



Department of Social Work

MSW Field Education Manual

**A Guide for MSW Students at the Foundation
and Advanced Levels of Practicum.**

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Preface

Field work has been heralded as the signature pedagogy of social work education (CSWE, 2008). The Field Office under the auspices of the Social Work Department at GSU provides students with optimal learning experiences in the field.

Field seminar affords students opportunities to bridge the gap between theory and practice through a process-oriented learning environment. Through the simultaneous course offerings of Field Practicum and Field Seminar, students solidify their practice skills, learn to use supervision effectively, practice self-reflection, demonstrate professionalism, model the NASW Code of Ethics, promote social justice and develop their own professional identity.

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Chapter 2 - Fieldwork

MSW Field Program

MSW Foundation Level – Objectives

After completing the **foundation curriculum** at Governors State University students are expected to be well versed in the principles of **generalist practice**. “Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (CSWE, 2015, p.11).

Students will be able to:

1. Apply knowledge of the relationship between individuals and their environment in multiple contexts including historical, cultural, biological, psychological, spiritual, and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and engage these principles in practice.
4. Practice without discrimination and respect all people regardless of one’s age, class, ethnicity, culture, ability, national origin, family structure, gender or sexual orientation.
5. Practice with respect and cultural humility.
6. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Examine and understand the history of the social work profession and its contemporary structures and issues.
8. Apply the knowledge and skills of a generalist social work perspective to practice in a variety of practice levels (micro, mezzo, and macro).
9. Use theoretical frameworks supported by empirical evidence to understand human development, behavior, and agency across the lifespan as well as interactions between individuals, families, groups, communities and organizations.
10. Gain proficiency in generalist practice with individuals and/or groups and communities.

MSW Advanced Level – Objectives

Advanced field instruction builds on Foundation field knowledge and is a departure from generalist practice. In advanced field practicum and field integrative seminar students should be able to perform with greater autonomy. Students are expected to:

The first three (3) objectives are based on the expectations of CSWE

- Analyze, intervene, and evaluate in ways that are highly discriminating and self-critical.
- Synthesize and apply a wide range of knowledge and skills with a high degree of autonomy and proficiency.
- Advance the quality of their practice and that of the larger social work profession.

GSU further expects students to:

- Consider their epistemological beliefs that guide their practice and underlying assumptions of human behavior.
- Utilize supervision to continually improve practice abilities and improve assessment, intervention, and evaluations skills.
- Critically think about theoretical praxis and use principles of logic, research, and knowledge of best practices to guide all interfaces with clients.
- Understand the intersectionality and contextual richness of clients' lives.
- Advocate on behalf of their client base and advocate for policies that challenge oppressive practices for marginalized groups regardless of age, class, color, culture, ability/disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Critically evaluate systems of oppression and understand their adverse effect on marginalized individuals, groups, communities, and the larger society.
- Comprehend sources of scientific knowledge.
- Understand human behavior across the lifespan.
- Operate within the boundaries of ethical behavior and comply with NASW standards.
- Recognize their sense of agency and advocate appropriately for learning opportunities.
- Use self-reflection in practice and exercise self-care.
- Critique their own work and recognize both strengths and challenges and work to remedy these to improve practice with clients.
- Communicate effectively in oral and written forms and display an ability to use clinical language/social work language (nomenclature).

The primary purpose of field instruction is to provide students with educational opportunities that lead to core competencies of practice in alignment with GSU's social work curricular objectives and educational standards established by the Council on Social Work Education (CSWE). Also, field education provides a bridge from conceptual to applied knowledge in social work through hands on practical application.

The Field Manual is the standard guide for Field Education in the Social Work Program at Governors State University. It presents policies and procedures to assist students, field agency instructors and GSU field faculty. The Field Manual is intended to serve as a guide regarding professional mandates, field instruction roles and responsibilities, field instruction procedures, the Field Instructor Agreement, and student performance as it relates to field and the field curriculum.

The Field Director's office is in G116. Questions related to this manual or field instruction can be directed to the Director of Field Education at 708-534-4367 or by email: jwilson7@govst.edu OR feo@govst.edu.

Field instruction is an integral part of the Social Work Degree Programs. Opportunities to integrate classroom knowledge with social work practice and develop professional skills in fieldwork settings are provided. The field experience is closely supervised by credentialed professionals. Only those students who are admitted to the MSW program and remain in good standing are eligible to enroll in field instruction courses and a field internship.

To enter field, students must meet the following requirements:

MSW Foundation

- **MSW Field Practica and Seminar** - students are *required* to have a **3.0 GPA**
- All students must enroll for the same course numbered Field Practicum and Field Seminar (e.g., 7500-02 and 7501-02 *fall semester*/ 7600-02 and 7601-02 *spring semester*)
- Students must comply with their **Plans of Study** and are highly encouraged to meet with their **Academic Advisors** *before* applying for Field.

MSW Advanced

- **MSW Field Practica and Seminar** – students are *required* to have a **3.0 GPA**
- All students must enroll in the same course numbered sections of Field Practicum and Field Seminar for both semesters – (e.g., 8600-03 and 8601-03 *fall semester* / 8700-03 and 8701-03 *spring semester*)
- Students must comply with their **Plans of Study** and are highly encouraged to meet with their **Academic Advisors** *before* applying for Field.

CSWE – Accrediting Body for Social Work Education

The Council on Social Work Education (CSWE), an accreditation organization, has been recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the nation. CSWE is a nonprofit national association representing 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, CSWE continues to provide an important partnership between educational and professional institutions, social welfare agencies and private citizens.

More on CSWE

CSWE works to ensure the preparation of competent social work professionals, promotes high quality of social work education, and strives to stimulate knowledge and curricular development to advance social justice in effort to strengthen community and individual well-being.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards:

CSWE writes, “purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally” (CSWE, 2015, p. 5).

CSWE further recognizes the role of social work educators in providing service to the profession through their teaching, scholarship, and service. As a profession, social work education shapes the profession’s future by ensuring students are well suited to the profession and are educated as competent professionals. According to CSWE, social work education not only prepares baccalaureate, masters and doctoral level students as future social workers but also serves to encourage the generation of knowledge and leadership within the professional community.

“The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.” (CSWE, 2015, p. 5)

.Source: For more information, go to: <http://www.cswe.org> 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs (2015).

Commission on Accreditation. Council on Social Work Education. Retrieved

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf>

Signature Pedagogy of Social Work

The CSWE (2015) identified field education as the signature pedagogy of social work education. As such, field education provides students with critical learning opportunities to enable them to experience real world practice situations. Students learn through active observation of clinical client interactions, shadowing, and practice with actual clients.

A major component of field education at GSU is the concurrent track of field education That takes place through both field practicum and field seminar courses. Students benefit from field integrative seminar because it provides students with consultation, guidance, peer exchange and structure to process what happens in the field in real time.

Students are expected to maximize the use of the integrative field seminar and participate fully in its process. Field integrative seminar is a weekly course taken throughout both semesters as they complete their yearlong field internship/practicum.

CSWE Core Competencies

Graduates will demonstrate the ability to:

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; and
- use supervision and consultation to guide professional judgment 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; and
- 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; and
- 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; and
- 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, 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 clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess 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; and
- 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; and 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 for 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; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

NASW Code of Ethics

All students, field liaisons and field instructors in the social work program have the responsibility to understand and adhere to the NASW Code of Ethics as well as the Governors State Code of Conduct (on the GSU portal).

A link to the current Code can be found on the NASW website:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Growing into a competent social work professional requires students to begin grappling with ethical principles and decision making in their practice with clients. Students will address ethical issues and practice standards in their learning contracts and discuss them on a regular basis in field supervision. Social work education includes having a commitment to the (NASW) Code of Ethics, developing into a culturally competent professional and maintaining self-care.

Disability and Compliance with the Americans with Disabilities Act (ADA)

It is the policy and practice of the Department of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities related to field instruction. GSU complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. In order to ensure proper accommodation during field work (internship placement), **arrangements must be made prior to being assigned to the field.** Please notify the Director of Access Services for Students with Disabilities (ASSD) so that your needs may be appropriately met.

To register (*and to provide documentation*) contact the ASSD Director in person in Room B1215; or send an email to assd@govst.edu; or call 708/235-3968. If you are currently registered, please contact the ASSD Director to discuss your specific needs for accommodations in field placement and seminar.

The Director of Field Education, the Field Liaison, and Academic Advisor may work in collaboration with the Academic Resource Center to assist students with disabilities. A meeting may be scheduled (*based on the availability of all parties*) to support or assist the student with any field related concerns. In addition, these parties may also collaborate should a student require a staffing to address issues of deficiency in field work.

Chapter 3 – Requirements, Procedures & Responsibilities

Eligibility to Enter the Field

*Students are **required** to meet the following criteria for their field placements:*

MSW Students

1. Admission to the MSW program
2. Completion of the core required courses (*in sequential order*)

MSW- MSW Foundation students may qualify for field practicum once they have completed the following **course work**:

- SOCW 6100: Social Work in a Diverse Society
- SOCW 6200: Human Behavior in the Social Environment
- SOCW 6400: Social Welfare Policy (Offered Fall & Summer)
- SOCW 7200: Social work Practice I
- SOCW 6300: Human Behavior in the Social Environment II
- SOCW 6500: Social Work Research
- SOCW 7100: Social Work Practice II
- SOCW 7050: Foundation Elective (Offered Spring & Summer)

MSW students in their **advanced or specialization** may qualify for field practicum once they have registered for or completed the following **course work**:

Child & Family Specialization

- SOCW 8100: Context and Theory in Social Work Practice
- SOCW 8200: Practice with Families
- SOCW 8300: Practice with Children/Adolescents
- SOCW 8400: Practice Evaluation
- SOCW 8500: Children and Families Policy Practice
- SOCW 8060: Advanced Elective

School Specialization

- SOCW 8100: Context and Theory in Social Work Practice
- SOCW 8210: School Social Work Practice
- SOCW 8300: Practice with Children/Adolescents
- SOCW 8400: Practice Evaluation
- SOCW 8510: School Social Work Policy Practice
- SOCW 8060: Advanced Elective
- SPED 6101: Survey of Exceptional Students (may substitute for

In addition, students must also...

1. **Maintain minimum GPA requirement** (MSW– 3.0)
2. Take field **seminar and field practicum concurrently**
3. **Adhere** to the NASW Code of Ethics
4. **Maintain appropriate boundaries and demonstrate a mature and professional demeanor in all interactions at field placements** with clients, agency staff and field supervisors – at all times.
 - +Students must also maintain proper boundaries while in field seminars, accept critical feedback and demonstrate appropriate respect of field liaisons and peers – at all times.
5. Have approval of the Field Director

Field Compliance (*conditions of field work*):

To remain in your field placement, you must comply with the following:

1. Obtain a *student membership with the NASW*
2. Obtain **malpractice insurance** & submit proof of insurance (Proofs are due by August 1st PRIOR to beginning field work)
3. Obtain a **background check** from - <https://www.castlebranch.com/>
 - a. **If the agency does not provide a background check, you must get one through the GSU approved site listed above**
 - b. **If the agency pays for your background check – you must still provide proof that the background check has been conducted**
 - c. (Proofs are due by August 1st PRIOR to beginning field work)
4. Students must secure placement in an AFFILIATED agency. Students will be pulled from agencies that have not completed an up-to-date affiliation agreement with the university.
5. Students must have declared a placement with an affiliated site to be approved by the Director of Field Education no later than the “Drop Date” as assigned by the Registrar for the student’s practicum course. Any student who has not secured a placement by this date will be required to “drop” the practicum and seminar courses for the term. NO student without an approved placement will be allowed to be registered for nor attend seminar/practicum courses. Drop dates can be found in the MyGSU portal.
6. **Comply with all agency requirements** (background check, immunizations, shots, medical exams, drug screenings, etc.)
7. **Complete all necessary paperwork** – learning contract, time logs, performance evaluation, field update form for Seminar Instructor/Field Liaison and Field Director
8. Students must **remain open to instruction and critical feedback** for improvement of social work practice skills
9. Students **must remain at their internships until the end of the academic year regardless of reaching minimum practicum hours threshold**.

Failure to provide adequate documentation on a timely basis may result in being dismissed from field.

Orientation:

Orientation is **MANDATORY** for students entering the field. Students who do not complete orientation may be delayed entry into Field Education until the following Fall term. The **orientation** will review the application process, procedures for managing problems in the field, and student expectations. In addition, students will receive introductory training on the E-Value electronic records system.

The field agency is expected to orient each student to their particular agency and should provide an overview of policies, procedures, office hours, chain of command, confidentiality and procedures for managing crises (should any arise).

Procedures for obtaining a field placement:

1. Attend a field orientation (students will be notified by email of the date).
2. Complete and submit the field application, choosing no less than three (3) affiliated agencies/schools/organizations to apply to.
3. Schedule an individual placement meeting with assigned placement coordinator
4. Make an appointment with Career Services to review cover letter & resume, as needed
5. Upon completion of individual placement meeting and receiving referral information – email the potential field agency with documents as required for application
6. Interview with potential field agencies, as available
7. Send thank you notes to interviewer(s)
8. Follow up (within two weeks)
9. Update your placement coordinator of your progress (interviews and acceptance of field placement)
10. Once you have received and accepted an offer for a practicum position within a field agency, complete a **fieldwork update form in E-Value**.
11. Field director sends the agency a letter confirming the field placement

Also, when you accept a placement make sure you have a firm understanding of your start date, expectations for the winter break (time off) and your end date.

Learning Contract

Students will:

- Generate ideas about assignments they want prior to meeting with field supervisor by reviewing the learning contract
- Reflect on their learning needs and compare them to what the agency has to offer
- Use specific dates (where able) throughout the learning contract
- Identify with their field supervisor learning opportunities at the field agency and complete the learning contract by date given on Field Integrative Seminar Syllabus
- Submit the Learning Contract in E-Value by the due date as assigned by the Field Director

To enhance the field experience, students must have a good understanding of what learning opportunities the agency offers. In addition, it helps if students know something about how they learn best and what skills they need and want to develop.

Field Performance Evaluation

Although students are evaluated at the end of both semesters in field, evaluation is also considered an on-going process. The field evaluation instrument is used at the end of each semester and should be completed by both the student and field supervisor. All evaluations should be submitted on time by the last week of the semester.

The field supervisor (at the agency) recommends that students pass or not pass the field practicum based on the student's performance with clients, adherence to agency policies and guidelines, and based on the learning contract.

The GSU field liaison assigns a letter grade for the student's performance, attendance, and meaningful participation in field seminar.

E-Value—Electronic Record Keeping System:

All records related to field education are generated, stored, and completed within the E-Value electronics records system. Paper copies and submissions of required documents are no longer disseminated, accepted nor stored.

The following documents must be completed and/or submitted within E-Value:

1. Field Application
2. Fieldwork Update Form
3. Proofs of personal records (background checks, liability insurance, medical card, etc.)

4. Learning Contract
5. Evaluation of Performance
6. Practicum Time Keeping Logs
7. Field Search Progress Reports

Students will receive an e-mail prompted by attendance at the orientation to gain access to a username and password for the system. Students will receive training on use of the system in the Field Orientation session and at various times throughout the academic semester. Training will be provided in the forms of verbal instruction, written instruction, visual demonstration and video as available. Field Instructors will also receive training in their annual orientation session.

Students who require additional assistance or have questions about the use of E-Value can contact their assigned field liaison or e-mail questions to

FEO@govst.edu

Field Supervision – What is it?

Field supervision is a tool used in many programs that offer internships to provide students with direction and guidance in field settings.

Students are expected to take responsibility for setting agenda items to be discussed in supervision. Students should demonstrate curiosity about the setting, and be poised to ask questions about (for example):

- Client care
- Agency protocols, policies, or structure
- New intervention strategies
- Strategies for engaging diversity
- Ethics

Field supervision provides interns with:

- Weekly one-hour supervisory meetings
- A level of accountability in their practice with clients
- Guidance about agency policies and procedures
- On-going consultative supervision of cases
- A model of professionalism in the field
- Support to navigate unfamiliar territory (new intervention techniques, strategies, etc.)
- Critical feedback on their performance with clients, assignments or projects

Field Supervision is important – especially for students

Active supervision helps students grow professionally and is meant to provide unbiased feedback thus enhancing a student's ability to reflect on their own behaviors, values, feelings and attitudes about clients.

Field work happens with real clients with real life situations, problems, and crises – which make it vital that students receive supervision.

Students have the following responsibilities for supervision:

- Attend supervision at their regularly scheduled time
- Prepare an agenda for supervision
- Discuss cases, assignments, theories and best practice
- Explore their own performance and learning needs
- Identify areas for potential growth

Field Supervisors have the following responsibilities for supervision:

- Provide a space and time for weekly supervision
- Prepare an agenda for supervision
- Expect students to present on cases, assignments, and intervention strategies
- Explore the student's strengths and weaknesses and provide insight for correction /improvement
- Match students with assignments that help them grow or address any challenges (or deficiencies in practice behavior)

The field supervisor – student relationship takes time to cultivate. Students are expected to address any issues they have with their placement with their field supervisor **first**. Talk about whatever issues arise and *do not allow problems to get worse* before speaking with your field supervisor about them.

MSW Supervision

Social Work students in practicum are expected to benefit from supervision from a field instructor who has completed a MSW degree from an accredited social work educational program. Interning under the supervision of a MSW supervisor is expected to assist the student in applying the social work perspective to real life practice situations.

In some situations, a student may be allowed to be supervised at their placement agency by a person who does not hold a MSW but instead holds a Master's degree in a related discipline. Such exceptions must be pre-approved by the Field Director.

If this exception is made, in addition to supervision at the practicum agency, this student must also participate in supervision with a MSW supervisor as provided by the Social Work Department. This MSW supervisor will likely be the student's assigned field liaison.

Additional supervision activities are outlined within the syllabus for practicum courses and will occur asynchronously through the practicum Blackboard shell. Supervision activities include discussion boards on guided topics, case studies, weekly progress reports and any other activities as assigned by the supervisor. Any student who is not compliant with additional supervision requirements will not receive a passing grade.

Students assigned to receive MSW supervision within their practicum agency WILL NOT be required to engage in this additional supervision.

Expectations for student interns:

A. Mandatory Reporting and Duty to Warn: State of Illinois Laws – Compliance

The State of Illinois has laws which cover the **mandatory reporting** of child or elder abuse/neglect and **the duty to warn** if a client is harmful to him/herself or others. Field instructors and field liaisons are responsible for educating all students regarding these laws. **Students are not allowed to be the primary mandated reporter** while functioning as an intern in a field placement. This role is reserved for the fieldwork site field instructor who is responsible for ensuring that all agency policies, regulations, laws and ethical obligations are followed. The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

B. Refrain from Using Social Networking for Internship Purposes

In the age of technology and information, social media (Facebook, My Space, Twitter, YouTube, Blogs, Instant messaging, Instagram, SMS/Texting, etc.) can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, **the boundary** between **personal and professional** matters has become increasingly blurry.

Due to social work's professional standards and the obligation to follow the National Association of Social Workers Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>), social workers need to continually assess the ethical implications/complications of social media use, not only as practicing social workers but in the training of social work students.

Students are expected to exercise caution in how they represent the social work profession in any online activities. It is very easy for an outsider to misinterpret statements or images out of context. (See NASW Code of Ethics Section 4.06a: Misrepresentation).

Students are also expected to adhere to the following guidelines:

1. Students at field agencies shall be respectful of the agency, its staff and clients' privacy and confidentiality. Critical comments about the agency, supervisors or peers should be communicated in a constructive and professional manner.
2. Students shall not identify their affiliation with the field agency on any social media.
3. Students shall not discuss or make posts about their experiences at field agencies or with the clients on any type of social media unless directed to by their field supervisor.
4. Students shall not take pictures, including selfies, at their field agencies or with agency clients.
5. Students shall not take pictures of any agency forms or paperwork including client files.
6. Students shall respect agency resources and must not use agency computers or networks for personal reasons.
7. Students are to be fully engaged in the tasks and responsibilities of their agency and not use their time at the agency utilizing their personal equipment (i.e., phones, tablets, laptops) to view their personal social media accounts.
8. Students shall refrain from commenting about any of the field agency vendors or contractors on social media.

9. Students shall maintain boundaries reflective of their student/learner status and they may not act as an agency spokesperson at any time.

10. In addition to these standards, students are to adhere to the social media policies of the field placement agency.

Violations of the Code of Ethics (NASW, 2017), the profession's Technology Standards (NASW, 2018), the Social Work Department's Media Policy, the Social Work Department's Student Handbook, or university Student Conduct Policies (Policy 4) are considered **unprofessional conduct**.

Students whose behavior is unprofessional or violates these prescribed policies are subject to investigation, hearing boards (within the department, college or through the Dean of Student's Office) and sanctions that can include failing grades, removal from a field agency, removal from the Social Work program, and expulsion from the university.

C. Professionalism – *students must maintain professional boundaries*

Professional boundaries are extremely important in the field of social work. Adherence to professional boundaries means that there is a clear demarcation between personal and professional ties, activities, and interactions with clients and coworkers or agency staff. Students must be mindful of professional boundaries at all times. Failure to adhere to proper boundaries may result in immediate dismissal from Field Education and/or the Social Work Program.

Healthy boundaries are important and must be established by the social work intern. It is important to reflect on growing feelings of fondness or disdain and discuss these in supervision as a way to acknowledge and manage any possible blurring of professional boundaries.

To be clear, students are not to:

- Enter into dual relationships with agency staff by interning under the supervision of spouses, family members, friends, supervisees, or paramours
- "Friend/Follow" clients or agency staff on social media
- Give money to clients or accept money/gifts from clients
- Take client files from the agency
- Enter into friendships with clients
- Enter into financial or business relationships with clients

- Enter into sexual or intimate relationships with clients
- Give clients their personal information or ask clients for their personal information beyond what is needed in the therapeutic client-worker relationship
- Participate in “cliquish” behavior and agency gossip
- Exchange photos or videos with clients
- Violate confidentiality – this includes having an ethical obligation to protect the privacy of all clients and as such avoid online searches for information about a client or agency employee as these types of activities compromise personal privacy.

Chapter 4 – Policies

Duration of Internship/Field Placement

The field placement/internship follows the University academic calendar. Students are expected to remain at their field placements until the end of each academic semester **unless** the field agency contracts with the student to be there longer.

Some placements, such as schools, require students to be there until the end of their calendar year.

All time off for holidays should be made up to ensure that students get the hours they need. Time off for Winter/Spring break must be negotiated between the student and agency field supervisor.

Deadlines

Throughout the course of the placement search and practicum/seminar terms, students will be subjected to various time deadlines as related to document submission, etc. As in practice, adherence to deadlines is considered vital to maintaining professionalism and students are expected to meet ALL deadlines as denoted.

For each term, there will be an expectation of certain deadlines, these include:

- Field Education Application- Due first day of the Spring term
- Securing a Field Placement (submission of the Fieldwork Update form) – Due May 15th
- Submission of Proofs of required documents i.e., liability insurance, background check- Due August 1st
- Completion and Submission of all required documents for Field Education- Learning Contract, Evaluation, Verified Time Logs, - Due by the final day of seminar for the term

Students who do not adhere to deadlines as provided may be subject to consequences including receipt of an Incomplete or a Failing grade in Field Education courses, losing access to E-Value functions, delay or termination of field placement/field search.

Grading Guidelines

Students must pass both field practicum and field integrative seminar – if a student fails one course, they automatically fail the other.

- Practicum – Credit or No Credit / Recommended by the Agency Field Supervisor
- Seminar – Letter grade / Recommended by the GSU Seminar Instructor

Consistent Care of Clients

Consistent care of clients means providing for clients continuously without abandon or malfeasance. Client care must be carried out in a dependable manner. Student interns must understand the commitment they make when entering field work at an agency.

The continuous and consistent care of clients is of utmost importance and students must be responsible and committed to client care above all, therefore, **students must not abandon their duties** at their field placements. Doing so may result in termination from field (which means the student fails Practicum and Integrative Seminar).

Site Visits / Mid-term evaluation

Students and field instructors should expect to participate in at least one site visit per semester. The field liaison will initiate and schedule this visit and complete a report on the student's mid-term progress.

Employment during internship

Students are **not** allowed to accept a paid position from the practicum agency during the time of their field placement. The exception to this policy is a student who is completing a worksite placement which begins prior to the start of their field placement. Such placements require prior approval and submission of a completed and signed Worksite Placement Application.

Students completing worksite placements should NEVER be on the paid time clock during practicum hours and tasks. Students must also verify that they will be interning with a field instructor unique to their employment supervisor, a program unique to the one for which they are employed and their internship hours unique from their employment hours. The students' worksite must also agree to be an affiliated agency with the college. The Director of Field Education will hold final approval of this student request.

Vehicle Usage

Home visits may be required at field sites. Students are responsible for inquiring about reimbursement policies of the agency and the agency's safety protocol. Students should also check with their auto insurance to make sure they have the appropriate liability coverage.

Transporting clients is strictly prohibited for students whether that be in their personal or agency vehicle.

Safety

Students are required to discuss safety with their field supervisors before engaging with any client. Students should know what the agency policy is regarding safety. Students must always survey their surroundings and take appropriate precautions to avoid potentially harmful situations. In all cases, students should develop a plan with their supervisors for dealing with potentially volatile situations or unusual events, should they arise. Guidelines on safety in the field are attached to the student manual as well as the seminar syllabus.

COVID -19

Containing the spread of COVID-19 is a responsibility shared by all to protect vulnerable people in our society. As such, student interns are expected to follow CDC, University and practicum agency guidelines as provided. This may include, but not limited to:

1. Vaccination, Booster, Testing
2. Wearing a face covering
3. Maintaining appropriate physical distance from others
4. Reporting of a positive COVID test and/or contact with a COVID positive person
5. Voluntarily quarantining self when deemed appropriate

Students who accept placement with a practicum agency **MUST** also accept strict adherence to agency guidelines.

In addition, partner agencies will be provided with university expectations for their role in maintaining the safety of students. Any agency unwilling to follow minimum expectations may not be approved as a practicum site. Students are encouraged to work with agency supervisors and field liaisons regarding any concerns about COVID infection risks while in field work.

Field Agency Attendance, Breaks, Vacations, Time Off & End Date

All activities related to the field agency must be negotiated with the field supervisor at the time of the interview and an understanding should be made before accepting the internship placement.

Students must:

- Adhere to the agency's **business day** (start and end time)
- Adhere to the agency's **end of placement** time and expectations
 - Students have a responsibility to provide continuity of care for their clients at the field agency and must not abruptly end their field placements nor should they leave without approval
- **Negotiate with their field instructor any time off** needed
- **Negotiate** scheduled **breaks**
- Agree to **continue working through the University's winter break**
– if the agency expects it
- Agree to **attend** their **internship** until the **end of the semester** – which is the basis of their grade
- Agree to **make up hours** (that they miss due to illness, etc.)

Students must call in to their field supervisors if they are going to be absent for any reason **BEFORE** the absence occurs. In emergencies where an absence was not predictable, students should contact their instructor within 24 hours or contact the Field Office, if they are unable to field agency.

Practicum Hours Requirements and Grading

Students are required to complete a certain number of hours to complete Practicum I and II. Requirements are as follows:

MSW Foundation Students

- Must complete 210 hours by the end of the Fall term and reach 410 hours by the end of the Spring
- MSW Foundation students are expected to engage in practicum for a minimum of 14 hours per week for the entire scheduled Fall and Spring terms

MSW Advanced – Child and Family Specialization

- Must complete 240 hours by the end of the Fall term and reach 480 hours by the end of the Spring term
- Child and Family Specialization students are expected to engage in practicum for a minimum of 16 hours per week for the entire scheduled Fall and Spring terms

MSW Advanced – Schools Specialization

- Must complete 300 hours by the end of the Fall term and reach 600 hours by the end of the Spring
- School Specialization students are expected to engage in practicum for a minimum of 20 hours per week AND to begin and end practicum in alignment with the academic calendar of their chosen practicum school.

Absences from practicum which result in the student ending the term with less than the minimum required hours may require that the student receive an incomplete grade for the term and submit a plan of completion. Students who are unable to log the hours for completion of the term by the beginning of the following term may be given a failing grade and required to repeat the practicum and seminar courses for graduation. Students may also be prohibited from immediately beginning the second term of practicum and seminar if failure takes place in the Fall term.

If absences are expected to be excessive and cannot be managed by the student due to uncontrolled circumstances like illness, changes in employment, etc., students must communicate with instructors and field liaisons to discuss the possibility of a temporary leave or termination of the field placement for the academic year.

Practicum hours CANNOT be completed in total in one term. Practicum is a two term, two-part course and all students receiving a passing grade in field education must complete both terms.

Background Checks, Professional Liability Insurance and Other Requirements

Agencies may request that students submit to criminal background checks, drug testing and/or medical tests. Agencies may also require students to purchase professional liability insurance. If an agency does not require a **background check OR liability insurance** – Students are **STILL REQUIRED** to obtain them and submit proof as university requirements.

Conduct and Confidentiality in Seminar Courses

Seminar is a vital part of the field education process and success in practicum is interdependent with success in seminar. All students are expected to attend seminar as scheduled and come prepared for full engagement in the topics/activities. In addition, students must utilize the time in seminar to process field experiences with their liaison and peers. Students must be open to disclosure as well as giving and receiving critical feedback on performance and problem solving.

Seminars are process oriented classes and **confidentiality** is to be strictly adhered to at all times. Students are not to discuss case related content or any other *sensitive field related content* outside the classroom for the purpose of ensuring confidentiality of clients/agencies and peers.

When discussing client cases in the classroom, students must be mindful not to divulge any personal identifiers.

In addition to maintaining the privacy of clients, students must also respect their own peers and utilize seminar courses as a safe space for peer support. Students must not use social media or any other forum to talk about their peers in a disparaging manner.

Disruptions in the Field

Students will not be placed in another agency if their disruption was due to their own negligence or willful misconduct.

Placements will be immediately and permanently disrupted if:

- The student fails to show up or call off to the field agency.
- The student blatantly disrespects clients, their field supervisor, or staff at the field agency.
- The student terminates their placement without the permission or consultation of their field liaison or the field director.
- The student behaves in grossly inappropriate/unprofessional ways
 - Dress – improper for the workplace (*and fails to self-correct once they have been warned*).
 - Failure to adhere to proper student boundaries at the field agency – (*students are not to fraternize with staff as if they are employed in the agency / behave in divisive and unprofessional ways*).
 - Removes confidential files from the field agency.
- The student engages in personal relationships with clients at the field agency.
- The student conducts themselves in an immature and unprofessional manner regarding the use of social media. Students **may not use any form of social media to discuss clients, field supervisors, agencies, or their fellow students.**

Violations considered grounds for immediate dismissal:

- Boundary violations – on the job (removing records or client information from the field site, fraternizing with agency staff, breaching client confidentiality, unethical behavior which may result in harm to the client or agency), etc.
- Boundary violations – clients (engaging in sexual, intimate, or personal relationship with clients, friending clients on social media, and breaching confidentiality), etc.
- Failure to provide urgent care or discuss the clients' urgent need with field supervisor or student abandons internship duties especially where quality of care is compromised and/or results in harm to client or agency, etc.
- Committing any act of violence or mayhem at the field agency or on campus during field seminar (e.g., against clients, staff, faculty, peers or public).

Disciplinary Actions or Staffing

Students who **fail to maintain professionalism** may be subject to **disciplinary actions**. As **conduct issues are reported, a staffing will be scheduled** to determine whether or not the student has the maturity and professionalism required for participation in field placement and field seminar.

If a **staffing** occurs the field liaison, field supervisor (if deemed necessary), student, academic advisor, and field director will convene a staffing where the student's performance in field will be discussed. The field division staff will make a final determination within 7 days of the staffing. The student may have to complete a course of remediation prior to re-entering a new field placement.

A student may also be disciplined if he/she violates the **NASW Code of Ethics**; *consistently* exercises poor judgment or if a student is found to be impaired in any way that prevents him/her from performing the duties of a social work intern.

Procedures for Resolving Issues in the Field Placement

It is important as emerging professionals for students to learn proper business etiquette and how to mitigate problems in a professional manner. Often, students avoid speaking directly with the person with whom they are having a problem. The Field Education Office encourages students to exercise their own sense of agency whenever possible before escalating an issue up the chain of command.

The recommended chain of action will include:

1. Student (or field supervisor) indicates that there is **a problem**
2. **Student/field supervisor meet** with one another about the concern
3. Student again speaks with their field supervisor and **if no progress is made after the second time** addressing the issue with their field supervisor, they should request a meeting with their field liaison.
4. Student (or field supervisor) **speaks with the field liaison** (*student may address the issue in seminar or request to speak with liaison*)
5. The **field liaison** will arrange a meeting *with the student, field liaison and themselves* to address the issue. At the end of the meeting some **plan of action** should be established to address the issue. All parties should meet again within **2 – 4 weeks** to evaluate the progress. If the issue has been sufficiently addressed and remedied no further action is necessary.
6. If the problem persists – a staffing will be held to determine future action (dismissal, removal of student or cancellation of field site, etc.)

When internships are terminated the student must take the Integrative Field Seminar and Field Practicum (as co-requisites) as a **new course** in the following academic year in its entirety.

Cancellation of Field Site

A field agency may be cancelled if the field agency (*consistently*):

- Violates the NASW Code of Ethics
- Promotes a culture of discrimination based on difference
- Harms students, clients or staff in any way
- Disregard code violations for their physical facilities (citations)
- Expects students to operate as paid staff and not interns
- Places students at risk (in unsafe situations) and fails to properly train students to minimize risks and if the agency is not willing to abate any safety issues
- Refuses to provide supervision to the student
- Is identified by students as deficit in meeting learning and supervision goals in the student evaluation of field placement and/or liaison site visit summary.

If a field placement site is identified by the student or field liaison as engaging in any of the aforementioned behaviors, the following steps will be taken:

1. The Director of Field Education will interview the student and field liaison regarding the violation.
2. The Director of Field Education will schedule a meeting with the field placement's instructor and, if applicable, placement coordinators to attempt to plan for remediation and change.
3. If a plan cannot be developed to satisfy the needs and concerns of the student, field liaison, and field agency, then plans will be made to promptly terminate the placement. This may include termination with clients, completion and submission of paperwork, etc.
4. If instead a plan is developed that satisfies all concerns, the Director of Field Education will continue to monitor adherence to the plan throughout the term through consultation with the field liaison and student.

Field agencies in which student interns have been removed will NOT be approved for future field placements unless it can be established that agency personnel and instruction practices have been changed and improved to meet program standards.

Foundation versus Advanced Placement Sites

Students moving from their foundation to advanced level placement will NOT be approved to repeat their foundation placement as advanced. Students are instead encouraged to locate a unique advanced placement, aligned with their specialization.

In rare circumstances where students are allowed to complete their advanced placement at the same organization as their foundation, the student will be required to verify that the organization is large and diverse enough to offer new learning experiences, that they will have a different field instructor, that they will be assigned to a different program and engaged in unique, advanced level learning activities compared to that at the foundation level.

The Director of Field Education will hold final approval of this student request.

Chapter 5 – Roles & Other Requirements

Role of Field Director:

The Director of Field Education is responsible for the administration and management of the Office of Field Instruction. This includes developing, facilitating and monitoring all aspects of the student's field placement experience as well as providing oversight and supervision for all field related functions of the Social Work Program.

- Administers the field work program for all students enrolled in the Department of Social Work at GSU within the compliance of CSWE Educational Policies and Accreditation Standards
- Secures field agencies for all social work students
- Negotiates and maintains field affiliation agreements in collaboration with the office administrator for the College of Health and Human Services
- Administers the field selection and placement process for all students qualified to enter field
- Maintains current information on affiliated field agencies on a database
- Provides a field orientation to all field instructors regarding the field instruction component of the GSU Social Work curriculum
- Monitors and evaluates agencies and field instructors in respect to their capacity to facilitate student learning with the input from field liaisons
- Assigns a faculty field liaison for each student and agency in the field
- Facilitates student reviews when there are infractions which are not resolved at the student/field liaison level

Role of Field Liaison:

All students who enter a field internship have a designated field liaison that has the responsibility of being the intermediary between the Social Work Field Program and the Field Agency. The Liaison also instructs the field integrated seminar and monitors the student's learning in the placement. Specific responsibilities of the GSU field liaison include:

- Providing MSW supervision to the student to supplement the field instructor if they do not have an MSW
- Sharing with the field instructor the general social work curriculum and the purpose, structure and course content
- Establishing an explicit format for agency-school-student communication during the student's internship
- Ensuring that the field supervisor and student understand the semester evaluation and grading processes
- Making a minimum of one face-to-face site visit each semester (with the field supervisor and student)
- Conducting additional site visits when the student has difficulty in the field and a corrective action plan is warranted (*i.e., when the field evaluation score contains 3 or more PC or IC scores or when the student is in jeopardy of not passing the internship, etc.*)
- Reviewing the field supervisor's evaluations of the student
- Documenting the site visits
- Consulting with field supervisor and student should difficulties arise in the internships
- Maintaining communications with the Field Director regarding any specific concerns relative to the student's internship performance and/or the quality of field instruction
- Making recommendations to the Field Director regarding the addition and/or deletion of field sites or the need to change a student's internship placement

Role of Agency Field Supervisor:

The agency field supervisor has the primary responsibility for advancing the student's learning goals in the field placement. The field supervisor strives to reinforce the student's identification with the profession and uses supervision to promote the values and ethics of the profession of social work. S fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competencies in accordance with CSWE expectations. The Field Supervisor is responsible for weekly, reflective supervision with the student to work towards achieving student's learning goals and competencies.

- Assumes the primary role of instructor and supervisor and commits to understanding the role of the student as a learner
- Creates with the student using the learning contract, learning experiences that integrate social work theory, research, and practice; and documents learning objectives and tasks on the learning contract throughout the course of the internship
- Provides support to the student as he/she critically analyzes his/her strengths and areas of growth
- Monitors the student in developing competent practice skills in accordance with agency's policies, best practices, and NASW Code of Ethics
- Secures copies of all syllabi for courses of the intern to better develop the learning contract to address assignments from courses
- Provides a minimum of one hour of scheduled supervisory time weekly to confer about and reflect on field assignments and other issues brought to supervision by the student; also addresses issues of personal growth and development of the student as a social worker.
- Is responsible for providing ongoing, constructive feedback on the student's performance and completes all written evaluations (one per semester).
- Consults with the GSU field liaison regarding learning contracts, performance issues, and connections between field work and course work
- Meets with the field liaison, student, and task supervisor a minimum of one face to face contact per semester or as needed.
- Recommends a grade for the internship: Pass or Fail

Qualifications:

- MSW degree or a related degree (must be reviewed by Field Director). Has held an MSW for at least 2 years.
- Attend Field Instructor Training
- Has been at the field site a minimum of 1 year prior to supervising an intern

Role of Task Supervisor:

- Provides secondary field instruction to the student on a specific task, project, or assignment as delegated and monitored by the Field Instructor
- Is responsible for the day-to-day onsite guidance for a specific task, project or assignment
- Collaborates with the field instructor in integrating assignments provided by the task supervisor into the student's overall learning experience
- Provides constructive feedback to the student on specific tasks undertaken with the task supervisor.
- Keeps the field instructor informed of the student's progress on projects undertaken with the task supervisor
- Provides input to the semester evaluations of the student in collaboration with the field instructor and student
- Meets with the field instructor, field liaison and student a minimum of one face to face contact per semester or as needed.

Qualifications:

- MSW or BA or MA in a related field.
- Has expertise in an area that expands a student's learning opportunities
- Has been at the field site a minimum of 1 year prior to supervising an intern

Responsibilities of the Student in Field Placement

- Must maintain good attendance at the field agency—on the days and at the times agreed upon by the student and field instructor. If due to an emergency the student is unable to attend the field internship the student must notify the agency field instructor 24 hours ahead of time if possible or at the latest at the start of the workday.
- Must communicate with your field supervisor about any changes in your schedule
- Must comply with agency policies and expectations
- Set up a schedule with the field instructor regarding days and times to be at the internship
- Meet with the field instructor at the designated time for supervision
- Be prepared for supervision
- Identify learning style and share with field instructor
- Use the learning contract as a working document throughout the course of the internship and be responsible to keep it updated with new activities to meet the objectives as activities are accomplished
- Follow through with all agency related assignments in a manner consistent and timely manner and perform quality work
- Must incorporate critical feedback from supervision and work to improve skills

Chapter 6 – Application Process / Application Booklet

APPLICATION INSTRUCTIONS

Please read the application instructions carefully:

When students have **met the criteria** for placement, they are ready to apply for a field placement internship. Students must consult with their academic advisors and follow their plan of study.

All sites must be approved or in the process of being approved by the field director. To apply, students must complete an application and review the listing of approved field sites which are available in E-Value.

1. Attend the scheduled field orientation (Dates TBD)
2. Follow instructions as provided to gain access to the E-Value records system
3. Complete the field application identifying at least three (3) affiliated sites in which to apply for placement
4. Complete a resume and cover letter
5. Make an appointment with Career Services to review your cover letter/resume, as needed
6. Schedule and attend an individual placement meeting with assigned placement coordinator to review preferences and receive agency application information.
7. Based on instructions received from the placement coordinator, send out a letter and cover letter or any other required documents to the three designated field sites requesting an interview for an internship placement (see sample email message / field manual)
8. Prepare for and complete all scheduled interviews and send a thank you note afterward
9. Follow up on completed interviews (in an appropriate manner)
10. Update the placement coordinator on your progress

Students must use their GSU email accounts when reaching out to field agencies. **Hotmail and other accounts are often not recognized or accepted at most field sites.** In addition, students must put forth their best effort when applying for an internship—this means proof reading email inquiries, cover letters and resumes before sending them.

Before accepting an internship:

- Ask about next steps, start dates, orientation, and start/end dates for the internship – as well as what is expected over the break.

After accepting an internship:

- Complete a field update form in E-Value
- Obtain a background check
- Obtain your malpractice insurance
- Provide the field department with proof you are medically insured

APPENDIX A

Acknowledgment Form

By signing this form, I _____
acknowledge that I have reviewed and understand this field education
manual.

Your typed name will serve in the place of a handwritten signature.

Student's Name: _____ Date: _____

Appendix B Sample E-mail Message

Sample E-Mail from Student to Field Agency requesting an Interview

Dear Monica Field Supervisor,

I am writing to apply for an internship with your agency. I have attached my cover letter and resume for your review.

I am currently a Master of Social Work Student at Governors State University. I learned about your agency from the GSU field list and would like an opportunity to interview with you at your earliest convenience.

Thank you for your time and attention. I eagerly await your reply.

Sincerely,

Kelly Student

Sample Follow-up E-Mail Message From a Student to a Field Agency awaiting a Response

Dear Monica Field Supervisor,

I am writing to follow up on a previous email message sent to you on [on date] regarding social work internships. I have again attached my resume and cover letter for your review.

I am a Master of Social Work Student at Governors State University and I am highly interested in being considered for an internship position with your agency. I would like to schedule an interview with you at your earliest convenience.

Thank you for your time and attention. I hope to hear from you soon.

Sincerely,

Kelly Student

Appendix C Sample Cover Letter

Kelly Student
111 S. School Street
University Park, IL. 00000
kstudent@student.govst.edu

2/1/22

Monica Field Instructor
GSU Social Services
222 W. University Ave.
University Park, IL. 00000

Dear Monica Field Instructor,

I am writing to apply for an internship position within your organization. I am a Master of Social Work (MSW) student at Governors State University. I will begin my internship in August of 2022 and end in May of 2023. I am to complete 14 hours per week at the internship during that time range.

In addition to being a full-time student, I have four years of experience as a counselor at a local summer camp where I engaged with school aged children in recreational and developmental activities. I have also completed various courses on child development and working with children and families which I feel will make me a great internship candidate for your agency. My educational goal is to someday work with children in a school-based setting thus I feel this internship will provide me with many invaluable learning opportunities.

I would very much appreciate the opportunity to meet with you and further discuss any opportunities you may have for internship placements. I can be reached by phone at (708) 000-0000 or by e-mail at kstudent@student.govst.edu

Thank you for your time and consideration.

Sincerely,

Kelly Student

Appendix D Sample Resume

Kelly Student
111 S. School Street
University Park, IL. 00000
kstudent@student.govst.edu

Education:

Masters of Social Work—Anticipated May 2024
Governors State University, University Park, IL

Bachelors of Social Work ---May 2023
Governors State University, University Park, IL

Relevant Coursework:

- Social Work Practice I and II
- Human Behavior in the Social Environment
- Child Welfare Practice
- Child Psychology
- Special Education
- Interviewing Skills

Social Services Experience:

Volunteer August 2020-Present
Oak Ridge Nursing Home Oak Ridge, IL

- Engaged senior residents in recreational activity
- Assisted the recreational director in planning the monthly activities calendar

Other Relevant Experience:

Camp Counselor May 2018- May 2022
Park Ridge Summer Camp Oak Ridge, IL.

- Served as daily counselor to assigned camp group of 5 school aged children
- Engaged in recreation activities including games, sports, art projects
- Provided modeling, guidance and feedback to children in terms of socialization and interpersonal development

Certifications/Trainings/Skills/Honors:

- First Aid and CPR certified- May 2018 to present
- Dean's List, Governors State University, December 2021
- Proficient in all Microsoft Office software

Appendix E

Setting Up E-Value Account

Introducing E-Value for Field Education

What is E-Value?

EValue is a system used to support field education. It will store field education documents (field placement applications, timesheets, learning contracts, evaluations and etc.) in an efficient manner.

Why Do We Need to Use It?

It will enhance your overall field education experience. EValue is available 24 hours a day and allows you to work on your own time. It offers an ease of use where less time is spent completing paperwork and more time enhancing student learning outcomes to improve your field education.

What is It Replacing?

It will eliminate the need for paper documents.

Next Steps

How will I Gain Access to EValue?

You will receive **two** email notifications. The first from the Field Education Office informing you that your account has been set up and the second from MedHub EValue with your Username and Password enclosed.

It is critical that you review these emails and log into EValue within **24** hours after receipt because the Password **will expire** after that time. Also, **DO NOT** double click the links in the emails. Doing so will deactivate your account.

Where Can I Access EValue?

<http://e-value.net>

How Do I Get Started?

Enter your Username and Password > **Skip** the Institutional Code (it is not needed) > Click Login

How Do I Change My Password?

Click on Home > Other Tasks > Change Password

My Password Expired. Or My Account is Inactive. What Do I Do?

Send an email to FEO@govst.edu and let us know. We will reset your account. Review the email/s carefully.

You may need to change your Password. Click Forgot Your Password (in the lower right-hand corner of the login page) and follow the instructions.



Username

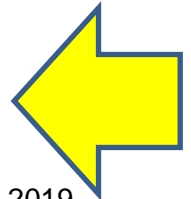
Password

Institutional Code

Login

[< VISIT THE MEDHUB SITE](#)

[FORGOT YOUR PASSWORD?](#)



Source: Council on Social Work Education: Frequently Cited Standards, October 24-27, 2019, #APM19.

Appendix F

Completing the Field Education Application in E-Value

How to Locate Sites?

Navigation: Reports > Site & Affiliation Reports > Click Site List



Reports

Search Filter By

Evaluation Student Reports

- [Completed Evaluations about Students](#)
- [Completed Evaluations By Me](#)

Learning Module Reports

- [Completed Learning Contract by Student or Grader](#)
- [View Completed Learning Contract](#)

Scheduling Reports

- [Schedule Report](#)

Site & Affiliation Reports

- [Site List](#)

Time Tracking Reports

- [Time Tracking Data Download](#)
- [Time Tracking Statistics](#)
- [Time Tracking Summary](#)

The Site List filter appears.



Site List

Filter Template:

Site Group:

Site Filter:

Site:

Custom Fields:

Available Fields:	Selected Fields:
Agency Application - MSW	
Internship Description - MSW	
Internship Hours/Availability - MSW	
Students Accepted at Site - MSW	

Standard Fields:

Available Fields:	Selected Fields:
Site Coordinator	
Department Name	
Address Information	
Primary Contact Information	
Secondary Contact Information	

Format Option:

However, do not use the filter and leave the filter items as is (don't add anything) and Click Next.

The Site Listing Report displays agencies in alpha order. To go back, Click the Blue Arrow.

Site ID	Site Name
1875204	
1879664	
1890641	
1890642	
1875224	
1875231	
1887957	
1887074	
1887958	
1887959	
1887075	
1877187	
1887960	
1881584	

Click on a site to find out more information about the agency. To toggle back and forth, scroll to the top of the page and Click the blue arrow.



How to Locate Sites Using the Custom and Standard Fields Feature?

For specific areas of interest, adjust the filters for the Custom and Standard Fields. For example, to view if the site accepts MSW students, in the Custom Fields filter select Students Accepted at Site, then Click the Green Add Button.

Note, Students Accepted at Site is now in the Selected Fields column. Now Click Next.

Site Filter: {Active Sites} **Filter** ?

Site: {All Sites}

Custom Fields:

Available Fields:
 Agency Application - MSW
 Internship Description - MSW
 Internship Hours/Availability - MSW

Selected Fields:
 Students Accepted at Site - MSW

Standard Fields:

Available Fields:
 Site Coordinator
 Department Name
 Address Information
 Primary Contact Information
 Secondary Contact Information

Selected Fields:

Format Option: HTML

Save Template **Next -->**

The output is a Site Listing Report customized to a list of **Students Accepted at Site – MSW**.

Site Listing Report

Enter filter text into column heading(s) and click here: **Filter** **Clear Filter**

Site ID	Site Name
1875204	
1879664	
1890641	
1890642	
1875224	
1875231	
1887957	

The filter/s generate agencies based on your selection.

How to Initiate a Placement Application?

Navigation: Home > Tasks > Initiate Ad hoc Evaluations

Tasks

- [Log Time](#)
- [Initiate Ad hoc Evaluations](#)
- [Initiate Ad hoc Learning Contract](#)
- [View My Portfolio](#)

The Initiate Ad Hoc Evaluations filter appears.

Initiate Ad hoc Evaluations

Select an evaluation type: {Select an Evaluation Type} ▾

Who would you like to evaluate? Last Name Filter **Filter**

{Select a Subject} ▾

Course: {Select Course} ▾

Site: {Select a Site} ▾ [Click for all Sites](#)

Time Frame: {Select a Time Frame} ▾ [Click for all Time Frames](#) **Sort By Name**

Next -->

For Select an Evaluation Type, Click BSW & MSW Placement Application (for BSW and MSW Foundation level students) or Advanced Placement Application (for Advanced Standing students). Next for Course select Pre-Placement Activities – Students. Then for Site, Select Click for All Sites then Click on the Down Arrow and Select your Agency. Finally, for Time Frame, Select Pre-Placement Activities – 2022/2023 Student, and Click Next.


Initiate Ad hoc Evaluations

Select an evaluation type: BSW & MSW Placement Application ▾

Who would you like to evaluate? Last Name Filter **Filter**

Test, BSW ▾

Course: Pre Placement Activities - Students ▾

Site:  ▾ [Click for all Sites](#)

Time Frame: Pre Placement Activities - Students: (11/18) ▾ [Click for all Time Frames](#) **Sort By Name**

Next -->

Output of the desired Placement Application. Please note, example uses BSW & MSW Placement Application, Test BSW Student and Test Time Period.

Course: Pre Placement Activities - Students
Site: [REDACTED]
Period: Pre Placement Activities - Students
Time Period: 11/18/2020 - 09/01/2021
Request Date: 10/08/2021
Evaluation Type: BSW & MSW Placement Application
Evaluator: BSW Test Subject: BSW Test, BSW 1



Do you want to use auto-scrolling on this evaluation? Yes No

Click this link to change your selections: [Change Selections](#)

Please note: Be aware that you are required to complete a **criminal background check** before entering into a field placement as required by the College of Health and Human Services. If this may pose a problem, please contact the Field Director.

Scroll Down to view the entire Placement Application. Complete, Sign and Select Save Signature.

Electronic Signature (Question 14 of 14 - Mandatory)

Please sign in the signature box using your mouse to draw the signature. Type your first name, middle initial and last name in the text box below the signature. Click save to save your signature.

Full name:

If you are satisfied with the evaluation, click the **Submit** button. Once submitted, you will no longer be able to make changes to this evaluation.

Upon completion, Click Submit or, Save for Later if you need to add more data at a later time.

Appendix G

Completing the Fieldwork Update Form in E-Value

E-Value Pre-Placement Activities – New Field Students

How to Initiate a Fieldwork Update and Information Form?

Navigation: Home > Tasks > Initiate Ad hoc Evaluations

Please Note: Complete this form once you have secured an internship site and field instructor or supervisor. Also, thorough contact information is vital. Contact information includes exact site name, address and telephone number, field instructor name, email address and cell number. Failure to provide this data will result in delay of receipt of documents (Learning Contract, Evaluation of Student Performance, etc.) and Logging Contact Hours which may impact your grade.

Initiate Ad hoc Evaluations

Select an evaluation type: {Select an Evaluation Type} ▾

Who would you like to evaluate? Last Name Filter

{Select a Subject} ▾

Course: {Select Course} ▾

Site: {Select a Site} ▾ [Click for all Sites](#)

Time Frame: {Select a Time Frame} ▾ [Click for all Time Frames](#)

For Select an Evaluation Type, Click Fieldwork Update, and Information Form. Next for Course select Pre-Placement Activities – Students. Then for Site, Select Click for All Sites then Click on the Down Arrow and Select your Agency. Finally, for Time Frame, Select Pre-Placement Activities - Students, then Click Next.

Initiate Ad hoc Evaluations

Select an evaluation type: Fieldwork Update and Information Form ▾

Who would you like to evaluate? Last Name Filter

{Not Applicable} ▾

Course: Pre Placement Activities - Students ▾

Site: Social Work Site ▾ [Click for all Sites](#)

Time Frame: Pre Placement Activities - Students: (11/18) ▾ [Click for all Time Frames](#)

Course:	Pre Placement Activities - Students
Site:	Social Work Site
Period:	Pre Placement Activities - Students
Time Period:	11/18/2020 - 09/01/2021
Request Date:	01/25/2021
Evaluation Type:	Fieldwork Update and Information Form
Evaluator:	Student Test MSW1

Do you want to use auto-scrolling on this evaluation? Yes No

Click this link to change your selections: [Change Selections](#)

(Question 1 of 5 - Mandatory)

Student Information	
Full Address:	<input type="text"/>
City:	<input type="text"/>

Currently Evaluating: Social Work Site Site

Complete the Fieldwork Update and Information Form by answering questions 1-5. Note, these are mandatory questions that require answers. Therefore, only complete this form once you have secured an internship site and field instructor/supervisor.

Also, thorough contact information is vital. Contact information includes exact site name, address and telephone number, field instructor name, email address and cell number. Failure to provide this data will result in delay of receipt of documents (Learning Contract, Evaluation of Student Performance, etc.) and Logging Contact Hours which may impact your grade.



Full name:

[Redo Signature](#)

If you are satisfied with the evaluation, click the **Submit** button. Once s

[Save For Later](#) [Submit](#)

Once you have completed the form, Sign, Save the Signature, then click Submit.

Troubleshooting Common Mistakes

Question: Alert. You have left some mandatory questions unanswered. Unanswered mandatory questions are displayed in RED.

Resolution: Complete the question/s in red, Sign, Save and Submit.

Question: What do I do if I have both a Field Instructor/Supervisor and a Task Supervisor?

Resolution: Add the required contact information for the Task Supervisor in the Notes field under Question #4.

Question: I do not have my Field Instructor's email address.

Resolution: Select Save For Later and complete the form when you have the data. However, you should only complete the Fieldwork Update and Information Form once you have secured an internship site and field instructor, along with the exact contact information.

Question: My Field Instructor does not have a cell number.

Resolution: List N/A, Sign, Save and Submit.

Appendix H

Instructions for Post Placement Tasks

In moving forward, please engage in the following actions between the months of May and August.
PLEASE DO NOT get your background check or malpractice insurance BEFORE MAY 15th.

1. **Please ensure that if you receive any phone calls or e-mails from other agencies in which you applied for internship that you return the call**, informing him/her that you have accepted an alternative placement but thank you for the opportunity. This is very important as SW is a small world and you want to maintain your professional reputation.

2. **Obtain your background check AFTER May 15. (If your field agency required you to complete fingerprinting/background check through the agency, you do NOT need to purchase this BUT you must submit some proof of completing the check.)**

Send proof of completing your background check in to E-Value. Acceptable proof would be the "Results Summary" you will receive by Castle Branch in your e-mail. If your agency provided the check, a consent form or an e-mail from your field instructor will suffice.

To purchase through Castle Branch, go to:

Website: https://www.castlebranch.com/online_submission/package_code.php

Package code is "go62"

The cost is approximately \$39.00

5. **Join NASW and obtain your professional liability insurance AFTER May 15 . Send in proof to E-Value. Acceptable proof will be your NASW membership card AND your policy declarations form that you will receive by e-mail from the organization.**

❖ To Join NASW:

Website: <https://www.socialworkers.org/nasw/join>

- Click on "Join"

- Follow the options to join online, by phone or by e-mail.

▪ Estimated cost of student membership is \$60

❖ To get liability insurance:

Website: <https://naswinsure.com/Home/NBLanding>

- Be sure that you click on "Apply Online" under "Students". Be sure that you have your NASW member number available. You will need to obtain the coverage with liability limits \$1,000,000/\$3,000,000 and the usual fee for coverage is 15-25 dollars.

6. **Send in Proof of your Medical Insurance Coverage.** This can be a copy of your medical card. Students who are not insured must submit a statement to declare this fact. *There is NO PENALTY from the Department for not having insurance.

7. **Be sure that you have registered for Practicum and Seminar with the same instructor/section.** The numbers after the hyphen indicate your section.

Example: Register for Field Practicum SOCW 4500-01 and Integrative Seminar 4501-01. Mismatched registrations will lead to students being displaced from their preferred classes!

Proofs should all be submitted...

1. In electronic form through E-Value
2. Please also consider retaining records for yourself as well
3. **Before the August 1st deadline**

Appendix I

Uploading Personal Records to E-Value

Navigation: In E-Value, go to Home > Other Tasks > Manage Personal Records

- Click “Other Tasks”.



- Select “Manage Personal Records”

Other Tasks

Search

Tasks

[Calendar](#)

[Change User Name or Password](#)

[Manage Personal Records](#)

- Manage Personal Records will appear as below.

Manage Personal Records

Personal Records Log

You have no designated personal records.

Add ad hoc entry

Type:	Event Date:	Note:	Expiration Date:	Requirement:	Status:
<input type="text" value="*choose type*"/>	<input type="text" value="04/14/2021"/>	<input type="text" value="Note text"/>	<input type="text"/>	<input type="text" value="*requirement*"/>	<input type="text" value="*choose status*"/>

Add attachment (click again for multiple)



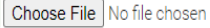
- Determine the field document to upload. Then Click on “choose type” and pull down your preference. For this illustration, it is a Background Check.
- Then Click on the paperclip “Add attachment” and then “Choose File” to locate the document on your device.

Manage Personal Records

Personal Records Log

You have no designated personal records.

Add ad hoc entry

Type:	Event Date:	Note:	Expiration Date:	Requirement:	Status:
Background Check	04/14/2021	Note text		*requirement*	*choose status*
					
					

- Browse and locate Background Document in your files. When you find your document, click on it and then click on “Open” or double click on the document name. After it is attached and appears in E-Value, then Click “Add.”
- In the field “Requirement” choose “Ongoing.” Leave the other field “Status” in the default mode.

Appendix J

Safety Checklist and Guidelines

Safety Considerations in the Field

SELF- CARE:

- Create a self-care plan (exercise, nutrition, socialization, boundaries.)
- Observe how your field instructor and colleagues practice self-care
- Discuss concerns about the internship at the end of the day with your field instructor/liaison/peers
- Learn the agency safety training information for its staff.

HOME VISIT SAFETY:

- Engage clients with respect and compassion
- Respect client's space and property.
- Show concern about client and their situation.
- Keep a detailed calendar with addresses, names and phone numbers and file numbers at work so that others know where they are.
- Observe so that you know who is in the home when you visit.
- Consider keeping hand sanitizer, wipes, anti-bacterial soap/lotion handy.
- If you sense a safety issue, find something to agree about with a client, instead of escalating a situation and then leave.
- Always wait to be invited to sit; sit in straight-back chair and close to an exit.
- Set firm limits in a compassionate, respectful manner.
- Use specific behavioral language.
- If verbal redirection does not work, move to limit setting in a firm but flexible manner, offering choices when possible.
- Following resolution of a crisis debrief with the supervisor and all involved staff.

DE-ESCALATION TECHNIQUES:

- Use observational data to recognize the signs of escalation (client posture, eye contact, facial expressions, physical gestures, muscle tone, voice and speech patterns, etc.
- Call for back up assistance (supervisor or another clinician) when possible, for direct assistance or to simply stand back and observe discretely.
- Choose the safest possible location to talk to the client.
- Consider moving other clients out of the waiting area, step just outside the front door.
- Get assistance as needed.
- Use your own body language (keeping a relaxed and empathic stance, reasonable distance, lowered voice with slow speech, friendly and confident) to cue the client's body language toward calming down and self-control.
- Identify what the client's immediate goal is at the time. Express a desire to help without making promises you can't keep.
- Avoid questions, statements, or information that may imply the client is to blame for his/her circumstance.

COMMUNITY SAFETY:

- Know the agency's policies and procedures for safety in the community
- Make sure your car has gas, is well maintained and has a local map available
- Park your car facing the direction you will be going when leaving

- Drive around the community prior to parking, taking note of key places -grocery stores, community center and people.
- Carry a charged cell phone and know how to use it to call emergency numbers
- Always leave your destination and contact numbers with office staff.
- Carry an emergency health bag in your car (latex gloves, first aid kit)
- Walk confidently to the home, while using your eyes to scan the area.

AGENCY SAFETY:

- Know the safety related policies and procedures for the practicum agency
- Know the policies and reporting procedures related to sexual harassment in the practicum agency
- Know how to enter and leave the building safely (including before /after business hours).
- Know the check-in and check-out procedures.
- Know any internal code for signaling the need for help.
- Know if it is acceptable to work with clients with the doors open.
- Know if staff and students ever physically hold a client, and under what conditions.
- Know procedures for handling blood related incidents.
- Know where the fire extinguisher nearest you is located, as well as the nearest stairway.
- Know what to do and where to go in case of a fire or tornado.
- Know what to do if another staff person creates an unsafe or uncomfortable environment.
- Know where emergency numbers are posted (police, fire department, poison control).
- Know process for reporting injury at the agency.
- Know how to de-escalate angry clients.
- Know the agency policy in regards to clients who are inebriated or high.
- Know how to safely position self in office.
- Know how to use building security.
- Know how to use phone to access help.
- Know how to and uses supervision in regard to safety issues.
- Know what to do and how to document when clients make threats towards others.
- Know who to contact at the placement site when there is an incident or threat.
- Know when to inform Practicum Supervisor and Field Director
- Know what the procedure is if there is a suspicion that someone has a weapon.
- Know where to store personal items (purse).