.S.W Field Education Liaisons and/or M.S.W Field Director and propose a plan to remediate the time missed.

Conflicts of Interest

Field Education students, Field Instructors, Field agencies, and Social Work Faculty should all be aware of potential conflicts of interests. Field Education students and Field Instructors, particularly, should make known to the Social Work Field Education Liaisons and/or M.S.W Director any potential conflicts of interest. Field Education students shall not be placed at agencies where family members and/or friends are employed or serve on the board of directors without the approval of the Social Work M.S.W. Field Education Director.

Requests for Documentation

The social work Field Education Director and/or field agencies may request that field students applying for field education placements or participating in the field education experience provide documentation regarding their physical health, mental health, drug use, alcohol use, and/or provide information for a criminal background check. Such information may be requested if required by the agency or when it is deemed necessary to ensure the wellbeing of

the social work student and/or clients in the field. Decisions related to the information obtained will be made on an individual basis.

Accommodation for Field Education Students with Disabilities

Angelo State University is committed to the principle that no qualified person shall, on the basis of disability, be excluded from the participation in or be denied the benefits of the services, programs, or activities of the university, as required by the *Americans with Disability Act of 1990*. However, Angelo State University does not waive the published degree requirements for students. To the extent practical, the faculty and administration will make reasonable accommodations to assist qualified individuals with disabilities meet their degree requirements, consistent with the applicable provisions of Texas statutes. The Social Work Department will work with students and other support services to enable a student to work towards a successful field education experience. It is recognized that students may choose not to disclose a disability. In such cases, the student shall not receive special accommodation in class or for field work if the disability is to known to the university or its faculty.

Nondiscrimination Policy

The Social Work Department at Angelo State University is committed to a policy of nondiscrimination. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Angelo State University, on any basis prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, and/or disability.

Grievance Procedures

The Social Work Department's M.S.W. *Student Handbook* details students' rights and explains complaint and grievance procedures. Social work students have the right to appeal course grades and adverse decisions relating to the Social Work Field Education Program according to the appeal process outlined in the Social Work Department's *Student Handbook*.

Appendix I: Forms

Learning Contract- This is a working document designed to blend classroom discussions and assignments. The skills should be directly related to the tasks of a social worker in your agency and the 9 competencies expected of all social work students in the M.S.W program.

Time Sheet/ Supervision Log- Every student will be responsible for completing their own documentation of hours recorded at the agency and in supervision.

Midterm Evaluation/ Final Evaluation- Evaluations are completed and scored by field instructors as an assessment of the student's performance and achievement of the tasks and competencies in the learning contract.

Interview Response Form- Upon completion of an interview, the student will complete this form to provide information to faculty of their prospective field placement.

Agency Survey by Student- Student's at the end of their final semester will assess their overall experience of the agency.

Program Survey by Field Instructor- Field Instructors will be able to provide feedback to the program as to improve the program and field experience for both agencies and students.

Employer Based Field Agreement- Students wanting to complete field at their place of employment must complete this form as an acknowledgement of the requirements to seek placement with their employer.

Affiliation Agreement- A voluntary agreement that formalizes the partnership between Angelo State University's Social Work Department and an agency/organization.

Field Instructor Biographical Information- This is required to ensure field instructors meet all necessary CSWE standards to become the field instructor of record for a student in field.

Field Agency Application- Agency representatives will complete form to begin process on becoming a field placement.

Covid Acknowledgement Form- Students will sign acknowledgement of risk prior to beginning field.

All Forms and documents are uploaded and maintained by the M.S.W Field Director. If there are any questions please contact the Field Director. To access the form please click on the following hyperlink to be taken directly to the M.S.W Field Education Forms page for remote. [M.S.W Field Education Forms](#)

Appendix II: InPlace

The M.S.W Field Department at Angelo State University utilizes ***InPlace*** as their field management platform. The traditional and advanced track students, both online and on-campus, will utilize this platform throughout their field experience. This platform will allow for remote access to students, field liaisons, and field instructors to complete applications, forms, assignments, evaluations, surveys, and correspondence with other members involved with the students field needs.

Please click the following hyperlink for a student guide and InPlace Login.
[InPlace Student Platform.](#)