



WKU[®]

Department of
Social Work

MSW
Field Manual
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Field Director

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Welcome- Students, Field Instructors (our faculty in the field), and Field Liaisons

We would like to welcome you to a very meaningful part of social work education. Since its inception, the profession of social work has considered practical experience to be an important part of social work education. In fact, the Council on Social Work Education (CSWE) deemed field education as the “signature pedagogy” of social work education in 2008.

Students- this is an exciting time where you will have the opportunity to practice the skills, knowledge, and values acquired in the classroom. You will have a social worker who meets with you weekly to provide feedback and guidance on your learning experience. Field placement is the beginning of your identification as a professional social worker- something to be proud of!

Field Education is offered concurrently with academic study. Students are matched to a social service agency and complete an internship placement under the guidance and supervision of an experienced professional social worker called a Field Instructor. This vital interaction is designed to reinforce our students’ academic study with real life experience. It permits testing theory in practice settings and provides students with field experience that is vital for academic and professional development. Affiliated social service agencies in several Kentucky communities, and surrounding areas, are utilized for field instruction. These agencies provide our students with a wide range of social service settings for generalist Field Education.

Field Instructors- we are INCREDIBLY grateful for your time, knowledge, and commitment to the newest generation of social workers. You are our faculty in the field. Your guidance, mentorship, and modeling of skills are crucial to our student’s development and will have a lifelong impact on the student’s professional social work career. You are a crucial component to ensuring students graduating from our programs are competent, beginning level social workers.

As a department, we are committed to providing Field Instructors with training prior to hosting student interns at their agencies and offering ongoing support throughout the field learning process.

All- This manual provides policies and procedures to guide all aspects of the field experience. We wish you well in this field placement experience and encourage you to familiarize yourself with, and adhere to, the policies in this manual.

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Context of Practice

Although social work education is built upon a common knowledge, values, and skill base, each social work program in the United States is unique, based upon its university affiliation, regional location, population needs, and practice focus. Western Kentucky University's social work program is informed by all of these.

Western Kentucky University (WKU)

WKU is committed to ensuring value in a holistic learning experience through high standards for student achievement and conduct, a strong faculty, technological innovation, personalized attention, broad access, and public accountability for actions and outcomes.

WKU recognizes that its mission continues to evolve in response to regional, national, and global changes, and the need for lifelong learning.

Vision

WKU - A Leading American University with International Reach

Mission

Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

College of Health and Human Services

Vision

To be an innovative leader in the student-centered, interprofessional, preparation of health and human services professionals by providing students with an inclusive, community-engaged, and interdisciplinary academic experience.

Mission

We prepare health and human services professionals who will work to improve the quality of life in their communities and beyond.

Core Values

Diversity, Equity, Inclusion, Community-engagement, Interdisciplinary/interprofessional approaches, Ethical practices and integrity, Collaboration, Student-centered and Innovation

Department of Social Work

Mission

The mission of the Department of Social Work at Western Kentucky University is to provide quality BSW and MSW programs that prepare competent and responsible professionals to work successfully in a global society.

MSW Program

Mission

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation.

MSW Student Handbook

In addition to this field manual, students also have a Student Handbook for the MSW program. A copy of the Handbook can be found on the WKU MSW program website. The Handbook contains helpful information about the program, including a listing of the program curriculum and sequence of courses, the *NASW Code of Ethics*, and much more.

Accreditation

The MSW program at Western Kentucky University is accredited by the Council on Social Work Education. The BSW and MSW programs make up the Department of Social Work located within the College of Health and Human Services. This Department, as a whole, has grown significantly over the past 20 years. Members of our faculty have an extensive range of educational, practice and teaching backgrounds.

Pictures and educational background of all staff and faculty can be found at <https://www.wku.edu/socialwork/staff/>

Social Work Core Competencies and Behaviors

Field education is the “signature pedagogy” of social work education; it is the pivotal transformative experience in progressing from “social work *student*” to “social work *professional*”. The core competencies are the learning outcomes for this course. Upon successful completion of SWRK 560, 561, 660, and 661 (along with evidence drawn from social work coursework), students are expected to demonstrate achievement of the nine core competencies (left hand column below) as evidenced by the associated behaviors.

Each competency will be measured in terms of knowledge, values, skills, and cognitive and affective processes.

According to the 2015 Educational Policy and accreditation Standards issued by the CSWE, students completing an MSW Program curriculum should accomplish the following:

Generalist Year

Competency	Expected Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	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
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
	Use technology ethically and appropriately to facilitate practice outcomes
	Use supervision and consultation to guide judgement and behavior
Competency 2: Engage Diversity and Difference in Practice	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
	Present themselves as learners and engage clients and constituencies as experts of their own experiences
	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	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
	Engage in practices that advance social, economic, and environmental justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Use practice experience and theory to inform scientific inquiry and research
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
	Assess how social welfare and economic policies impact the delivery of and access to social services
	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,	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Families, Groups, Organizations, and Communities	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	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
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
	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	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
	Facilitate effective transitions and endings that advance mutually agreed-on goals
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Select and use appropriate methods of evaluation of outcomes
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specialized Year

Competency	Expected Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	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 a rural context
	Use reflection and self-regulation to manage personal values and maintain professionalism in rural practice situations
	Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication both in rural communities and in practice settings
	Use technology ethically and appropriately to facilitate advanced practice outcomes in rural settings
	Use supervision and consultation to guide judgement and behavior
	Actively participate in professional social work associations/organizations

	Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.
Competency 2: Engage Diversity and Difference in Practice	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings
	Present themselves as learners and engage rural clients and constituencies as experts of their own experiences
	Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse rural clients and constituencies
	Analyze the holistic and systemic nature of problems in rural settings taking care to attend to the special factors of rurality such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice in rural contexts
	Advocate for appropriate resources and equal access to political, economic, and social power for rural clients
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research
	Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	Integrate and adapt research evidence to inform and improve practice, policy and service delivery in rural settings
Competency 5: Engage in Policy Practice	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in rural settings
	Assess how social welfare and economic policies impact the delivery of and access to social services in rural areas
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in rural settings
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with rural clients and constituencies
	Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse rural clients and constituencies ensuring informed consent
	Discern the most appropriate engagement strategy according to each practice context
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural clients and constituencies
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from rural clients and constituencies
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies in rural settings

	Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies and preferences of clients and constituencies
	Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critically choose and implement interventions to achieve practice goals and enhance capacities of rural clients and constituencies
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with rural clients and constituencies
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings
	Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation
	Negotiate, mediate, and advocate with and on behalf of diverse rural clients and constituencies
	Facilitate effective transitions and endings that advance mutually developed goals
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Select and use appropriate methods for evaluation of outcomes in rural settings
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for rural clients and constituencies
	Critically analyze, appraise, and evaluate intervention and program processes and outcomes in rural contexts
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels in rural settings

The goals of the field practicum are:

- To provide MSW students the opportunity to consciously reflect upon and critically integrate course knowledge, skills, values, and cognitive and affective processes learned in earlier social work courses with real field experiences;
- To provide students with support and opportunities necessary to demonstrate their integration and application of the nine core competencies identified by the Council on Social Work Education.

Through practice of social work tasks identified in the students’ learning plans, along with discussions, activities, and assignments, students will review concepts and practice integrative thinking/doing in their emerging professional work. In order for students to adequately demonstrate competence in each of the core areas, there will be an emphasis in practice classes on students:

- Understanding each competency area and the discrete behaviors that together provide evidence of competent practice;
- Employing critical thinking and social work professionalism to approach field tasks

- Exploring what they do not know (or do not consider), and designing activities that will assist them in gaining required knowledge, skills, and values
- Reflecting upon and evaluating their practice in relation to the NASW Code of Ethics
- Learning to skillfully and graciously give and receive feedback related to performance as advanced level professional social workers
- Becoming consultants and coaches for each other by asking questions that support critical thinking and principled actions in the field

Approval Process for Field Placement Agencies

The Field Director approves Instructors and Agency Task Supervisors for field placement. All placements, including work-site placements, must be in approved agencies and under the supervision of approved Field Instructors. All agencies, including worksite placement agencies, must go through the field procedure for approval prior to enrollment of students in field placement at that agency. The agency approval process for new agencies is as follows:

- An authorized agency representative completes and submits an Agency Application/Field Instructor Agreement
- The Field Director makes a determination of eligibility as a field site.
- Approved agencies will be encouraged to provide position descriptions.
- Approval is ongoing with the Field Director and instructors sharing the mutual responsibility for updating the Affiliation Agreement/Agency Application/Information Sheet as agency circumstances or personnel change.
- In the case an agency is denied approval, appeals may be made in writing to the Program Director. In consultation with the Department Head, the Program Director will then render a final decision of eligibility.

In the course of the above process, an agency is approved according to the following process:

- The Field Director or designee vets the prospective agency/staff.
- The Field Agency Application/Information Sheet indicates that one or more programs offer suitable placement opportunities for students. These opportunities are congruent with the goals and outcomes of the program.
- A MSW holding a degree from an accredited program and who has two years of experience and is in compliance with state licensure laws is available to serve as a Field Instructor. (Note: In some instances, an agency board member or community partner, a community practitioner with a relationship with the agency, a contracted community practitioner, or a faculty member may serve as a Field Instructor if this is agreeable to all concerned parties. In this case, the agency and Field Director agrees on an agency-based task supervisor.
- Being in compliance with the state Social Work Licensure Board (may be licensed or exempt)
- Willing to submit a current vita or resume and copies of their diploma and/or social work license
- Willingness to attend WKU's Field Instructor trainings and orientation sessions

- The agency and Field Instructor indicate willingness to participate actively in the student's learning process and to abide by the agency policies and the policies contained in this Field Manual.

WKU MSW Field Student Placement Procedures

The field process not only follows an orderly progression, it also attempts to seek an appropriate "fit" between students and their field environments.

Once the placement has been approved and finalized, the director will send an Approval Letter giving further directions.

Steps to Begin the Field Placement Process

1. **Submit Field Application-** When students are notified by the Field Director, they will need to complete a Field Application form and submit it immediately. All applications should be submitted **six weeks prior to the beginning of the semester** (at the latest), or placement may be delayed or denied.
 - The director will notify the student about possible placement options available and the contact information, so he/she can set up an interview for placement. It is the student's responsibility to actively pursue the placement, and report back to the Field Director if a problem arises. If the student fails to set up an interview, as requested by the Field Director, placement for the semester can be denied. Once the interview has occurred, the student will report back to the Field Director about how the interview went and if they were offered/accepted a placement at that agency. If the student does not wish to accept the placement (with good reason, as determined by the Field Director), another interview will be set up. Failure to accept a placement without good reason, or failure to accept the second placement offered, may be grounds for termination from field.
2. **Attend Field Orientation and Meet with Field Director-** The Field Director or designee will attend the MSW orientation to meet students and provide an orientation to field. Students may also schedule an additional appointment or phone call to discuss field placement with the Field Director.
3. **Placement Interviews-** Students must watch their WKU email. Once the student completes and returns the field application, the Field Director will email the student using the students WKU email and suggest an agency for the student to contact. Students are welcome to suggest new field settings, however, students are not to contact an agency without the Field Director's permission and are only to contact one agency at a time.

Preparing for the Agency Interview

Placements require a preliminary interview. The Field Director will inform the student of the agency placement contact information. The student takes the initiative to schedule the interview. If the contact person cannot be reached, the student finds out when that person will be available and calls back at that time. When leaving phone messages, students should leave their name, a return phone number and mention that they are WKU social work student and are calling to set up an interview for field placement. The student may also be directed to email the agency contact to set up an interview.

Once the agency contact person is reached, a date and time for the interview are set. Placement interviews should be handled like job interviews, which require appropriate professional attire, behavior, and some background knowledge about the agency.

Before the interview, the student might find it helpful to review the agency's website and check the agency files in the Field Education Office to obtain more information about the agency.

The Interview

During the interview, the student learns about the requirements of the particular placement and the educational opportunities available at the agency. The interview is a two-way process. Students should have clear goals and learning priorities and be prepared to ask specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc. Suggested questions are provided below:

Suggested Interview Questions

1. What kind of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction does a student have with other students and with permanent staff?
8. What opportunities exist for inter-professional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills do you hope a student will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?

13. How are students helped to handle issues of diversity regarding age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?

Students should be prepared to answer questions about their background, educational and career goals, and why they might desire that particular placement. At the interview, agency personnel assess the student's level of interest and suitability for the general type of assignments they have in mind. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the agency and the student, the Field Office should be informed at once by the student and/or the Field Instructor.

Failure to Place

If the agency fails/refuses to offer a student an interview or placement based on students attitude, phone etiquette, appearance, maturity level, emotional state, reputation or performance in the interview (or with other good reason, as determined by the Field Director), another interview will be set up with another agency. If the second agency fails/refuses placement based on the student's performance in the interview (or with other good reason, as determined by the Field Director), this may be grounds for administrative withdrawal from field courses.

Timeline for Starting Field Placement

Students must have a placement and begin earning hours by the 5th week of the semester. Students are strongly encouraged to start their placement within the first two weeks of the semester so as not to get behind on hours and journal assignments. If a student has not secured a placement and started hours by the 5th week of the semester, this is grounds for being dismissed from both field and the co-requisite practice course.

Online Pre-Field Orientation and Assignments

Pre-field Orientation and Training Assignments are mandatory. Students will complete pre-field training, which is a combination of online topics/assignments, classroom orientation and agency orientation with the Field Director. (Online pre-field assignments are not counted as field hours.) The Field Liaisons will monitor compliance of student's on-line activity. Failure to complete on-line assignments will delay placement and could cause withdrawal within 10 days of start date.

Field Hours

MSW Generalist (first year MSW) students spend a minimum of 400 hours (200 hours each semester). Students in their Specialized year (second year/Advanced Standing) spend a

minimum of 500 hours (250 hours each semester) in a social service agency as part of the major degree requirements (excluding pre-field orientation hours). Field hours represent a significant percentage of the student's academic credit hours. This credit reinforces the importance of field instruction as the laboratory of testing ground for social work majors. Pre-field hours will not count as field hours. Students may count up to 16 hours of training each semester as field hours, if the agency approves/sponsors the training/in-service.

Field hours begin the first week of class (each semester) and ends the week before finals. You cannot begin early or stop early. Finals week may be used to finish up hours and final evaluations, if needed. First year students in the traditional two-year program may begin placement within the first four weeks of the beginning of the first semester.

Field hours must extend over the entire semester. The only exception to this rule is "mandatory orientation" of the agency that is only scheduled prior to placement date. Exceptions (military duty, maternity, etc.) must be approved by the Field Director.

Students may complete no more than 20 hours during the school breaks, between semesters. These hours may be counted in semester two. Students must talk with their Field Liaison and seek permission to accrue 20 hours between the semesters. Access to field supervision during this time is required. This is to provide continuity of services to the clients.

Field Standards- Expectations for the Student

1. The student is expected to meet the course requirements for each level of field instruction and be in good standing.

Prerequisites for SWRK 560: Admission to the MSW program and Co-requisite: SWRK 520.

Prerequisites for SWRK 561: Successful completion of SWRK 520 and 560 and Co-requisite: SWRK 522.

Prerequisites for SWRK 660: Admission to the MSW Advanced program or successful completion of all required 500 level MSW courses.

Prerequisites for SWRK 661: Successful completion of SWRK 660 and 620. Co-requisite: SWRK 622.

Only students meeting this criteria are eligible to be in field courses and complete field placement hours.

2. The student will adhere to the *NASW Code of Ethics*. The student is expected to read the *Code of Ethics* prior to their first week of field placement. Failure to follow these

ethical standards may result in termination from the field practicum and/or the SW Program.

3. Any student enrolled in the university assume an obligation to conduct themselves in a manner compatible with the WKU Student Code of Conduct.
4. The student will engage in culturally competence practice, as defined by the *NASW Standards for Cultural Competence in Social Work Practice*.
5. It is mandatory that the students maintain the confidentiality of agency records.
6. The student will not alter the program requirements or any other condition of his or her field placement without the permission of the Field Director, Field Liaison, and the Field Instructor.
7. The student will adhere to the Agency's schedule of holidays, closings, etc. Students must consult with their Field Instructor to negotiate time off during these breaks in the academic calendar. The student will adhere to the Agency's schedule of orientation and in-service training as a requirement of his/her practicum.
8. If a student misses field time, for any reason, the student must make up the time.
9. The students must keep a record of the number of hours they work in the field and use the Timesheet found on the field website to submit their hours by the due date set by their Liaison in the field syllabus.
10. The student is expected to retain their original Learning Plan/Evaluation, all journals/assignments, timesheets and other related work products until they have completed the program. The fully completed Learning Plan/Evaluation will be turned in to the Field Office at the end of Semester 2 of Field.
11. The student will sign a statement that they have read and understand this Field Policy Manual.

Special Requirements for Field Placements

Criminal Background Check

A growing number of agencies serving as field sites require students to undergo a criminal background check, fingerprinting, child welfare check, immunizations, as well as other additional requirements. Students desiring to complete placement in these organizations must comply with agency requirements for special screening. Although most agencies cover all or at least some portion of the costs for these special requirements, students will be expected to obtain all required screenings at their own expense, if not covered by the agency.

It is the responsibility of the student to be forthcoming regarding any issues that may affect his or her ability to perform effectively with clients or with other related field assignments.

Having a criminal history including, but not limited to: a misdemeanor or felony related to alcohol/drugs (PI, DUI), threats/assault/restraining orders, destruction of property/theft (including shoplifting or bad checks), domestic violence or child abuse/neglect charges, etc. does not necessarily mean you will be rejected for a field placement, however, if a student does not disclose his/her criminal background on the application, and later a criminal history is discovered, this will be grounds for dismissal from the program.

Students with a criminal background may be requested to schedule a meeting (phone call or face to face) with the Field Director to have a better understanding of field placement options and limitations.

Obtaining Professional Liability Insurance

All students must have verification of professional liability insurance prior to entering field, NO EXCEPTIONS. Insurance forms are available from Field Website. Students who hold professional liability insurance through their employers should verify coverage with their carriers and the Field Director. The Field Director will require a written statement from the carrier that coverage will extend to practicum activities. The Department requires a minimum individual coverage of \$1,000,000 occurrence/\$5,000,000 aggregate. Failure to apply for coverage early in the application process (30 days prior to the first week of class, in any semester) may cause a delay in the start date of field placement.

Students will NOT be allowed to enter field placement and/or have client contact without proof of professional liability insurance. There will be no exceptions. Failure to qualify for or obtain liability coverage by the beginning date of practicum will result in a student not being allowed to begin field placement and possible withdrawn from the field courses. If students do not provide proof of coverage within 10 days of the start date of the placement, he/she may be withdrawn from field course and from the corresponding practice course.

Driver's License and Transporting Clients

Students must have reliable transportation to and from field placement. If students will be driving as part of their field experience, they must possess a valid driver's license as well as auto insurance. If the agency requests, and if the student chooses to transport clients, as part of the field duties, an insurance rider on your personal policy is highly recommended. WKU has no responsibility for any transportation issues.

Home Visits

Home visits may be a routine responsibility of a student's field placement, depending on the agency and the program services.

Safety

Student safety is a priority for the Field Office and the Department of Social Work. Students must follow the agency's guidelines on Universal Precautions. All students must follow Center for Disease Control, state guidelines, and agency protocol regarding public health matters.

If a student has any safety concerns regarding their field agency, the concerns must be reported to the Faculty Field Liaison and to the Field Director immediately.

Agencies are expected to take reasonable measures to ensure the safety of each student. At a minimum, the same security and safety procedures provided to the staff must be provided to the students. In certain circumstances students may need additional support and security.

Students are encouraged to have their own personal cell phone, if they are interning at an agency where they do not have access to a telephone when working with clients.

All personal safety incidents, (e.g. an accident during placement which may have resulted in student injury or a case of sexual harassment or stalking) must be reported immediately to the Field Director by either the student, Field Instructor or Faculty Field Liaison.

WKU maintains a record of student accidents/incidents and most agencies will require an incident report to be completed as well. The Field Director will provide the student with a WKU incident report to be completed and filed in the student file and sent on to the WKU Environmental Health and Safety office for record.

Emergencies

In the case of an emergency off campus (e.g. crime, injury, fire, etc.) call #911 and be prepared to report:

- a) the nature of the emergency;
- b) the exact location of the emergency;
- c) your name and callback phone number in case further information is needed.

Employment

Many students in the program are employed either on a part-time or full-time basis. Those students are expected to negotiate with their employers the required time necessary to be available for their practicum during the usual business hours of the field agency. Evening and weekend placements are difficult to find and are not guaranteed. (*See Worksite Placements*)

Worksite Field Placements

Use of a student's agency of employment as a practicum site will be facilitated when possible as a means of meeting the program's mission to prepare social workers to meet the needs within

the WKU service area. In order to maintain quality education, such placements are carefully developed and supervised. The student, employment supervisor, agency administration, Field Instructor, Field Liaison and Field Director are involved in this process. Policies have been developed that are designed to ensure new learning experiences in such situations. It should be noted that the program does not guarantee approval of worksite placement.

- The agency must be able to meet the educational outcomes of the program and requirements of CSWE. This includes the availability of a Field Instructor who holds a BSW (for BSW students) or MSW (for MSW students) from an accredited program and two years of post-BSW/MSW practice experience. WKU includes the additional criterion of compliance with state licensure laws.
- A student who is employed at a social service agency and requests a “worksite placement” must submit a completed Worksite Placement/ Evaluation Request form to be approved by the Field Director. This form requires specificity and clarifies the distinction between employee and learner roles. (For example, students are asked to identify a minimum of three ways in which their practicum activities and responsibilities differ from their regular employment responsibilities. A form has been developed that requires students to map out in advance tentative activities and responsibilities for each semester that worksite placement is likely to be requested. This shows not only that each semester’s activities differ from employment responsibilities but also from other semesters.)
- Clear separation of the student’s learner and employee roles are emphasized. The student’s employment supervisor may not serve as the same student’s Field Instructor. They are asked how other agency personnel will distinguish between their two separate roles. WKU faculty or contractual community MSWs may act as external Field Instructors. The same faculty member may not serve as the student’s Field Liaison and Field Instructor. If a suitable arrangement cannot be reached, the student must be placed elsewhere.

One of the disadvantages of a worksite placement is the fact the student’s field placement will be dependent on their employment status. If the student quits or loses their job for any reason, it will jeopardize their field placement, which in turn can jeopardize their completion of the program.

The Field Liaisons will review the student’s worksite evaluation approval prior to accepting/signing the student’s Individual Learning Plan, to check for consistency.

Conflict of Interest

To ensure each student an objective-learning environment, including a sound evaluation of student performance in the field setting, students are expected to immediately notify the Field

Director if a conflict exists. The Field Director can then assess the appropriateness of the placement.

Examples of conflicts of interest may include, but are not limited to, the following:

- Student placement at agency directly working with or being supervised by a relative
- Student or his/her immediate family member receives services at the placement agency

Americans with Disabilities Act

The Americans with Disabilities Act provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunications services. Besides physical access, the ADA mandates program access, which includes electronic media and web pages.

If you require special accommodations, you must provide the Field Director with documentation from the WKU Student Accessibility Resource Center (phone number 270-745-5004) explaining the nature of the required accommodations prior to the placement process.

Equal Employment Opportunity, Affirmative Action, and Title IX Statement of Compliance

Western Kentucky University (WKU) is committed to equal opportunity in its educational programs and employment. The University is an Equal Employment Opportunity/Affirmative Action employer, and does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniform service, veteran status, pregnancy, childbirth or related conditions, or physical or mental disability. On request, WKU will provide reasonable accommodations, including auxiliary aids and services, necessary to afford an individual with a disability an equal opportunity to participate in all services, programs, activities, and employment.

The University has published policies and procedures for investigating and/or addressing discrimination or harassment in its educational programs and/or employment. If you believe you have experienced discrimination or harassment in such programs, activities, or employment, policies and procedures are included on the following website: <http://www.wku.edu/policies/> (WKU Policies), in addition to the WKU Student Handbook, and Undergraduate and Graduate Catalogs. These publications, including information about University procedures, are available on the University's website (www.wku.edu), at:

WKU Policies: <http://www.wku.edu/policies/>

WKU Student Handbook: <http://www.wku.edu/handbook/>

WKU Undergraduate Catalog: <https://catalog.wku.edu/undergraduate>

WKU Graduate Catalog: <http://catalog.wku.edu/graduate>

The following person has been designated to serve as the University's Title IX Coordinator:

Ms. Deborah Wilkins
Title IX Coordinator / Senior Advisor
Wetherby Administrative Center, Suite 101
1906 College Heights Blvd. #11001
Bowling Green, KY 42101-1001
deborah.wilkins@wku.edu
(270) 745-5398

Information regarding WKU's Title IX compliance, policies, and procedures may be found on the following website: <http://wku.edu/titleix/>.

Drugs and Alcohol

The misuse of drugs and alcohol by a field student is incompatible with the goals of the Social Work Program. Those in need of assistance in dealing with such problems are encouraged to seek the confidential services of the WKU Counseling Center, located in Potter Hall (phone number 270-745-3159) or the Student Health Center, located in the WKU Health Services building (phone number 270-745-2273). *Misuse of drugs and/or alcohol will be grounds for termination of a student from the program. Substance misuse of any kind will impair a student's judgment and the ability to work effectively with clients in the field practicum setting.*

Drug Screens and other Assessments

Field students may be asked to provide drug screens/assessments (of any type, including mental health) as a part of the admission/continuation of field (at any time), by the Field Director, Program Director, or the field agency. Students refusing to provide requested assessments/test results, or testing positive must immediately notify the Field Director. Failure to do so will result in termination from the program.

Responsibilities Once in Field Placement

Learning Plan

- Students must submit a Learning Plan within four weeks of the beginning of their field placement. Since faculty want students to have the best practice experience possible, some standardized learning tasks have been developed to enhance learning in the field. Students can make these tasks specific to their agency setting and focus. These tasks are designed to help students gain practice in the knowledge, values, skills, and cognitive and affective processes embedded in the CSWE competency areas.
- Students are expected to develop one or more tasks, to add to this list, based on their specific agency situation and learning needs. These additional tasks must be reviewed and approved by the Field Instructor and Field Liaison. If the student fails to complete the Plan within four weeks of the beginning of their placement, termination from field

may be initiated.

- The student will submit the Learning Plan to the Field Instructor and Field Liaison for approval/signatures, but the student is responsible for maintaining the document throughout the year. The same form is to be used for the student's evaluations at the midterms and final evaluations each semester. It is the student's responsibility to obtain all needed signatures and maintain the documents. At the conclusion of the second semester of field, the final learning plan evaluation is to be filed in the student's permanent file. At the end of the year, it is the Field Liaison's responsibility to submit the documents (with ALL completed evaluation scores) to the Field Office for inclusion into the student's master file.
- If the learning plan is completed online, then the student needs to keep the original in a soft and hard copy, to verify changes and have signatures available for their records.

Remember the Individual Learning Plans are to encompass both semesters, so tasks and timeframes may vary from one semester to another.

Assignments- Field Journals

All field assignments are specified in the syllabi for each semester.

Journals are essential in assisting the faculty Field Liaison in guiding student learning experiences to maximize the value of field placement. Journals are the major vehicle for communicating to the faculty liaison the full range of issues, both positive and negative, occurring in the field experience and form the basis for discussion and planning for student/faculty conferences. All competency areas will be covered by a journal during the two semesters of field placement. The term client is used in generalist terms and pertains to practice at micro, mezzo, and macro levels.

Journal postings should be submitted timely. The Field Liaison will provide information to help guide appropriate discussion, emphasizing critical thinking and mutual support for professional learning and growth through respectful questioning and consultation.

Journals will be graded using a rubric provided by the Field Liaison. Students must pass all journal assignments with at least a score of 12/20 in order to show competency in each area.

Documentation of Completed Hours

At the end of each semester when the final evaluation is done, the liaison will sign it. This also serves as the Documentation of Completed Hours. Hours must be completed prior to liaison signature. The liaison will review the monthly timesheets to track total required hours completed. This is the official documentation that all required field hours have been completed.

Notification of Student Concerns in Field

Step 1: Field Instructors, Task Supervisors, Faculty Field Liaisons or any others involved in the student's field placement who have concerns regarding a student's field performance, professional conduct, an ethical violation/dilemma, emotional state/mental health, substance misuse, or academic performance should express their concern first with the student, faculty, Field Liaison and/or the student's advisor.

Step 2: If the concern is field related, and cannot be resolved by the Liaison, the Liaison will submit the concern in writing (via email or use of the Professional Concerns form) to the Field Director.

Step 3: The Field Director will contact the student. The student may be asked to meet with the Field Director and/or Advisor regarding the concern.

Step 4: If successful resolution cannot be reached, either for practical or for policy-related reasons, the Field Director will notify the Program Director to bring the issue before the MSW faculty at a program meeting. The student will be invited to attend the MSW program meeting to discuss the concern.

Step 5: The student's advisor or the Program Director will notify the student in writing of the MSW faculty program meeting resolution.

Step 6: if the student does not agree with the resolution, the student must send a written appeal to the Program Director within 5 working days.

This policy is written only to assist with communication and in no way intends to circumvent the termination process, or the student grievance policy. At any point, the student is free to follow the grievance policy set forth in the Student Handbook. Students are expected to adhere to this order of communication.

Placement Reassignment/Termination Procedures

There are numerous reasons that arise which may cause a need for reassignment or termination after the student is in placement. Each situation will be explored and the outcome will depend upon the nature of the situation.

- Many situations may be resolved by the Field Director.
- Some situations may need to be resolved by engaging the Program Director and/or MSW Program faculty. The MSW Program faculty will be convened as needed. The student may request to appear before the MSW Program faculty to discuss the situation personally.

- The Field or Program Director will inform the student in writing of the committee's decision. If the student does not concur with the decision of the committee, the student can appeal as specified in the Student Handbook and the Graduate School Catalog.

When a placement is disrupted/changed, potential transferability of hours accrued will be determined by the Field Director and/or MSW Program Faculty. However, the student's new agency must agree to accept a student for a reduced number of hours for the transfer of hours to be finalized. The student will be notified in writing of the outcome.

Agency Issues/No Fault of Student

If the agency is unable to continue to offer educational opportunities and the student is doing acceptable work, the Field Director will consult with Field Liaison and make a reassignment as quickly as possible. In this case, all accrued hours will be transferable, pending agreement by the student's new placement agency.

Student Request

If a student is requesting a change in placement, the request must be made in writing to the Field Director and only after serious consideration and consultation with their Field Liaison and Instructor. Any reassignment is contingent on the availability of an appropriate substitute placement and determination of compelling reason for the change, by the Field Director. If the request is without a compelling reason, the Field Director may deny the request, or request consultation during a MSW Program meeting. If the reason is compelling, the Field Director will find another placement for the student and inform interested parties. The student should understand that alternate placement options might be severely limited.

Transferability of hours is at the discretion of the Field Director and/or MSW Program faculty decision and the student's new placement agency.

Involuntary Agency Termination/Reassignment Process

If the student is involuntarily terminated from an agency, the agency Field Instructor is requested to state in writing the reasons for the termination after meeting with the Faculty Field Liaison. The agency's decision to terminate a student is final.

Step 1: If the student wishes to pursue a reassignment and continue in the program, he/she must submit in writing a request for reassignment and address the concerns of the terminating agency in writing, within five days from the termination notification by the Field Director. The student may contact the Field Director to discuss the reason for termination prior to writing their appeal.

Step 2: The Field Director will either approve or deny the request for reassignment,

based on the reason for termination. At the discretion of the Field Director, the Field Liaison may also be consulted. Alternatively, the Field Director may refer the student directly to the MSW Program faculty for review, based on the situation. If referred to the MSW Program faculty for review, the process goes directly to Step 4.

Step 3: The student may appeal the Field Director's decision and ask the MSW Program Director for an MSW Program faculty meeting to review and assess student's readiness for reassignment. The student must appeal to the MSW Program Director within five days of notification of the Field Director's decision, otherwise they are considered terminated from field.

Step 4: The MSW Program faculty will determine the appropriateness of possible reassignment or termination from field and/or consequently, from the Program. Policies governing termination from the Program may be found in the Student Handbook.

If a student is involuntarily terminated a second time, during his/her social work program, the student will be terminated from Field without convening MSW Program faculty.

If a student is involuntarily terminated from an agency and is given the option to remain in the Program, hours previously completed are not counted toward the fulfillment of required hours and total hours for that semester must be completed after the date of reassignment. In practical terms, this means that a student who cannot complete the total number of hours in the weeks remaining in the semester, must wait until the following academic year to enroll in practicum and the corresponding practice course.

WKU Administrative Removal of a Student from Field

In rare instances, a student may be removed from a particular practicum site or from the field internship program. Reasons for such an administrative decision are congruent with the MSW Student Handbook. In the event that such action is contemplated, the student will meet with her/his Field Liaison who will notify the Field Director and Program Director, who will convene a MSW Faculty meeting. After careful deliberation, the committee will reach a decision regarding possible removal of the student from field course. If the student does not concur with the committee's decision, she/he may follow the grievance procedures outlined in the MSW Student Handbook. Removal from field necessarily results in removal from the concurrent practice class and/or possibly, from the Program.

Program Termination

Students are subject to termination from the Program if removed from field courses for any reason; and, students are subject to termination or suspension from the Program during their participation in field under the same terms and conditions as outlined in the MSW Student

Handbook.

Field Practicum Evaluation/Grading

Students will be graded on the basis of their completion of field requirements and their professional skill development based on meeting the Competencies and Field Journals. PASS/FAIL grades will be assigned by Field Liaisons after consultation with agency Field Instructors and students.

Students must demonstrate competency in each of the nine competency areas. Each competency area has specific behaviors that students are expected to successfully demonstrate in order to be competent in that particular standard. Instructions for rating the Learning Plan Evaluation can be found on the front page of the Learning Plan.

Students must pass field, and score at least a 12/20 on each journal (based on the rubric in the syllabus), in order to advance to semester two. Students must pass field in semester two and score at least a 12/20 on each journal (based on the rubric in the syllabus) in order to graduate, or progress to the next field class.

Planning for the final evaluation should actually begin at the start of the semester. All parties—the Field Instructor, student, and Field Liaison—should review the core competencies and behaviors in order to ensure that the criteria are met over the course of the semester. Each Liaison visit/contact will include a discussion of how the core competencies and behaviors are being met and to brainstorm ways of meeting any that seem to be problematic. Any such difficulties should be addressed well in advance of the final evaluation.

Field Liaisons may use the University supported video conferencing software to conduct field visits with students and Field Instructors rather than driving to the agency. Check with the Field Office if there are questions as the University supported software may change. It is important to use the University software for FERPA purposes.

Students are evaluated at midterm and at the conclusion of each semester based on their performance on the behavioral indicators within each of the core competencies. Field Instructors and students are asked to complete evaluations using a copy of the Individual Learning Plan independently, compare results, and reach an agreed-upon conclusion prior to the Field Liaison's visit. Spaces for commentary are provided. These should address strengths, areas for continued learning, and any other areas deemed noteworthy by any of the three parties. Again, it is anticipated that any concerns will have been addressed well in advance of the final evaluation.

Individual Liaisons have the option of requesting that a copy of the evaluation be submitted 48 hours in advance of the final visit. Liaisons are responsible for officially assigning final grades for field students.

Any student who believes that he/she has been unfairly graded must follow the University appeal procedures outlined in the MSW Student Handbook and Graduate School Catalog.

Evaluation of Field Process

Upon completion of the final semester of field, students, Field Instructors, and Field Liaisons will be asked to complete an evaluation of the field process and experience. This survey will be completed online. The Field Office will send a link for all parties to complete the evaluation. The information will be utilized by the Field Office to evaluate the overall placement experience including the field office and seminar processes as well as the appropriateness of agencies and Field Instructors to ensure quality placements for students.

Sharing Evaluation Results

A summary of the learning plan evaluation (competency scores) information will be shared in aggregate on the WKU MSW Program Webpage. All results will be compiled in summary format in order to protect student confidentiality.

Agency University Relationships and Responsibilities

The Agency and University share the responsibility for instruction of field students in a partnership relationship, each performing different functions in this relationship. Multiple individuals work together to make this partnership successful, including Field Instructors, the Field Director and faculty Field Liaisons.

Expectations for the Agency

- The agency's director should be committed to the agency's participation in professional social work education.
- An employee of the agency should be designated to serve as the contact person to work with the school.
- The agency and the School will enter into an agreement regarding the mutual expectations for affiliation prior to a student being accepted for placement.
- The agency will provide reasonable physical facilities necessary to accommodate the student and also provide a reasonable orientation to the agency.
- Agencies must be willing to participate in video conferencing or in person meetings as needed with the Field Director, Faculty Field Liaison, and other Field Staff. This may include the initial field site set up to provide a visual of agency, space for student to work during their field hours, etc. in order for the Field Office to determine appropriateness of site for student placement.

- The agency should consistently provide the variety, quality and quantity of learning experiences appropriate for the level of field education: Generalist year (BSW and 1st year MSW) and/or MSW Specialized year. This includes providing opportunities for students to have face to face client contact.
- The agency will be expected to assure the availability of case material and work activities for instructional use by students. This material would be subject to the guidelines of confidentiality.
- The agency should reimburse students for agency-related travel expenses from the agency to home visits, etc.
- The agency should provide the opportunity for students to attend staff meetings and participate in other collaborative and professional exchanges.
- In the case of working with a faith-based agency, the agency may provide the opportunity for students to attend and participate in spiritually-oriented activities; however they must respect the student's decision as to whether or not to participate.
- The agency should allow its Field Instructor's adequate time for student supervision and other meetings pertinent to this role.
- Agencies should have formal safety policies and procedures. These procedures should be discussed with students at the beginning of placement and completed as part of the orientation checklist the student turns in with their Initial Field Information sheet to their Field Liaison.

Field Instructor Orientation and other trainings provided:

- WKU offers Multimedia as well as face to face training/information to instructors
- Free CEU credit offerings during each semester
- Orientation and Field Instructor training each year

Contracts

Each agency will be required to sign a CHHS Affiliation Agreement or an approved agency contract prior to student placement. The Memorandum of Agreement between the agency and the Social Work Department is signed by the Associate Dean of the College of Health and Human Services, the Social Work Department Head and an appropriate agency administrator/supervisor.

Orientation to the Agency

Orientation to the specific agency and its clients is the responsibility of the agency Field Instructor. It is generally recognized that some form of planned orientation is beneficial to students. Essential to the orientation process is agency-based HIPAA training, if applicable, worker safety and emergency procedures for the agency. Faculty Field Liaisons, in conjunction with agency Field Instructors and students, are responsible for planning and implementing an agency orientation program that will enable the students to become familiar with agency policies, procedures and the student role. During the first two weeks of placement, the student will complete the "Initial Placement Information" form and submit this to the Field Liaison. This form includes geographical information as well as a list of orientation elements. Liaisons will review the orientation checklist to insure proper orientation.

Roles of Field Staff

Role of the Agency Field Instructor

Field Instructors, employed by community agencies, are selected by the agency on the basis of their practice competence and their positive approach to a generalist social work education. The social work students' whole practicum experience revolves around the Field Instructor. *The agency Field Instructor must schedule at least one hour of formal supervisory conference with the individual student on a weekly basis.*

Although they do not have University appointments, the contributions they (and their agencies) make to Social Work education are incalculable. Their responsibilities include:

1. Arranging for student orientation at the beginning of field placement
2. Consultation with the student and liaison in developing a Learning Plan
3. Providing weekly supervision and evaluation sessions for the student. If at any time the student's level of performance is questionable, informing the student and faculty liaison;
4. Providing instruction in agency recording requirements and other agency procedures and policies;
5. Providing a stimulus for students to be involved in department planning, relevant community and professional events, and suggesting appropriate reading materials;
6. Providing practice experiences, assisting students in goal attainment and providing feedback;
7. Assisting in evaluation, both oral and written, at the midterm and final meetings as well as engaging in final evaluation sessions with the students; and

8. Attending training seminars conducted by the Department of Social Work when able.

Role of the Task Supervisor

In recognition of the fact that the students' experience in an agency can be enhanced by interaction with non-BSW/MSW social service professionals, some agency Field Instructors may assign some supervisory responsibilities to a task supervisor. The task supervisor is selected by the agency Field Instructor based on the preceptor's experience or expertise in a particular area of service delivery. The preceptor may be from professional disciplines other than social work such as marriage and family counseling, psychology, occupational and recreational therapy, etc.

The involvement of a task supervisor is at the discretion of the agency Field Instructor, but a task supervisor does NOT replace the agency Field Instructor nor reduce or diminish any of the agency Field Instructor's responsibilities as listed above.

Both the task supervisor and agency Field Instructor are encouraged to develop clear avenues of communication as it relates to the students' progress through the practicum. Ultimately, the agency Field Instructor remains solely responsible for the student's field training experience and holds vicarious liability for the student's field performance.

Role of the External Field Instructor

Occasionally there is an excellent educational opportunity with an agency; however, that agency may not have an MSW staff person available as a Field Instructor to supervise the student. In this circumstance, an external Field Instructor may be obtained to provide the MSW educational supervision for the student, while the agency employs a Task Supervisor who provides the student with daily assignments, tasks and supervision. The external Field Instructor will have a BSW or MSW degree and a minimum of two years post graduate social work experience.

The external Field Instructor is expected to work closely with the Task Supervisor in obtaining input regarding the student's practice tasks and performance. The external Field Instructor will fulfill all the expectations required of Field Instructors of the Social Work Department.

Role of the Field Liaison

The Field Liaison serves as a bridge between the practice community and the school, and to insure a valuable field learning experience for the student. The liaison is responsible for:

1. Communicating and interpreting (if needed) the curriculum to the individual Field Instructor;
2. Where necessary, training Field Instructors in supervisory techniques;

3. Assuring that the educational focus of the placement is maintained;
4. Assuring that time expectations and practice assignments are appropriate, and, where not appropriate assisting the Field Instructor in developing additional assignments/tasks;
5. Participating in the development of student field outcomes and tasks, and monitoring/revising educational learning plan as needed;
6. Evaluating student progress at mid-term and end of each semester;
7. Assessing the communication between the student and Field Instructor, and, where problematic facilitating problem solving;
8. Responding to problems raised by student, Field Instructor or identified by the liaison;
9. Assessing the experience provided by the agency and transmitting that information to the Fieldwork Director via formal or informal mechanisms;
10. Reviewing and monitoring the student's pre field assignments, journals and recordings;
11. Bringing to the attention of Field Director and Social Work faculty any student who is experiencing difficulty in field;
12. Monitoring the final evaluations and grading student field assignments.

These roles are implemented through telephone, e-mail, school, and agency visit contacts.

- MSW Field Liaisons are expected to have a minimum of three contacts with the agency Field Instructor during each semester (two face-to-face agency visits and a phone conference call). University supported video conferencing software may be utilized to conduct field visits with students and Field Instructors rather than driving to the agency. The third contact may be a conference call with the Field Instructor and student at the beginning of the second semester or at midterm of the first semester of field. The student should be present for at least part of the discussion with the Field Instructor.
 - Check with the Field Office if there are questions as the University supported software may change. It is important to use the University software for FERPA purposes.
- BSW Field Liaisons are expected to have a minimum of one face-to-face agency visit per semester with the Field Instructor. The student should be present for at least part of the discussion with the Field Instructor. University supported video conferencing software may be utilized to conduct field visits with students and Field Instructors rather than driving to the agency.

Guidance for Field Liaisons

Agency Visits/Contacts

The purpose of the visit/contact is to determine how the student is doing, if the student is being assigned appropriate tasks, if there is a positive relationship between the student and Field Instructor, or to identify potential problems.

Prior to visits, tell students that you are scheduling visits. Tell them the purpose and process of the visit, and their role in the visit. Make sure that their Field Timesheets are available at the agency on the day of the visit. You will want to ask students to tell you if there are any specific issues that should be raised in the agency visit.

Preferably, the visit should be made on a day when the student is at the agency. Since one purpose of the visit is to assess student/Field Instructor communication and problem solving, and to learn about the student's perception of their learning experience, it is important for the student to be at least part of the visit. When both are present for part of the interview you will be able to assist in a problem solving process if any have developed.

Time should be set aside to meet with the Field Instructor alone, and with the student and Field Instructor together.

First Contact

- Visit or call Field Instructor, introduce self, and give her/him your telephone and e-mail information.
- Make sure that Field Instructor has received the syllabus and Field Manual and has reviewed the Field Webpage.
- Determine how the student is settling in.
- Review Field Instructor's plans for student orientation.
- Review the potential initial assignments.
- Discuss, assist and approve the Learning Plan.
- Discuss any potential problems raised by Field Instructor.
- Arrange for the first agency visit.
- Discuss with student his/her perception of the initial weeks.
- Discuss with Field Director if an agency appears to be having a major problem, or seems to be unable to fulfill our expectations.

Topics for meeting with Field Instructor alone

- Relationship building – between you as the Field Liaison and the Field Instructor

- Discuss how the student is settling in –ask how the student is beginning to integrate theoretical concepts. If this has not happened in supervisory conferences ask Field Instructor to begin to ask such questions of the student.
- Questions the Field Instructor has about the curriculum, Field Manual, expectations, assignments.
- Questions the Field Instructor has about supervision techniques.
- Have Field Instructor describe tasks/responsibilities assigned to the student and their purpose.
- Have the Field Instructor describe the process of a typical supervisory session.
- Discuss necessary changes, particularly if supervisory sessions are not being conducted on a regular basis for at least one hour a week.
- Discuss specific strengths and concerns about the student’s work.
- Discuss process for completing evaluation form (joint meeting between student and Field Instructor).

Topics for meeting with Field Instructor and student

- Review the Learning Plan – discuss how student is making progress.
- Discuss plans for coverage during breaks.
- Have student present to you and the Field Instructor what her/his assignments are, what specific competencies and behaviors the student is working on and what the student is learning.
- Discuss problematic issues raised by either the student or the Field Instructor, or items that are of concern to you.
- Develop plans for dealing with the problems (call back the agency and check with the student one to two weeks later to determine progress on the changes).
- Discuss future learning needs and additional assignments for the remainder of the semester or for next semester.

Topics for meeting with student at the agency

- Review and discuss records/reports written by student.
- Discuss any issues raised by the site visit of concern to your or the student.
- Advise Field Director if problems are identified (using Professional Concerns form).
- Present students with significant problems to the social work faculty.

Second Agency Contact

The second contact should be scheduled about half way through the semester. This is a time to assess where the student is in the learning process and make any needed revisions to the learning contract. This is a time to focus on midterm evaluation.

Topics for this contact may be:

- Discuss changes, new assignments, and new learning plans.
- Discuss level of skill developed.
- Discuss problems identified and plans for resolving.
- Review Records and Timesheets.

Make sure that you have a current list of student placements, agency names, telephone and addresses, and Field Instructor names. If the Field Instructors change, or if you have names of contact persons or Field Instructors that do not match the list, please let Field Director know of the change. If the student has a task supervisor, please let Field Director know of those changes also.

Agency Visit- Final Evaluation

This visit should occur within three weeks of finals week. During this visit the final evaluation for the semester will be completed. Each competency and the accompanying behaviors on the learning plan will be reviewed to determine behaviors demonstrated and if the competencies have been met. During the first semester, you may have NA for a few behaviors, but for the second semester it is not acceptable to have ANY non-applicable behaviors for the competencies, since all must be met by the end of the year.

- Complete Student Evaluation (first semester) and provide a copy for the Field Liaison.
- Complete Student Evaluation (second semester) and submit to Field Office, to be placed in the student master file. Students are encouraged to keep a copy of their Learning Plan Evaluation.
- At the end of the second semester of field, student, Field Instructors, and Field Liaisons are to complete an online survey of the field experience. This survey will be emailed to all parties by the Field Office.
- Advise Field Director if problems are identified (using Professional Concerns form).
- Present students with significant problems to the social work faculty.

Important Field Documents

Forms related to field can be found on the WKU Department of Social Work field website at https://www.wku.edu/socialwork/field/student_toolbox.php

Field materials specific to MSW students can be found here: [MSW Field | Western Kentucky University \(wku.edu\)](#)

Students, Task Supervisors, Field Instructors, Field Liaison, and agencies interested in becoming an approved agency can find more information about field (including a copy of the manual) on our website at <http://www.wku.edu/socialwork/field/>