



SOCIAL WORK PROGRAM FIELD PLACEMENT MANUAL

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THOMAS UNIVERSITY NONDISCRIMINATION POLICY

The Thomas University Social Work Program strongly adheres to a policy of nondiscrimination and anti-oppression. The curriculum clearly includes educational outcomes which reflect the promotion of social and economic justice, nondiscrimination, awareness, and appreciation of human diversity and the values and ethics of the social work profession in all course syllabi.

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PURPOSE OF THE FIELD PLACEMENT MANUAL

This field internship manual was developed for undergraduate social work students, Agency Field Supervisors, and social work faculty. It is intended to provide increased understanding of the rationale for the field process and to clarify the roles and responsibilities of faculty, Site Supervisors, and students. This manual represents the effort of the Thomas University Social Work Program to provide essential materials to all field participants as well as to articulate the program goals, educational objectives, policies and procedures of the field instruction program.

DESCRIPTION OF SOCIAL WORK PROGRAM

The Thomas University Social Work Program offers the baccalaureate degree in social work and is fully accredited by the Council on Social Work Education (CSWE).

The Social Work Program is dedicated to the preparation of entry-level social workers who are: knowledgeable and skillful in evidence-based, generalist practice; dedicated to professional values and ethics; appreciative of diversity; and dedicated to social justice. In keeping with the nature of the southwest Georgia/ northwest Florida area, special emphasis is placed on the professional practice of social work in rural, resource- challenged areas.

SOCIAL WORK MISSION

Building on a liberal arts foundation, the social work learning environment is designed to prepare social work practitioners as lifelong learners able to live in an increasingly diverse, multicultural, and technologically complex society. We also strive to adequately prepare students who want to continue their university education by completing additional degrees. The Social Work Program's goal is to create social workers who will shape solutions to a wide range of interpersonal and social problems in the future while upholding the traditions, values, and ethics of the social work profession.

The mission of the Social Work Program is to develop competent, ethical, and productive professional social workers who are able to meet human needs, enhance human well-being, and promote social and economic justice through generalist social work practice and social action.

PROGRAM GOALS

Goal 1: Academic Excellence – To maintain an accredited Bachelor of Social Work (BSW) program that will teach students the foundation curriculum content, including knowledge, critical thinking skills, research, practice skills, communication skills, and values necessary to become effective social workers.

Goal 2: Professional Skills – To prepare generalist social work practitioners to intervene effectively in a variety of human and social problem areas from micro to macro and to evaluate the effectiveness of their interventions.

Goal 3: Advocacy – To prepare generalist social work practitioners to understand current social policies impacting clients, and to advocate for needed changes at all levels of society and government.

Goal 4: Ethics – To prepare generalist social work practitioners to understand and utilize the ethical standards of the profession embodied in the Code of Ethics of the National Association of Social Workers (NASW) and to follow this code as a member of the social work profession.

Goal 5: Cultural Competence – To instill in social work students an awareness of and sensitivity to issues of race, ethnicity, gender, class, age, sexual orientation, ability, and religion, as well as other factors, in our pluralistic society.

LEARNING OBJECTIVES

To accomplish its mission, the Social Work Program has set the following learning objectives representing the educational competencies established by our accrediting body—The Council on Social Work Education (CSWE):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

Competency 5: Engage in Policy Practice

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

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

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

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

CSWE COMPETENCIES AND BEHAVIORS

The Social Work Program has adopted the Social Work Competencies as outlined by the Council on Social Work Education (CSWE, 2022) as the goals and major learning outcomes for our program. These competencies include the “knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.” Each Competency is numbered according to the 2022 CSWE EPAS and to the Goals of the Thomas University Social Work Program.

Behaviors describe the “observable components of the competencies” that integrate them (CSWE, 2022 EPAS). The nine Competencies below are followed by the Behaviors that operationalize the Competencies and form the basis for the BSW Program's Assessment Plan.

These competencies, goals/learning outcomes, and behaviors are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

(Social Work Program Goal #1 – Ethics and Professionalism—to demonstrate ethical and professional behavior in all areas of practice.)

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

- 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. (CSWE, 2022 EPAS)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

(Social Work Program Goal #2 – Diversity—to engage diversity and difference in practice with knowledge and sensitivity.)

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

- 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

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

- 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. (CSWE, 2022 EPAS)

Competency 4—Engage in practice-informed research and research- informed practice.

(Social Work Program Goal #4 – Research—to engage in practice-informed research and research-informed practice.)

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

- 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. (CSWE, 2022 EPAS)

Competency 5— Policy— Engage in policy practice.

(Social Work Program Goal #5 – Policy—to engage in social work policy practice to impact macro level concerns.)

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

- 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.

(CSWE, 2022 EPAS)

Competency 6— Engage with individuals, families, groups, organizations, and communities.

(Social Work Program Goal #6—Engagement—to engage with individuals, families, groups, organizations, and communities to build relationships, rapport, and cooperation)

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship- building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 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.

(CSWE, 2022 EPAS)

Competency 7— Assess individuals, families, groups, organizations, and communities.

(Social Work Program Goal #7—Assessment—to assess individuals, families, groups, organizations, and communities in a collaborative fashion in order to accurately ascertain issues of concern)

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.

Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 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.

(CSWE, 2022 EPAS)

Competency 8— Intervene with individuals, families, groups, organizations, and communities.

(Social Work Program Goal #8 – Intervention-- to intervene with individuals, families, groups, organizations, and communities in a collaborative fashion to create positive and impactful change)

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

- 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 goal

(CSWE, 2022 EPAS)

Competency 9— Evaluate practice with individuals, families, groups, organizations, and communities.

(Social Work Program Goal #9—Evaluation: to evaluate practice with individuals, families, groups, organizations, and communities in order to gauge the effectiveness and impact of social work practice.)

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

- 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 level.

(CSWE, 2022 EPAS)

(FROM THE COUNCIL ON SOCIAL WORK EDUCATION, INC. EDUCATIONAL POLICY AND ACCREDITATION STANDARDS, 2022)

INTRODUCTION TO FIELD

THE PURPOSE OF FIELD EDUCATION

Field instruction is an educationally directed program through which students learn by participating in the delivery of social services under the supervision of a qualified Site Supervisor. The content of field instruction is related to the total social work curriculum and should enable students to integrate content from all curriculum components into their practice in a particular agency setting. These curriculum components include content related to human behavior and the social environment, policy, practice methods, cultural diversity, social work values, populations at risk, and research. Through direct experiences in a social work setting, students' understanding of previously and concurrently learned content should be deepened and further knowledge acquired.

THE BSW FIELD INTERNSHIP EXPERIENCE AT TU

The overall goals for student learning of the BSW Field Internship Experience are to:

- Articulate the social work values, ethics, and legal mandates for practice.
- Identify clients' experiences of oppression and discrimination and how this shapes their lives.
- Engage in practices that advance social, economic, and environmental justice.
- Apply research findings to interventions with clients.
- Engage in Policy Practice.
- Use theory-informed engagement skills with clients of all system level.
- Use theory-informed assessment skills with clients of all system level.
- Use theory-informed intervention skills with clients of all system level.
- Use theory-informed evaluation skills with clients of all system level.
- Prepare students for practice in accord with the *NASW Code of Ethics* and professional values.

These overall goals are further specified in the "COURSE GOALS" and "STUDENT LEARNING OBJECTIVES" sections of the course outlines for the courses that make up the BSW Field Education Sequence:

- SWK 421- Field Instruction Seminar I 6 semester hours
- SWK 451- Field Instruction Seminar II 6 semester hours

The overall student learning goals in field placements are delineated in relation to generalist practice competencies. Upon completion of the field courses, students will have achieved the following learning objectives:

SWK 421-FIELD INSTRUCTION SEMINAR I

COURSE GOALS

1. Facilitate integration of coursework with field education.
2. Enhance the professional knowledge base for generalist social work practice.
3. Promote development of professional behavior.
4. Increase identification as a social work professional.
5. Introduce peer and self-evaluation of practice.
6. Enhance perception of the values and ethical principles underlying practice.
7. Promote professional development through learning contracts, evaluation, supervision, and self-care.
8. Promote understanding of agency mission and services.
9. Develop skills for establishing effective helping and professional relationships.
10. Increase knowledge of human behavior and practice theory.
11. Develop awareness of the factors that place specific populations at risk or pose barriers to equitable access to services.
12. Develop awareness of one's responses to diverse clients.

STUDENT LEARNING OBJECTIVES

1. Articulate the values, ethical principles, and legal mandates for practice.
2. Evaluate the fit between personal and professional values.
3. Use self-reflection to evaluate professional behavior (e.g., confidentiality, professional boundaries, professional presentation of self, collegiality, reliability and diligence, giving and receiving constructive feedback).
4. Cite the professional literature relevant to agency cases.
5. Identify one's biases revealed in response to clients.
6. Articulate principles governing professional case recording and documentation.
7. Use APA guidelines for professional writing.
8. Describe the field agency's mission, client population, funding, programs and services.
9. Describe the casework/problem solving process with client cases.
10. Describe the use of human behavior theory with client cases.
11. Identify clients experiencing oppression and discrimination.
12. Describe the effects of social policy on clients and agency practice.
13. Use seminar and Site Supervisors' feedback for self-reflection.
14. Contribute to peers' professional development.
15. Identify clients' experiences of oppression and discrimination and how this shapes their lives.
16. Engage in practices that advance social, economic, and environmental justice
17. Apply research findings to interventions with clients
18. Engage in Policy Practice
19. Use theory-informed engagement skills with clients.
20. Use theory-informed assessment skills with clients.
21. Use theory-informed intervention skills with clients.
22. Use theory-informed evaluation skills with clients.

SWK 451 –FIELD INSTRUCTION SEMINAR II

COURSE GOALS

1. Facilitate integration of coursework with field education.
2. Enhance the professional knowledge base for generalist social work practice.
3. Promote development of professional behavior.
4. Increase identification as a social work professional.
5. Enhance peer and self-evaluation of practice.
6. Enhance perception of the values and ethical principles underlying practice.
7. Promote professional development.
8. Promote understanding of agency policies, organizational structure, and practice.

9. Develop awareness of the legislation underlying practice.
10. Increase knowledge of human behavior and practice theory.
11. Increase awareness of the factors that place specific populations at risk or pose barriers to equitable access to services.
12. Enhance skill in professional writing.

STUDENT LEARNING OBJECTIVES

1. Articulate the social work values, ethics, and legal mandates for practice.
2. Identify clients' experiences of oppression and discrimination and how this shapes their lives.
3. Engage in practices that advance social, economic, and environmental justice.
4. Apply research findings to interventions with clients.
5. Engage in Policy Practice.
6. Use theory-informed engagement skills with clients.
7. Use theory-informed assessment skills with clients.
8. Use theory-informed intervention skills with clients.
9. Use theory-informed evaluation skills with clients.

INTERGRATED INTERNSHIP LEARNING CONTRACT AND EVALUATION

In addition to the goals and learning objectives of the Field Sequence, it is very important that each student be aware of and verbalize individual goals for field instruction which are pertinent to personal learning needs and the particular field agency. Near the beginning of each placement, the student develops an individualized learning contract that includes learning goals, objectives, activities/tasks, and evaluation measures that address areas of professional knowledge and skills in need of development or improvement. Agency Site Supervisors and the Course Instructors are available to assist students with this process.

Students complete a Learning Plan in the TEVERA database. This is maintained in the database where the agency Site Supervisor, the Course Instructor, and student may review it at any time. The learning goals can be modified or others added at any time during the placement, and progress toward goals is evaluated at regular intervals. FORM G provides useful information for writing the learning contract.

FORMAT OF FIELD INSTRUCTION

SWK 421 Seminar I and SWK 451 Seminar II **each** require 200 documented hours, for a total of 400 hours of agency work over the course of one or two semesters. A student may opt, with program and internship approval, to complete all 400 hours and both 421 and 451 in one semester. Even if a student completes 400 hours prior to the end of semester, that student is required to continue in their field placement until the end of the semester.

SWK 421 Seminar I and SWK 451 Seminar II meet throughout the entire period of the field placement via ZOOM and asynchronous settings. (Students must refer to provided schedules and their Canvas pages.) Students are required to attend all sessions, to arrive on time and stay for the duration of class. Students must appear on camera and with their microphones ready to use in order to participate in large and small group activities. Students must come to class in professional attire, with distractions minimized and must remain on camera and ready to participate throughout each class session for their attendance to be counted. Students missing more than 20% of any course will be automatically academically withdrawn. Students cannot be in an internship placement or a Seminar class separately; each must occur simultaneous to one another.

Students complete all 400 hours of field instruction in the same agency unless circumstances are present or develop that negatively affect the learning experiences available to the student. Should the student fail either their internship or the corresponding class, the Student will be withdrawn from both and will need to repeat both in order to move forward in the program. Hours completed in that term do not carry over if a student must redo a term.

TEVERA ONLINE FIELD MANAGEMENT SYSTEM

Since Fall 2020, the Social Work Program has used Tevera (www.tevera.com) to manage the required Social Work Field Program. Tevera is an online management system that combines different applications, forms, and evaluations onto one platform. Social Work Program Directors, Field Coordinators, Faculty, Agency Field Supervisor, and Students will have individual access to Tevera.

The field manual will make reference to “Tevera” for forms to be completed online.

Additional information will be provided at the beginning of the semester to access and use Tevera.

PREREQUISITES TO FIELD

IN ORDER TO BEGIN FIELD PLACEMENT, STUDENTS MUST HAVE SUCCESSFULLY COMPLETED:

- all general education requirements;
- the required social work courses with a grade of “C” or better;
- a cumulative grade point average of 2.5 in social work courses.

Students who have not satisfied these prerequisites must have the permission of the Social Work Program Director to begin field. Students will be concurrently enrolled in additional upper division social work courses while engaged in field placement.

FIELD PLACEMENT APPLICATION PROCEDURE

More and more agencies are requiring fingerprinting, criminal background checks, drug screens, or other forms of background investigation. You must complete all screening requirements of your specific field agency. **A felony conviction may limit your options for field placement in human service agencies (or for employment after graduation). While every effort will be made to find a suitable field placement, if a felony conviction makes it impossible to find a placement, you will not be able to complete BSW degree requirements.**

If you have a felony conviction or any other factor which may hinder placement, you must notify the Program Director at the time that you begin the field application process.

- A. All social work majors must make formal application to field placement before being allowed to enroll in internship courses. This application process begins in the student's junior year and they are encouraged to discuss placement with the Field Coordinator during that time.

Meeting dates and application deadline dates are posted in Canvas. Students are responsible for all deadline dates and mandatory meetings that are posted, as it is not possible to notify each student individually of these very important dates.

- B. Field applicants attend a group orientation to field in the second half of the spring semester during junior year. During the group orientation meeting, students receive a copy of the application forms and schedule individual meetings with the Field Coordinator.
- C. At the individual meeting, the student submits the completed application and a resume to the Field Coordinator. The student's learning objectives and career goals are discussed in order to determine potential placement options. Students are encouraged to express their preference as to location and interests in their field applications. During this meeting, the student and Field Director Coordinator also review the placement process.

Apart from Tallahassee, Southwest Georgia and adjacent northern Florida counties are a predominately rural area. There are a number of opportunities in Thomas and surrounding counties for agency placements which serve a diverse client base including, but not limited to, socio-economic status, ethnicity, and age. A student may request a particular type of placement or county preference and the Field Coordinator will work with the student in identifying appropriate sites, but placement in a particular county and/or site cannot be guaranteed.

Students who require accommodations due to a documented disability should register with the Director of Disabilities Services. The student should also inform the Field Coordinator of approved accommodations in their junior year.

D. The Field Coordinator then makes a tentative assignment to an agency based on the following considerations:

1. Availability and expertise of agency-based Site Supervisors
2. Agency's commitment to serve as a field placement during the specific academic year.
3. Student's professional and academic needs.
4. Student's past experiences and indicated preferences for a particular agency or client population.

Preference is given to agencies with Site Supervisors who hold a Master of Social Work degree from a CSWE-accredited program.

STANDARDS, POLICIES, AND PROCEDURES

SELECTION OF FIELD AGENCIES

All agencies considered for affiliation with the Field Education Program must meet the criteria listed below. Agencies may become part of our field education program either by contacting the Field Coordinator to explore the development of University-agency collaboration, or through outreach from the University to the agency. The Field Coordinator assesses field learning opportunities at the agency and develops a Memorandum of Understanding (MOU) with the agency and a Field Agency Profile of placement opportunities at the site. The criteria for assessing the suitability of an agency for field instruction are as follows:

- The agency's philosophy of service, goals, and objectives must be congruent with those of the social work profession and the TU Social Work Program.
- If the agency is not a primary social work agency, it must demonstrate that social work services are fully integrated in the structure of the agency and are of high quality. The university will monitor students' field placements to assure that the social work focus is maintained.
- The administrator of the agency must allow Site Supervisors the time necessary for teaching (e.g., development and evaluation of student's assignments, preparation of teaching materials, instruction and supervision, conferences and participation in meetings and workshops offered by the University).
- The agency must provide a diversified learning experience that will prepare students for beginning generalist practice.
- The agency must provide adequate space, supplies, and clerical support for students during their placements.
- The agency must reimburse field students for travel expenses incurred to carry out field assignments at the same rate allowed for the agency's staff. Travel expenses to and from the field agency is the responsibility of the student.
- The agency's policies and procedures must comply with the nondiscrimination policies of Thomas University and the TU Social Work Program. The agency must conduct its programs and personnel practices without discrimination on the basis of race, class, national origin, color, disability, creed, ethnicity, age, gender identity and expression, or sexual orientation.

SELECTION OF AGENCY SITE SUPERVISORS

Agency-based Site Supervisors for students have the primary responsibility for instructing and supervising students in their field placements, including developing learning assignments, providing regular instruction and supervision, and evaluating achievement of field instruction objectives. Agency-based practitioners interested in instructing field students submit a Site Supervisor Profile to the Field Coordinator. Site Supervisors must meet the following criteria:

- The Site Supervisor for BSW students must hold a BSW degree from a CSWE-accredited program and two years of supervised post-degree experience or an MSW degree from a CSWE-accredited program. Potential Site Supervisors with other qualifications should consult the Field Coordinator.

In cases where the day-to-day Task Supervisor does not have a social work degree from an accredited program, the Field Coordinator will work with the agency to designate a qualified Site Supervisor from within the agency, in addition to the day-day Task Supervisor, to provide regular instruction and supervision that reinforce the student's acquisition of the social work perspective and the student's competence. If a qualified Site Supervisor is not available within the placement agency, the Field Coordinator will designate a Site Supervisor from outside the agency with the approval of the agency director.

- The Site Supervisor must demonstrate commitment to their own professional development through professional affiliations, participation in continuing education courses, workshops and seminars that enhance and update practice skills, community involvement and leadership, innovation in service delivery, etc.
- The Site Supervisor must be able to devote sufficient time to contribute to the student's field instruction by:
 - Reviewing curriculum materials.
 - Selecting relevant professional articles for the student.
 - Developing field assignments to meet field instruction course objectives.
 - Participating in the development of the student's learning plan and evaluations.
 - Evaluating the student's performance on the field assignments.
 - Providing weekly scheduled instruction and supervision.
 - Meeting with the Course Instructor for scheduled field visits and as needed.

BENEFITS FOR SITE SUPERVISORS

Working with students can be a rewarding experience in itself. Site Supervisors also find that working with students can open the door to other professional opportunities and experiences. Benefits that Site Supervisors receive can include:

- The satisfaction of contributing in a highly significant way to the growth and development of new social work professionals.
- The opportunity to reflect on and develop their own skills as they help field students integrate classroom experience with practice in the field.
- The opportunity to meet continuing education requirements for professional licensure.
- Professional recognition within the human service community as a social work Site Supervisor.
- Opportunities for networking and social interaction with other social work professionals.

PLACEMENT PROCEDURES

STUDENTS MUST REFER TO THE “SOCIAL WORK CONNECTIONS” SECTION OF THEIR CANVAS PAGE FOR SPECIFIC POLICIES, PROCESSES, AND PROCEDURES. THIS IS WHAT THEY MUST FOLLOW.

The student is responsible for obtaining the initial search for their own field placement. The Field Coordinator is responsible for confirming and finalizing all agency placements.

The formal process for being assigned to an agency placement begins months in advance of the actual field placement.

All students must complete and sign an Application for Field Instruction and Statement of Understanding and Consent that indicates an understanding of the field placement process and possible penalty if time frames and other expectations are not met; commitment to the NASW Code of Ethics; understanding that background checks may be required and a criminal conviction may impede the student’s ability to gain a field placement or future social work employment; and permission to release reasonable information to field agency representatives in order to secure a placement.

In order to proceed into a field placement, students must be in good academic standing. Students must have a grade of “C” or better in all social work required courses and a minimum GPA of 2.5 on a 4.0 scale. All incompletes must be removed before starting a field instruction course.

Many social services agencies require an extensive background check. If a student has a felony or misdemeanor conviction, of which an essential element is dishonesty, or a conviction for any crime related to the practice of social work, the student may be unable to move forward in the program.

All students must complete any additional agency requirements prior to starting in the agency. For example, a physical exam or TB screening is required by some agencies. A criminal background check is required by all child welfare agencies.

The School of Social Work cannot guarantee placement in an agency. The Field Coordinator will work with every student, however if there are limiting circumstances such as a felony conviction or unsuitability to the profession, an alternate career plan will be explored. After three attempts to place a student, the Social Work Program will no longer work with the student to secure a placement and the student will be terminated from the program.

INTERNING IN STUDENT'S PLACE OF EMPLOYMENT

Professional employment and learning are not inconsistent, but there are differences between the roles of student and staff and the balance between the goals of educational development and delivery of services to clients. In the interest of assisting students and agencies, the Program has adopted a policy for the development of a field placement in the student's place of employment. The policy is designed to insure the accomplishment of the educational goals and objectives of field instruction.

As mandated by the Council on Social Work Education (CSWE), the School of Social Work does not award academic credit toward the BSW degree for life or work experience. A field internship must be fundamentally different from a student's work responsibilities and focused on expanding the student's professional knowledge and skills. For an agency of employment to be approved for use as an internship, the following criteria must be met to the satisfaction of the Field Coordinator.

The student must have been employed by the agency for a minimum of one year and must be an employee in good standing.

- The agency has available either different programs or a different job position within the program that employs the student that will provide the student with practice experiences different from their current job. A separate learning environment should be established through one or more of the following means: (a) placing the student in a different program in the agency, (b) assigning the student to work with a different client population, and/or (c) having the student employ different social work intervention methods.
- The assignments given to an intern must be consistent with the learning objectives of the field instruction courses. Assignments must foster the progressive development of the student's practice competence. This may mean lighter caseloads in the internship time than when employed, planned and varied work assignments, and/or additional hours above the normal work week to achieve the internship requirements.
- The agency Site Supervisor must provide a minimum of one hour of scheduled supervision weekly to the student focused solely on internship activities and experiences.
- The agency has available a qualified Site Supervisor. This person should not be the designated supervisor for the work tasks that the student routinely performs in the agency. This is to ensure in part that the student and Site Supervisor are free to focus on the educational aspects of the internship rather than the workload issues.

If a qualified Site Supervisor is not available in the employing agency, arrangements must be made through the Field Coordinator for field instruction from a qualified instructor from outside the agency. In such cases, the off-site Site Supervisor serves as the official "Site Supervisor", supports the on-site day-to-day "task supervisor", participates in developing the student's learning plan, participates in

evaluating the student's progress, and provides weekly supervision to the student with the approval of the placement agency's director. Under no circumstances should students pay for supervision external to the agency.

Students who wish to negotiate special arrangements for a field placement in their current place of employment must prepare a typed Proposal and Agreement for Internship in Place of Employment and submit it to the Field Coordinator for approval. The agency administrator who has the authority to approve the field placement must be contacted by the student before the proposal is submitted. Typically, the deadline for submitting completed proposals is two to three months prior to the placement. If the placement is determined to be feasible by the agency administrator, the student must submit the typed proposal and the following attachments to the Field Coordinator:

- Current resume of proposed Site Supervisor
 - Copy of the student's current job description
 - Copy of the most recent job performance evaluation or a signed statement on agency letterhead verifying that the student is an employee in good standing
-
- It is the joint responsibility of the TU Course Instructor, agency Site Supervisor, and student to insure throughout the internship that the assignments specified in the student's learning plan be completed and are consistent with the learning objectives of the internship courses.

If the terms of the student's learning plan are not met, the internship placement may be terminated. In that event, the student may not be able to begin an alternate placement until the following academic year or may be removed from the Social Work program, depending on the cause for placement termination.

RESPONSIBILITIES OF THE SCHOOL, AGENCY, AND STUDENT

RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK

- Assisting field agencies in planning for and providing educationally-directed internships and providing consultation whenever needed.
- Providing orientation, training, and consultation to Site Supervisors and other appropriate field agency staff about field education.
- Applying field eligibility criteria to assure adequately prepared and competent students for placement.
- Collaborating with field agencies on decisions about student placements.
- Carrying final responsibility for the administration of the field education program, including decisions which will affect the progress of the student such as grades, credits, and field hours in the agency.
- Providing a designated member of the faculty to serve as the TU Course Instructor for each student placement (the instructor of the student's concurrent Seminar class).
- Establishing a policy and procedures to resolve student, Site Supervisor, agency, and the TU Course Instructor complaints and the School of Social Work Grievance Policy and Dispositional Concerns Policy.

RESPONSIBILITIES OF THE FIELD AGENCY

- Selecting Site Supervisors who meet the CSWE accreditation criteria and can satisfactorily perform the responsibilities of a Site Supervisor.
- Assuring that each Site Supervisor has adequate time within their work schedule to:
 - Meet the educational needs of the student including orientation to the agency and its services; information about safety procedures applicable in the setting; developing internship assignments to meet the field instruction course objectives; providing at least weekly supervision conferences with each student, evaluating student performance.
 - Meet with the TU Course Instructor at periodic intervals to discuss internship assignments and student performance.

- Initiate consultation with the TU Course Instructor should the student/agency experience difficulties which may affect the placement.
 - Attend field-related School-sponsored meetings, institutes, and seminars.
 - Prepare internship learning contracts and evaluations as required by the School.
- Providing a reasonable workspace, supplies, and secretarial support for the student.
 - Immediately contacting the Field Coordinator if the approved Site Supervisor leaves or is given another assignment that rules out providing field instruction. In case of a temporary absence of the Site Supervisor, the agency should provide a satisfactory substitute and inform the Field Coordinator. Should the Site Supervisor depart for a position elsewhere, under no circumstances should the student “follow” the Site Supervisor to the new site.

Students are assigned to a specific agency, not to a specific Site Supervisor. However, all Site Supervisors must meet the School’s criteria and be approved by the Field Coordinator. All placement decisions must be made in consultation with the Field Coordinator.

- Signing an agreement or Memorandum of Understanding (MOU) with the Field Coordinator on behalf of the TU Social Work program to provide field education.

RESPONSIBILITIES OF THE FIELD COORDINATOR

- Developing field agency sites, including those brought by students and additional agencies sought out independently.
- Working with field agencies to initiate, develop and improve agency-based field education.
- Approving Site Supervisors and Task Supervisors.
- Orienting and training Site Supervisors and Task Supervisors including offering ongoing Tevera Trainings and support.
- Planning educational and appreciation events for Site Supervisors and Task Supervisors.
- Meeting all requirements of a full time faculty member at Thomas University and per the Social Work Handbook.

RESPONSIBILITIES OF THE SEMINAR COURSE INSTRUCTOR

- Meeting with the student and Site Supervisor to develop the student's *Integrated Internship Learning Contract and Evaluation*, and to evaluate student progress. These meetings should take place at the middle of the first semester and at the end of the second semester. If a student completes their internship in one semester, the meetings will occur at the middle and end of the same semester.
- Acting as the liaison between the student and the Site Supervisors and Task Supervisors.
- Evaluating student performance in the placement and grading all assignments and submitting final grades.
- Providing resources to the students, Site Supervisors, and Task Supervisors that will enhance field instruction. (An agency Site Supervisor and Task Supervisor may call on the TU Seminar Course Instructor to provide additional help or instruction to a student who is struggling to be successful.)
- Informing and consulting with the Field Coordinator about field-related problems that may require intervention.
- Teaching the required Field Instruction Seminar for students including synchronous and asynchronous formats.
- Facilitating identification of practice issues and application in the field placement of knowledge, values, and skills acquired in classroom courses.
- Facilitating peer support, sharing, and analysis of field internship experiences.

RESPONSIBILITIES OF THE AGENCY SITE SUPERVISOR

Site Supervisors have the primary responsibility for educating student social workers to become professional practitioners. Educating for professional practice requires knowledge and skill, planning and creativity. Field instruction suggests:

- Becoming familiar with the objectives, content, policies and procedures of the field education program and the BSW social work curriculum.
- Interviewing prospective students for field placements unless someone else in the agency is delegated to do so and providing feedback to the Field Coordinator about which students are acceptable.
- Preparing field agency staff members in advance of the student's placement so they can assist the student as necessary with their field placement.
- Orienting the student to the field placement as appropriate such as: introduction to staff, facility, office procedures, information management systems, agency mission, funding, table of organization, service programs, client demographics, policies and procedures including safety guidelines, practice methods, the agency's place in the social service network, etc.
- Scheduling and holding weekly supervision sessions with the student and being available for ad hoc instruction and consultation. Supervision conferences should focus on the student's skill development and learning in addition to task completion.
- Providing the student with ongoing evaluation of their practice.
- Creating an atmosphere in which the student is free to explore and learn.
- Facilitating integration of practice methods with practice theory by identifying the theory and methods used and by teaching new practice methods and models required to perform specific assignments. Site Supervisors and Task Supervisors may assign readings, process recordings, or other learning assignments as needed.
- Being accessible to the student as a role model.
- Communicating as soon as possible, any concerns regarding the student's performance to the TU Course Instructor. The Course Instructor can initiate the Corrective Action Plan process.
- Completing the ratings and narrative evaluations of the student's performance as required by the Social Work Program.

- Completing a written evaluation of the field education program.
- Attending field orientations, trainings, and other meetings of Site Supervisors held by the Social Work Program.

Off-Site and On-Site Field Instruction

Occasionally a student may be placed in an agency that is unable to provide on-site social work instruction and supervision. In such cases, the agency and the Field Coordinator will work together to locate a BSW or MSW social worker to provide off-site instruction and supervision. Although this person will be the official “Field Supervisor”, the on-site “Task Supervisor” also plays an essential part in the student’s preparation for professional practice. Students should have a clear understanding of the responsibilities of both as described below.

Off-Site Field Supervisor:

- Participates in developing the student’s plan and evaluations with the student, on-site task supervisor, and the TU Course Instructor.
- Assists the student in identifying the difference between the social work perspective and the perspectives of other professionals delivering social services.
- Assists the student in developing a professional social work identity.
- Models, discusses, and identifies a social work approach to the assignments identified in the learning contract, such as person-in-environment perspective, “starting where the client is”, empowerment, etc.
- Assists the student in understanding the *NASW Code of Ethics*.
- Assists the student in identifying ethical dilemmas and using *NASW Code of Ethics* as a framework for resolving them.
- Assists the student in integrating theories and concepts learned in the classroom into the assignments.
- Provides one hour of scheduled supervision per week and is available at other times via phone, e-mail, etc. to assist with social work-related concerns.
- Evaluates the student’s performance on the assignments in the learning contract.

On-Site Task Supervisor:

- Participates with the student, Site Supervisor, and the TU Course Instructor in developing the student’s learning plans, as laid out at the beginning of their internship.
- Supervises, monitors, and evaluates the student’s performance on assignments.
- Assists the student in understanding the agency’s structure, mission, goals, and services.
- Assists the student in learning the agency’s policies and procedures.

- Identifies and provides resources within the agency to assist the student in completing the assignments specified in the learning contract.
- Assists the student in meeting the objectives specified in the learning contract.
- Assists the student in understanding the different professional approaches to problem solving.
- Assists the student in understanding the culture and political structure of the agency and professional relationships with colleagues and staff.

Off-Site Site Supervisor and On-Site Task Supervisor:

- Both participate in developing the student's learning experiences and evaluations.
- Both provide supervision on an ongoing basis, feedback to the student to facilitate the learning process, and written and oral evaluation of student performance.
- Both participate in the final evaluations for SWK 421 and SWK 451 and recommend grades for the courses.
- Both hold the student accountable for professional behavior and document and report any concerns to the TU Course Instructor.
- Both participate in the Social Work Program's field-related orientations, trainings, and meetings.

RESPONSIBILITIES OF THE STUDENT

- Developing a learning plan for each field instruction course with the Site Supervisor and the TU Course Instructor.
- Arranging and maintaining a schedule for field instruction.
- Recording completed field instruction hours on the Cumulative Time Sheet, in the TEVERA database, submit to the Site Supervisor for approval, and ensure the instructor completes the approval process.
- Satisfactorily completing all assignments in each seminar course.
- Participating in the evaluation of their performance in the field instruction courses.
- Contacting the TU Course Instructor if problems arise that need clarification or resolution. (Students also can initiate the Internship Improvement Plan process.)
- Completing an evaluation of the field agency and the Site Supervisor at the end of each field instruction course in TEVERA.

- Purchasing mandatory malpractice insurance via the NASW membership process (which requires purchasing an NASW membership) and providing proof before the internship process begins.
- Providing proof of the required health insurance or other documentation as required by the field agency.
- Consulting the field agency about safety and liability concerns. Students transporting agency clients in agency vehicles or in their own vehicles must check agency policy on the extent of automobile liability insurance required. The University provides no liability insurance in such instances.
- Attending all synchronous class sessions and participating weekly in online asynchronous classwork.
- Satisfactorily completing the field instruction seminar requirements (see SWK 421 and SWK 451 course syllabi for details).

ADDITIONAL REQUIREMENTS FOR STUDENTS

Automobile/Driver's License: Students are responsible for their own transportation to and from field placements and for their own automobile insurance. Some placements require that students have a valid driver's license and access to a car.

Agency policies on reimbursement for travel, access to agency vehicles, and insurance coverage for students who are transporting agency clients should be made clear to students prior to placement. The Social Work Program accepts no liability for injury to students or their agency clients pursuant to transporting them.

Health Insurance: Field placements may require students to have health insurance in the event of accidental injury or serious illness requiring hospitalization. Coverage is the students' responsibility.

Special Requirements: Most agencies require students to undergo a criminal background check, fingerprinting, and/or other clearance, as well as other requirements. Students desiring to complete a placement in these agencies must comply with these requirements. Some agencies cover all or at least some portion of the costs. Students are expected to undergo all required screenings at their own expense if they are not covered by the agency.

TB Skin Test (PPD-S): Given the increasing prevalence of tuberculosis, students anticipating placement in a setting serving client populations with a higher than normal risk for TB should be tested prior to starting the placement. Some agencies may require and/or provide TB testing.

Blood-borne Pathogens/Hepatitis B: Some agencies may require training in the handling of blood-borne pathogens before students begin working with clients. It is recommended that students participate in any training provided by the agency related to this subject. If a student anticipates working in a setting where there is a risk of exposure to blood-borne pathogens, a Hepatitis B vaccination may be required. This involves a series of three injections over a six-month period. The hepatitis vaccination series can be expensive with costs ranging from \$95 to \$150 depending on where the immunizations are provided. Any testing, training, or costs are between the agency and the student. Students are to cover any costs the agency does not.

BEGINNING FIELD PLACEMENT

Preparations for beginning placement

1. Clarify the date and time you will begin field placement and your placement schedule with the Agency Field Supervisor . Ask if there is any documentation you need to bring, or if there are any procedures you need to complete (such as a background check) prior to beginning placement
2. Give your Agency Field Supervisor your phone and email information.

Initial days of field placement

The first days of field placement are a time of beginning to familiarize yourself with the agency in which you are placed, your Agency Field Supervisor, other staff members, and the way the agency “works.” During this time, students may experience some anxiety about what will be expected of them, about whether the placement will be a success, and about their ability to handle the demands of field placement, classes, family responsibilities, and possibly other employment. It may be helpful to realize that many students each year enter field placement with similar concerns, and that these are generally alleviated as the student becomes more familiar with the agency setting, the Site Supervisor, and the learning tasks which will be required.

If you experience any concerns related to your placement, please speak with your Field Coordinator or another member of the Social Work faculty. You may also discuss any concerns in field seminar and, as you come to know your Agency Field Supervisor, may utilize weekly supervision for this purpose.

INITIAL TASKS DURING FIELD PLACEMENT INCLUDE THE FOLLOWING:

Personnel Practices for Students in Field Placements

- Students must observe the personnel policies and practices for all staff established by the field agency. Exceptions should be discussed with student, Site Supervisor, Course Instructor, and the Field Coordinator as necessary.
- Students are **not expected** to report to the field agency on University holidays. Students must make up time lost due to agency closings that do not coincide with University holidays. This must be communicated with the agency in advance so that absences for holidays are anticipated by the agency and so that additional hours at the agency are approved in advance.

- Students **must not be absent** from classes in order to meet service needs or to attend educational programs in the field agency. Conversely, students must not miss field instruction in order to meet a classroom requirement. Possible exceptions should be discussed with concerned persons.
- Students must notify the agency Site Supervisor at the earliest possible time of any absence due to illness or other emergency situation and provide this information to their Course Instructor when they have or will be absent. Students must also include information about the Site Supervisor-approved plan to make up any missed hours.
- Students are responsible for keeping track and completing the cumulative time sheet in the TEVERA database which is due at the end of each semester.
- Students cannot apply extra hours accumulated in one semester to the next and must complete all hours to pass the course. This means that a student completing their internship in 2 semesters must complete at least 200 hours each semester. A student completing their internship in 1 semester must complete 400 hours in this semester. Students also must continue in their internship placements for the full semester even if the required number of hours has been accumulated prior to the end of the semester.
- Students must discuss any plans to use agency material for classroom or seminar assignments with the Site Supervisor. Agency policies regarding disguise of material, administrative clearance, etc., must be respected and observed.

SAFETY IN THE FIELD

All individuals and agencies involved in professional social work practice must be alert to the possibility of unexpected confrontations that might put them at risk of harm. Protective measures should be taken to minimize the possibility of such an occurrence. Students, in particular, should recognize that a placement in a field agency, as in any workplace, may involve exposure to potential risks and hazards. In addition to documented risks from disgruntled employees and clients, many agencies serve clients with histories of assaultive behavior or employ modes of service such as home visits that may be significantly less safe than traditional office-based services.

Students and agencies together must consider creating a safe environment. Safety must be addressed in the agency orientation as well as in supervision. It is important to discuss guidelines for prevention, taking risks, and crisis/safety plans.

The Site Supervisor should inform the student in advance of any known risks or potential hazards. At no time should a student knowingly expose him- or herself to bodily injury or harm. Similarly, no Site Supervisor or agency representative should give a student an assignment where such risk is present without providing special training specific to the risk and taking all reasonable precautions. Students must be permitted to decline any assignment exposing them to excessive risk without prejudice.

An important aspect of professional practice is being aware of the limits of one's knowledge and skills and avoiding situations that are not within one's competence. Whenever the student has a question about the handling of a particular case and/or whether a given intervention is appropriate, the student should consult the Site Supervisor.

Should a safety related incident occur while a student is in a placement, TU Social Work Program Director must be notified immediately in writing via email.

Safety Principles and Precautions

Below are some basic safety principles and precautions to guide students, Site Supervisors, and agencies in the creation of a safe practice environment.

- Sometimes a client may become agitated or hostile. It is important that students and Site Supervisors discuss how to handle such situations early in the internship so that the student is informed of agency policy and a recommended course of action, should such an event occur.
- It is common for social workers in a variety of social service settings to conduct interviews in a client's home. Such visits do expose students to risks. Home visits should be made with the full knowledge of the Site Supervisor including time of departure, time of return, other activities while on the trip, etc. Students should not conduct home visits when they feel uncomfortable or threatened in the situation. They should return to the agency and report the situation to the Site Supervisor/task supervisor. Students should beware of dogs or other household pets that might be a threat. Students should not continue a home visit when alcohol and/or drugs is detected.
- Know who to call regarding what steps to take if a vehicle breaks down.
- Mental health and correctional institutions serve client populations whose behavior may be unpredictable. It is important that students learn strategies for handling clients whose behavior becomes threatening. Whenever students feel uncomfortable with clients, they should inform their Site Supervisors. The Site Supervisor or another staff person may accompany the student when serving such clients.
- Some social service settings have activities that occur beyond normal office hours. Be aware of the location of these activities such as the neighborhood, street lighting, open spaces, shrubs, and other growth. It is appropriate for students to ask someone to accompany them to their cars after dark. Do not take risks.
- When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some clients this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, and others.
- At times students will work with clients who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess weapons. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. It is very important that

students consult with Site Supervisors regarding preparation for and handling of specific situations that are potentially difficult or threatening. Students should never keep information about potentially dangerous clients to themselves, even if they believe that they have good relationships with their clients.

- When traveling by car to an agency or a home visit, it is important to know how to reach your destination. Consult a map and/or request directions from a reliable source before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows. Tell someone where you are going and the amount of time you expect to be away from the office.

- When traveling by foot or public transportation, it is advisable to carry as few valuables as possible. Money, license, keys and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and sturdy, flat, walking shoes. Be alert to the surroundings and walk with purpose and a clear destination. Be aware of people in the immediate area, without staring or maintaining eye contact.

- If the student has an in-office meeting with a client with whom the student does not feel safe, it is important that the student discuss the situation with the Site Supervisor. When considering the location of the meeting, think about what is in the room, whether there is more than one exit, and where each person might sit. Think about whether to include someone else in the meeting. When discussing the time of the appointment, consider whether people are around at the time. Discuss the plan for backup and assistance in the event that the client becomes agitated. Avoid seeing a potentially dangerous client alone.

- Prior to meeting with clients in their homes, determine if there is a question of safety and plan accordingly with the Site Supervisor. Meeting at a neutral place or going with another worker may be the most appropriate plan. Again, students should always make sure that someone at the field agency is aware of their itineraries.

- The following safety precautions are strongly advised:
 - Take a cellular phone to the meeting.
 - Consider the value of making visits accompanied by the Site Supervisor or another staff person.

- Lock personal items (e.g. jewelry and purse) in the vehicle's trunk prior to departing for the client's home.
- Use all five senses when approaching the neighborhood, leaving the car, and when entering and departing the premises.
 - Keep car keys handy/accessible while in the client's home.
 - Park vehicles so that it is possible to make a safe and quick departure in an emergency.
- After entering a client's home stay near the door if possible. Observe all exits in the home.
- Identify yourself and the purpose of the visit. Maintain a pleasant demeanor during the interview and encourage client participation. Consider wearing an agency identification/name tag.
- Wear shoes and clothing that allow a quick exit if necessary. Heels are not recommended.
- Ask for permission to write/take notes.
- Listen to clients and allow them to ventilate.
- If feeling threatened at any point during a meeting in a client's home, err on the side of caution and politely end the appointment.
- Should clients seem threatened by your presence in their home, do not force the issue. Leave immediately.
- Leave the site of a home visit immediately on discovering that drugs or alcohol are in use.
- If an incident occurs in which you are personally threatened or hurt, immediately inform the Site Supervisor and Course Instructor. If the Course Instructor is unavailable contact the Field Coordinator.
- The police may need to be contacted depending upon the situation. Consult with the Site Supervisor regarding 911 calls, police escorts etc.

POLICIES

STUDENT LIABILITY INSURANCE

Students must have professional liability insurance prior to entering a internship placement.

Liability insurance can be purchased through the NASW Insurance Trust. Membership in NASW is required to be eligible for insurance coverage. NASW may be joined online at www.socialworkers.org. Specific questions regarding the NASW insurance program may be directed to the NASW Insurance Trust at 1-800-638-8799, ext.387.

PROFESSIONAL CONDUCT

Students in field placements are bound by the values and ethical standards of the *NASW Code of Ethics* (See www.naswdc.org/ for more information).

DISCRIMINATION AND SEXUAL HARASSMENT

The field education programs of the Social Work Program are governed by the policies of Thomas University prohibiting discrimination and sexual harassment and the accreditation standards of the Council on Social Work Education requiring nondiscrimination and respect for human diversity.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Social Work Program is committed to arranging field placements that can accommodate its students. Students who need to arrange a reasonable accommodation for a documented disability should contact the TU Office of Disability Services.

COST FOR FINGERPRINTING, TB TEST, PHYSICAL EXAMINATION, CPR CERTIFICATION ETC.

Students are responsible for incurring any monetary costs related to “start up” for an internship placement. This can include a full background check to CPR training. The university does not provide these services or payment for any, although a student can use any local providers.

SOCIAL MEDIA

Students using social media sites are highly encouraged to consult with the internship site about any policies that may relate to a student’s use of social media sites. Students must respect the privacy of the internship site and its personnel and/or clients. In the event that a student’s social media profile or linkage is considered a poor professional practice or an ethical violation, the student will be subjected to Corrective Action Plan review process.

DRIVING POLICY

Students are responsible for transportation to and from the internship site. It is the responsibility of the agency to specify to students whether driving is essential to their duties within their internships. Students are highly encouraged to consult with the internship site about any policies relating to driving as a part of the internship. Please be aware that sites requiring driving as an essential duty of the internship may require submission to a Motor Vehicles Records check, notification of your insurance carrier of use of your vehicle within the internship, and compliance with driving policies of the agency. Thomas University shall not be responsible for managing any requirements for transportation or driving as part of internships and shall not maintain insurance for interns driving as part of the essential duties of the internship.

ABSENCES DUE TO STUDENT BEREAVEMENT

Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations per TU’s overall attendance policy.

Orientation and Training

It is common practice for students to begin their actual field placement with a period of orientation to the agency. This may include reading policies and procedures, becoming familiar with agency charts and charting procedures, meeting with various agency staff to learn about program specifics, and “shadowing” staff members selected by the Agency Field Supervisor to familiarize you with professional behavior in a variety of processes and settings. This is also a period when required agency trainings may be completed, such as CPR, confidentiality, HIPAA training, etc.

Identification of Learning Style

The beginning of field placement is a good time to discuss your preferred learning style with your Agency Field Supervisor. Are you primarily an auditory learner, a visual learner, or do you learn best with “hands-on” experience? Are you comfortable asking questions when something is not clear? If not, this is a good time to begin practicing that skill! One of the main goals of field placement is for students to increasingly develop the skills and knowledge necessary to function in a professional setting. However, this is an evolving skill; no one expects you to know everything when you begin. If something is not clear—ASK!

Learning Plan

Your first days in placement are also the time for you to begin discussing your Learning Plan with your Agency Field Supervisor. The two of you have the responsibility for developing a plan which is specific to your experiences in that agency. All students have the same set of learning goals, but the learning tasks which will be used to achieve those goals will be specific to the student and the agency.

The Learning Plan will identify the tasks for each learning objective and the criteria used to evaluate the successful completion of each. Learning Plans will also be discussed in field seminar class, with special emphasis on developing measurable ways to define and evaluate learning tasks. When you and your Agency Field Supervisor have agreed on and finalized your Learning Plan, it should be signed by both of you and your Faculty Coordinator in Tevera.

UNDERSTANDING THE STUDENT ROLE IN THE FIELD AGENCY

Students have a unique role in the field agency. While the student is held to employee standards in such matters as observance of policies and procedures, responsibility for work schedule, professionalism, and ethical standards, it is important to remember that the student is not an employee. The purpose of field placement is to allow the student to participate as an adult, active learner, under supervision, in their own professional development.

It is also important to remember what a student is not:

- Field students are not “unpaid help” to be used to fill in gaps in staffing. The Agency Field Supervisor will ensure that assigned tasks are in keeping with the goals and objectives of the Learning Plan.
- Field students are not “extra help” for staff members who are not involved in your placement. If you find that other staff members are coming to you with assignments which have not originated with your Agency Field Supervisor, it is important for you to let your Agency Field Supervisor know this. They may need to let staff know that you are there for a specific purpose, with specific assignments which will come from the Agency Field Supervisor or another staff member designated by your Agency Field Supervisor.
- However: it is important for the student to realize that what may appear to be “busy work” may be an important part of your learning. For example, “just answering the phone” may allow the student to become knowledgeable about the agency intake process, criteria for services, referral procedure, and available community resources. “Just filing charts” may provide the student the opportunity to become familiar with agency chart format and documentation. As with other learning tasks, these have their place. However, if such tasks continue to consume most of your placement time, talk to your Agency Field Supervisor and/or your Field Coordinator.

ONGOING FIELD PLACEMENT

Once the initial phase of field placement has passed, students become more familiar with the setting and what is expected of them. This familiarity tends to allow students to feel more comfortable in their role and to focus on the learning experiences which have been incorporated into the Learning Plan.

While some students may “hit the ground running” in their placements, many students will find that their initial progress is somewhat slower. It is not unusual for Agency Field Supervisors to make certain that a student has a thorough understanding of agency procedures before more actively engaging them. As the Agency Field Supervisor becomes more comfortable with the student’s grasp of assigned experiences, more intensive tasks are assigned. This is in keeping with the field placement goal of developing professionally- prepared students who, over the course of the academic year, become increasingly proficient at increasingly challenging and/or intense tasks.

Supervision

As the student becomes more knowledgeable of the field setting and the Agency Field Supervisor, supervision often becomes more meaningful. Students are responsible for preparing an agenda for supervisory sessions, but the Agency Field Supervisor may also have an agenda. Field supervision focuses on the active learning and professional growth of the student. In this way, it differs from administrative supervision, which may be more concerned with task accomplishment. Make the most of this opportunity!

With its focus on learning and professional growth, it may appear to some students that supervision is overly critical. Keep in mind that, as a student, you are involved in a very personal learning experience which will help you to grow by both pointing out your strengths and by assisting you in looking at areas which challenge you to grow. It is the responsibility of the Agency Field Supervisor to provide both positive and negative feedback, as appropriate and for the student to realize the role that both play in ongoing professional development. If receiving critical feedback is difficult, please speak with your Faculty Coordinator.

Logs

Each student is responsible for maintaining an accurate record of hours of field placement and of the activities in which they are engaged. The log will be completed in Tevera and is accessible by the Agency Field Supervisor and Field Coordinator for weekly review and approval. It is recommended that each student also keep a copy to verify hours.

Practice Evaluation

One component of professional social work is the development of a means to evaluate the effectiveness of interventions with a program or client. Each student is required to develop a mechanism to evaluate the effectiveness of interventions used in field placement. Many agencies have identified criteria for practice evaluation, such as surveys, questionnaires, pre- and post-tests, etc., and the student should consult with the Agency Field Supervisor to determine an effective and efficient means of evaluation.

COURSE INSTRUCTOR VISITS

The designated Instructor of the student's seminar course will make a minimum of two virtual site visits during their internship via Zoom. This occurs as one per semester for a two-semester placement and two during the individual semester if the student completes their placement in one semester. During this visit, the student's seminar instructor will meet with the student and Agency Field Supervisor. These visits generally take place between mid-term and the conclusion of the semester. These visits deal with any questions about the Learning Plan, a review of student activities and progress, a review of the midterm or end-of-semester student evaluation, and/or any questions or concerns which any party may have.

The Course Instructor is available for additional in person or online visits if requested by either the student or Agency Field Supervisor, or if deemed desirable by the Field Coordinator. The key is open lines of communication.

FIELD INSTRUCTION EVALUATION

Evaluation is a continuous process and an essential ingredient of professional development. It provides information about strengths and skills achieved and targets areas for continued growth. Field Placements are graded on a “Satisfactory/Unsatisfactory” basis. The student, Agency Field Supervisor, and Field Coordinator participate in the evaluation process. Field Seminars are graded using the traditional A, B, C, D, F system.

All evaluation forms will be completed in Tevera. It is expected that evaluation will be ongoing, supported by open lines of communication and that the midterm and final semester formal evaluations will not be a surprise to the student.

Weekly supervisory sessions and other daily exchanges offer opportunities for feedback on student performance. In cases where Agency Field Supervisor concerns are not satisfactorily addressed by the student, it is also expected that the Field Coordinator will be notified, and steps taken to resolve the concern well before the time for formal evaluation.

At the end of the semester, the student, Agency Field Supervisor and Field Coordinator meet to review the evaluation, and the evaluation form is signed by all three. The student’s signature on the evaluation does not imply agreement with the evaluation but only indicates that the student has read it. If the student objects to any part of the evaluation, they may state those objections in writing, and this will be added to the formal evaluation. The Agency Field Supervisor recommends a grade, and the Field Coordinator is responsible for assigning a grade with heavy emphasis from the Agency Field Supervisor’s recommendation. The signed final evaluation form is maintained in the student’s field folder. As with other student records, the information contained in these evaluations is released only upon written request of the student. As a Tevera subscriber, students will have lifelong access to final evaluation forms.

CHANGE OF FIELD PLACEMENT REQUESTS

A change in field placement typically will not be permitted after the student has started their placement. The presence of a non-resolvable issue would be the only exception to this policy. Because it is very difficult to develop an adequate learning experience for a student in a new placement after the semester is underway, requests for changes of placement must involve active and immediate participation of the Course Instructor. The Field Coordinator will consult with the Program Director before making the final decision regarding a change of placement. Procedures to be followed in initiating and evaluating requests for change of placement are as follows:

AGENCY REQUESTS FOR A CHANGE IN ASSIGNED STUDENT

Should an issue occur that is not resolvable, the agency has the right to terminate the student immediately. A written statement from the agency representative outlining the rationale for the termination is required. In addition, the performance evaluation section must be completed by the Site Supervisor and the contract submitted with the agency's statement.

STUDENT REQUESTS FOR CHANGE OF PLACEMENT

- The Course Instructor must be informed immediately if an issue develops that potentially affects a student's continued placement.
- The Course Instructor, student, Site Supervisor, and Field Coordinator will meet in an effort to resolve the issue using the Corrective Action Plan.
- In the event that the issue is not resolvable, the student must submit a written request for a change of placement to the Course Instructor stating the reason for the request. The student must also describe the steps of the Corrective Action Plan that were taken to resolve the issue.
- The Course Instructor then forwards the request to the Field Coordinator and the Program Director with a recommendation regarding the request.
- Following review and consultation with the Program Director, Course Instructor and student, the Field Coordinator communicates the decision, verbally and in writing, to the Course Instructor, the student, and the placement agency.
- The Field Coordinator works to develop a new placement for the student if the request is approved, or follows through on problem resolution with the student, Course Instructor, and the Site Supervisor if the request is denied.

NO FAULT TERMINATIONS FROM FIELD PLACEMENTS

At times a placement must be terminated due to circumstances beyond the student and/or agency's control. Such circumstances may include illness or a Site Supervisor's departure from the placement agency and lack of other qualified personnel to take on field instruction responsibilities. The field agency is expected to notify the Field Coordinator as early as possible when a placement must be terminated. Whenever possible, the Site Supervisor is encouraged to explore all options that might allow the student to remain in the placement site under a different instructor or in another program.

If no options exist, The Field Coordinator will work with the student to locate another placement so that the needed internship hours can be completed. The hours accumulated by the student in the first placement may be credited toward the number of hours required to complete the field instruction course once a new site has been established. It is possible that additional hours may be required in order to ensure that the objectives for field instruction are met.

PROBLEM SOLVING DURING A CORRECTIVE ACTION PLAN

- As social workers and teachers of social work students, it is our aim to enable students to become ethical professionals who act in accordance with the National Association of Social Work's Code of Ethics. To that end, it is important to identify concerns early so that students can be counseled appropriately to remedy the issue or find an academic major more suitable to their needs. Social Work faculty should identify any social work student whose actions suggest a negative disposition as identified by specific behavior by completing this form and beginning the disposition concerns process with the Program Director.

Agencies and Students experiencing any kind of difficulty during a field internship are encouraged to use the following problem-solving process:

- Attempt first to resolve the problem at the Site Supervisor level. Discuss the problem in an issue-oriented manner with the Site Supervisor. If the placement is in jeopardy for any behavior or performance, the student, Site Supervisor or Course Instructor can initiate a Corrective Action Plan and develop and implement strategies for improvement. This form must be reviewed, agreed upon and signed by the student, the Site Supervisor, the TU Course Instructor, and the Field Coordinator. The student is not permitted to return to a field setting or synchronous class setting until they have signed this plan, in order to ensure full understanding of the expectations and any additional or altered tasks.
- A follow-up conference will be held by the Course Instructor with the student, the Site Supervisor, and Field Coordinator to review the Corrective Action Plan. Progress made on the contract developed in the previous conference will be evaluated. If the student has met the expectations, the placement will continue. If not, alternative plans may be formulated or the placement may be terminated. If a

satisfactory resolution to a internship problem cannot be achieved, the Program Director will become the decision-maker.

- The decision to terminate a student from placement after the Corrective Action Plan has been developed and agreed upon rests primarily with the agency. If circumstances are the result of a no-fault termination, the Field Coordinator Education may work with the student to locate another placement. If the decision to terminate a student from placement results from unethical behavior, the student may be terminated from the program as well. Should a student be terminated from the internship, and not be eligible for another placement, the student will also receive an “F” for the complementary Internship Seminar course during this term. If the student is completing all of their internship hours during one semester and taking multiple seminar courses, this grade will reflect in all of the courses. In this circumstance, the student will not receive credit for the hours completed in the placement and will not be permitted to use the hours in a subsequent semester. The decision to terminate a student from the Social Work Program will be made by the Program Director in consultation with the Field Coordinator, and the Course Instructor.
- In rare instances, a student may not continue in the internship placement or the Social Work Program. If the student disagrees with the School’s decision, the student can appeal the decision through the formal University grievance process.

INVOLUNTARY TERMINATIONS FROM FIELD PLACEMENTS

Because SWK 421 and SWK 451 are complementary courses with the internship experience, if a student fails either or both complementary courses in a semester, the student may be terminated from the placement or may have the opportunity to retake the failed courses during the next academic term. The decision will be made on a case-by-case basis by the Program Director in consultation with the placement agency and the Social Work Program.

The following behaviors can lead to involuntary termination from the field placement and/or the Field Instruction Seminar:

- Excessive absenteeism or tardiness-excused or unexcused. (Arriving to class or internship late, leaving early, not being professionally dressed, not being prepared, and/or not being on camera and ready to participate results in being marked absent from class or from field.)
- Failure to provide reasonable notice of an unscheduled absence from the field placement.
- Termination of the placement by the student without following prescribed procedures for requesting change of placement.
- A single gross violation or repeated violation of the *NASW Code of Ethics*.

- Gross or repeated violations of the agency's policies and/or procedures.
- Sustained low level of performance, which is unresponsive to remedial/corrective action.
- Reporting to the field site or class under the influence of drugs or alcohol not prescribed by a physician and taken at the dosage prescribed.
- Evidence of a severe, personal behavior problem that is incompatible with the profession of social work (e.g., abuse of a child or elder, perpetration of domestic violence, felonious criminal acts, or substance abuse).
- Maintaining, after it has been addressed, a hostile, negative attitude incompatible with the values of the profession of social work manifested in behavior towards clients, instructors, peers, agency staff, and/or University personnel.
- Failure to maintain generally accepted professional boundaries and behaviors in respect to agency clients and staff.
- Any sexual or romantic contact/relationship with anyone at the student's internship agency.
- Failure to disclose critical background information in application forms, pre-placement and placement interviews.

CONCLUDING THE FIELD EXPERIENCE

The termination of field placement often evokes mixed feelings in students. On one hand, you have successfully completed the process and are looking forward to graduation. At the same time, however, the student is ending relationships with the Agency Field Supervisor, the agency, other agency staff, and clients. Like other phases of the field experience, it requires preparation.

- The student should begin planning for the conclusion of field placement at least one month in advance. Such preparation includes using supervision time with the Agency Field Supervisor to review cases for termination where it is appropriate or for transfer to staff members where that is necessary. Any other agency assignments also need to be reviewed so that follow-up can be arranged.
- Prepare your clients for the fact that you are leaving. Review ways to handle this with your Agency Field Supervisor, as well as ways to facilitate client transfers to agency staff.
- Make certain that all documentation is complete.
- Return any materials belonging to the agency or Agency Field Supervisor. This may include keys, books, manuals, etc.

SOCIAL WORK PROGRAM DISCIPLINARY PROCEDURES

Any time a student changes placement or a placement is terminated, regardless of circumstance, a Corrective Action Plan will be completed between the Student and the Field Coordinator. This will lay out the process of ensuring the student has a documented awareness and plan of what comes next in their BSW program process.

Student behaviors may also cause the initiation of a Corrective Action Plan. Issues of academic integrity or dishonesty (Honor Code violations) are referred directly to the Thomas University Honor Council.

The following procedure details the Correction Action Plan process.

1. A Corrective Action Plan (CAP) meeting can be requested by any faculty member or Site Supervisor. Reasons for requesting the meeting may include:
 - a) GPA falling below 2.0
 - b) Inappropriate behaviors in class
 - c) Excessive absences, late arrivals, or leaving early in class
 - d) Lack of participation in class
 - e) Unsatisfactory field evaluation
 - f) Failure to maintain satisfactory work schedule at field placement
 - g) Unprofessional behavior in class or at field placement
2. The Social Work Program provides the student written notification of the CAP meeting.
 - a) The student's instructor will be present at meeting. If the meeting is rooted in a field concern, the Field Coordinator will be present at the meeting.
 - b) The CAP will specify the concerns being addressed and will include clear deadlines, expected behaviors, roles, and consequences.
 - c) The CAP will be developed collaboratively, if possible, but maybe directed by faculty if necessary.
 - d) Dates for reviewing student compliance will be specified in the CAP.
 - e) Consequences for failing to abide by the CAP should be clearly spelled out in the CAP and may include dismissal from the social work program.
3. Student may appeal the CAP at a separate meeting.
 - a) Student should submit in writing their basis for appeal to the Social Work Program Director.
 - b) The appeal will be reviewed by the Social Work Program Director. If the Program Director is the student's Instructor, the appeal will be reviewed by the Department Chair.
 - c) Students will abide by the guidelines set forth in the CAP pending the outcome of the appeal.
4. The student may appeal the outcome of this appeals process with the Vice President of Academic Affairs.
5. A copy of the CAP will be placed in the student's field file.

ADDITIONAL USEFUL INFORMATION, TEMPLATES, AND FORMS

Stipends

While stipends for students are desirable, no student can be guaranteed a field placement with stipend. When students receive a stipend for field placement, care must be taken that the focus of the placement remains on the student learning required for successful completion of the field placement.

Transporting Clients and Use of Personal Vehicles

Students must provide their own transportation to and from the field agency.

Students should not transport clients in their own vehicles under any circumstances. Students who use their own cars to perform other agency work must have a current, valid driver's license and automobile insurance; students should check with their insurance company to ascertain if such use is covered under their current insurance policy. Field agencies may ask students to verify auto insurance coverage when personal autos are used for agency business. Most agencies reimburse for mileage when travel is necessary for agency work, so check with your Agency Field Supervisor.

Potential Conflicts of Interest

Students should not be placed in a setting in which they, a family member, a close friend, or a significant other have received services; it is the responsibility of the student to notify the Field Coordinator of any such potential conflict.

Non-Applicability of Life Experience for Field

Students will not be given academic credit for life experience nor previous work nor volunteer experience in lieu of the field internship or of any social work courses.

THOMAS UNIVERSITY HONOR CODE

The Academic Honor Code of Thomas University reads as follows:

“As a member of the Thomas University student body, I will not lie, cheat, or steal in any endeavor related to my academic pursuits, nor will I tolerate that behavior in others.”

The Academic Honor Code of Thomas University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the TU community, and (3) to foster a high sense of integrity and social responsibility on the part of the TU community.

Violations of the Honor Code are defined in Canvas courses and include cheating and plagiarism.

Plagiarism is defined as the use of facts, ideas, phrases, charts, etc. from any source without giving credit for the information. In a paper, report, or similar graded submission, all un-acknowledged material is assumed to be the original work of the writer. Ideas and information from another source, whether paraphrased or a direct quotation, must be acknowledged using a standard documentation format such as MLA or APA. The downloading of papers from the Internet and submission of the material as work completed by the student is one of the most blatant examples of plagiarism. Individual professors are responsible for explaining their referencing policies in each class.

WORKSITE PLACEMENTS

The purpose of field placement is to allow the student to apply classroom learning in a new context under the supervision of a qualified Site Supervisor. Students may not receive field placement experience for previous work or volunteer experience, or for life experience of any kind. Therefore, the use of work sites for field placement is approved only on a limited basis, generally for students receiving a grant requiring field placement in a particular agency or position. All work site placements are subject to the following conditions:

- 1) All required field placement hours must be completed in an agency division/program which is new to the student. Field placement hours may not be earned for any experiences which constitute the student's usual employment experiences, or which constituted the student's employment experiences in a former position.
- 2) The student, administrative supervisor, Agency Field Supervisor, agency director, and Field Coordinator must agree to a weekly schedule which clearly delineates field placement hours from employment responsibilities, ensures clear lines of student reporting to the Agency Field Supervisor during field placement hours and the administrative supervisor during regular employment hours), and monitors compliance with the schedule.
- 3) The Agency Field Supervisor must meet the requirements established for Agency Field Supervisor s by the Thomas University Social Work Program and may not be the student's administrative supervisor.
- 4) The student will submit to the Field Director a statement requesting work site placement which includes the following:
 - a) Reason(s) for requesting a work site placement
 - b) Description of unit, duties, and administrative supervisor in employed position.
 - c) Proposed unit, duties, and Agency Field Supervisor for field placement experience.
 - d) Documentation of the differences between employment and proposed field experiences.
 - e) Copy of the agreed upon schedule.
- 5) The Field Coordinator, Program Director for Social Work, Agency Field Supervisor, Work Supervisor, and Agency Director must approve the request.

SPECIAL AGENCY REQUIREMENTS

Some field agencies will have requirements in addition to those of the Social Work Program, which may include law enforcement background screenings, drug screenings, or health screenings. These additional screenings are frequently required in settings dealing with children, mental health, substance abuse, and/or health. The student should inquire about any such screenings or additional requirements at the time of the interview and is responsible for meeting all agency requirements.

Students with Disabilities

Students who require accommodations due to a documented disability should register with the Director of Disabilities Services. The Field Director should also be notified by the student at the time of the individual pre-placement meeting.

WORKSITE SAFETY

Given the nature of the profession of social work, safety is a primary concern in field placement. There is some potential for risk in any field placement agency or environment. No agency or University can guarantee safety to students or employees, but it is important for each student to take steps to minimize risk.

Each student should discuss workplace safety issues and procedures with the Agency Field Supervisor at the beginning of placement. Safety issues will also be discussed early in the fall seminar, and a reading on safety in the workplace will be assigned in seminar.

It is the students' responsibility to notify their Agency Field Supervisor and Field Coordinator immediately upon realizing the presence of a safety concern or potential for harm.

Safety issues may vary according to agency settings, and steps to minimize risk may include (although they are not limited to) the following:

1. Learn and follow formal and informal safety policies and procedures of your field agency.
2. You may not make home visits unless accompanied by a staff member.
3. Make certain your Agency Field Supervisor or designated staff member always knows where you are; if you are away from the agency, where you are going and your anticipated return time.
4. Complete any safety/risk management training available.
5. Learn steps to de-escalate threatening behavior.
6. Adhere to the dress code; in some settings, clothing can be a safety factor.
7. Stay current on any recommended vaccines and health precautions for your setting.
8. Know any safety codes that may be employed by your agency.
9. Learn from your Site Supervisors and other experienced workers in the agency: what “warning signs” do they look for, and how do they assess risk?
10. Above all: **do not put yourself in a situation that feels dangerous.** Notify your Agency Field Supervisor, another designated worker, or appropriate authorities if necessary.

The above list is only a beginning of safety factors to consider in field. Discuss safety issues, procedures, and “tips” with your Site Supervisor and other experienced workers, ask questions, and feel free to discuss concerns in seminar.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sexual harassment as a form of sex discrimination in education. Sexual harassment is defined as, “...unwelcome conduct of a sexual nature,” when grades or educational progress are dependent upon submission to the unwelcome conduct, when it interferes with the student’s academic performance, or when it creates a hostile, intimidating, or offensive educational environment.

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. (Assistant Secretary for Civil Rights, U. S. Department of Education (January 19, 2001). *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX*)

If a student believes they has experienced sexual harassment in their field agency, the following steps should be taken:

- Report the situation to the Agency Field Supervisor and Field Coordinator as soon as possible. If you cannot reach your Field Coordinator, notify the Social Work Program Director.
- Give a written statement of the situation to the Field Coordinator.
- Discuss a safety plan with the Field Coordinator if appropriate.
- Student safety is paramount.
- The Field Coordinator will contact the Agency Field Supervisor and work with the Agency Field Supervisor or other designated agency representatives to assess the situation and decide on a course of action. The Field Coordinator will also request a copy of the agency's policy on sexual harassment.
- The Field Coordinator will inform the Social Work Program Director of the situation, findings, and proposed course of action.
- A determination of the advisability of continuation in the placement will be made following the assessment of the situation. The student may be advised or may choose not to return to the placement site until this determination is made.
- Referrals to resources to assist the student in dealing with the situation will be made, if needed or requested.
- If it is determined that the student should not return to the placement, the Field Coordinator will locate a new placement as expeditiously as possible.

GRADES

Field placement is graded on a “Satisfactory/Fail” basis. The Field Placement grade is determined by the Field Coordinator with major input from the evaluation and recommendation of the Agency Field Supervisor.

A grade of “Incomplete” may be given in extraordinary circumstances which meet the Thomas University policy for Incompletes.” An “Incomplete” may be assigned in cases where a student is doing satisfactory work but is prevented from completing internship hours due to circumstances beyond the student’s control and where the student has completed at least 75% (150) of the hours required for that semester. When a grade of “Incomplete” is given, the University form specifying conditions and deadlines for the removal of the incomplete grade will be completed. Incompletes in field courses must be completed before the student may continue with future field courses.

Field seminars are graded on an ‘A-B-C-D-F” basis. The seminar grade is determined by the seminar instructor; specific components of the grade may be found in the course syllabus.

Grade Appeals

A student who wishes to appeal a grade should refer to the University’s grade appeal procedure as outlined in the Student Handbook and the Thomas University catalog.

Student Evaluation of Field Placement

Each student is asked to evaluate the field placement experience at the end of the second semester. Students who have changed field placements are asked to evaluate each placement at the conclusion of their time at the agency. Student feedback is important in determining the types of students who may best be served at that agency in future. The evaluation form, “Student Evaluation of Field Placement” is to be completed online through Tevera.

Agency Field Supervisor Evaluation of Program

Each Agency Field Supervisor is asked to evaluate the Social Work Program and Field Coordinator at the conclusion of field placement. Agency Field Supervisor feedback is important to improve the program, strengthen student preparation for Field and to determine the types of students who may best be served at the agency in future. The evaluation form, “Agency Field Supervisor Evaluation of Program” is to be completed online through Tevera.

ORIENTATION CHECKLIST FOR AGENCY SITE SUPERVISORS & TASK SUPERVISORS

- Send a memo to staff before the student's arrival introducing the student to the agency.
- Tour the agency and introduce student to staff.
- Provide a written orientation schedule.
- The basics: working hours, parking, dress code, time and places people eat lunch, location of soda and candy machines, schedule of agency holidays, procedures for mailing, using email, the Internet, copying and obtaining an agency ID.
- Clarify policies about calling in sick, use of telephones for business and personal calls, availability of supplies and how to access, processing travel vouchers.
- Review the *NASW Code of Ethics* and other relevant codes of conduct.
- Provide HIPAA Training.
- Review safety and security procedures.
- Provide a map of the city and county.
- Provide a job description, outlining the functions of the student within the specific program, and an overview of orientation activities and ongoing tasks.
- Provide information on the history of agency, organizational structure, types of staff and their roles, funding sources, etc.
- Provide the agency policy manual and general instructions regarding timeline for mastering content.

- Discuss the supervision process and schedule weekly supervision times; clarify availability outside scheduled times and who else in the agency the student might go to with questions.
- Provide a glossary of terms and abbreviations commonly used in agency.
- Clarify how student is to identify self in written and oral contacts.
- Discuss expectations for time management, record keeping, and any required reports.
- Plan for student to shadow Site Supervisor and possibly other workers for short period.
- Plan for student to meet and possibly interview key administrative personnel and key contacts in collateral agencies.
- Clarify the confidentiality policies and procedures.
- Help the student to identify feelings and needs in relation to completing the field placement.
- Schedule a specific supervision session to evaluate the student's completion of orientation tasks.
- Negotiate beginning learning contract with student.
- Recommend learning activities/tasks the student can do when not busy, such as a list of recommended readings and where student can access these.
- Assist the student in understanding the agency culture and operating within it.
- Discuss accountability and evaluation procedures within the agency as well as the methods that will be used to evaluate the student's performance.

- Discuss the use of social media, as it relates to the agency's policies.

STUDENT SAFETY CHECKLIST

Safety at the Internship Agency

- Know the safety related policies and procedures for your agency
- Know the policies and reporting procedures related to sexual harassment -in your agency
- Know how to enter and leave the building safely (including after dark)
- Know who to report a security breach
- Know the check-in and check-out procedures in your agency
- Know any internal code asking for help (i.e., Dr. Jones is needed in the blue room)
- 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 (i.e., an angry six year old trying to kick another child violently; a teenager trying to leave the facility)
- Know procedures for handling blood related incidents (bloody noses, etc.)
- Know where is the fire extinguisher nearest you, the nearest stairway?
- Know what to do and where to go in case of a fire (or fire drill), or tornado
- Know what to do if another staff person makes you feel unsafe or uncomfortable
- Know where emergency numbers are posted (police, fire department, poison control)
- Know process for reporting injury at the placement agency
- Know how to deescalate angry clients
- Know the agency policy in regards to clients who are inebriated or high (do they have to leave, what if they won't leave, are they encouraged to stay)
- Know how to safely position self in office (access to the door)
- Know how to use the building security
- Know how to use the phone to access help
- Know how to use supervision in regard to safety issues
- Know what to do when clients make threats towards others
- Know how to document incidents or threats
- Know who to contact at the placement site when there is an incident or threat
- Know when to inform Site Supervisor/Task Supervisor
- Know what the procedure is if there is a suspicion that someone has a weapon
- Know where to store personal items (purse, cell phone)
- Know policies for after hour meetings with clients

Safety in the Community

- Know the agency's policies and procedures for safety in the community
- Is your car ready? (enough gas, well maintained and local map available)
- Park your car facing out, so you can quickly hop into your car and speed away if necessary
- Remember to drive through the community prior to stopping (note where there is a nearby phone, a grocery store, a community center; who is outside, are there large groups gathering; what are the colors that are being worn)
- Carry a CHARGED cell phone (some agencies also use hand held alarms) and know how to use it to call emergency numbers
- Know what your policy is about leaving if you are uncomfortable

- Always leave your daily plan at the office with phone numbers attached
- Leave your purse somewhere else (if you leave it in the back of the car, place it there prior to arriving at the home or in the community)
- Walk confidently to the home, using your eyes to scan around you.
- Don't delay getting in and out of your car (this is not the time to call your next client); have keys in hand approaching your car
- Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues also)
- Minimal jewelry is probably a good idea
- Who do you tell concerns to and how do you document incidents or threats
- Park where you can easily get out and will not be blocked in
- Know there is safety in numbers
- Carry a health bag in your car (latex gloves, bandages)

Safety in a Client's Home

- Engage your client
- Respect their space and property
- Show concern about them and their situation
- Being a judge or jury does not enhance your safety
- Until you know the situation well, try to sit where you have access to a door
- When in a potentially hostile environment, maintain an arm and leg length distance between you and others
- Humor is a great gift (be sensitive)
- If you sense a safety issue, find something to agree about with a client (instead of escalating a situation and then leave; you don't have to make your point)
- There can be safety in numbers
- Hardback or leather covered chairs are much less likely to have unwelcome guests in them (lice, bugs, etc.)
- If lice is a concern and you have longer hair, wear your hair pulled up
- If bugs (roaches) are of concern, you may want to wear pants that are tight around the bottom or have elastic around the bottom, or use socks to pull over the bottom of the pants
- If you want to clean up when you leave, you may want to keep baby wipes or antibacterial soap/lotion in your car
- It is sometimes fine to discuss your safety concerns with clients; they can be helpful (they often know safe places nearby, can let you know of gang colors, when it is best to come, where it is the safest to park; they are a wealth of information regarding being safe in their own communities)
- Find out when it would be okay with your agency to ask to meet a client's away from their home (i.e. nearest McDonald's, at a park, etc.)

Safety Within Yourself

- Self-care plan (exercise, nutrition, friendships, support group, rest, vacation, etc.) Personal boundaries (social, work/school/family expectations)
- Compassion fatigue (laying down concerns about work at end of the day)

FIELD EDUCATION INCIDENT REPORT FORM

Date of Incident: _____

Time of Incident: _____

Location of Incident:

___ Field Agency

___ Client's Residence/property

___ Other Community Agency

___ In Community/On street

___ Other

Describe the event in detail. What was the nature of the incident- physical, verbal, or a threat:

Were there any witnesses to the event, and if so, who were they? (Give names and position of person(s) involved:

Persons informed: (check all that apply)

___ Agency Site Supervisor

___ Agency Staff

___ TU Course Instructor

___ Agency Administrator

___ Field Coordinator

___ Director of Social Work Program

___ Agency Task Supervisor

Emergency Personnel Involvement: (check all that apply)

_____ Paramedics/Police/Fire Department called following incident

_____ Security person with staff at time of incident

_____ Police report filed

Submitted by (print name): _____

Signature: _____

Date: _____

Agency Site Supervisor/Task Supervisor Signature(s)

Date

Field Coordinator Signature

Date

Follow Up Report:

Signature:

Date:

SUGGESTED FIELD LEARNING EXPERIENCES

Field Instruction assignments create a structured learning experience conducive to acquiring professional competence. All assignments should increase the student's competence, independent functioning, and development of a professional identity.

Each field agency/school placement offers a unique opportunity to experience the many facets of social work practice. Client population, staff expertise, and services provided will vary from agency/school to agency/school. However, in order to acquire the CSWE mandated competencies certain categories of experience and the related assignments must be available and must be specified in the learning contract.

Specific tasks to assist students in accomplishing their learning objectives (in no particular order):

1. Read about the dynamics of human behavior, specific casework skills, group work skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
2. Complete all aspects of the agency/school's orientation, such as reviewing manuals, personnel policies, agency/school structure.
3. Read confidentiality laws and policies.
4. Read laws about child abuse and elder abuse reporting.
5. Read professional literature on the agency/school's practice model(s)
6. Watch other professional use this practice model (ie: in person, DVD, video/audiotapes, online videos)
7. Understand and demonstrate ability to complete the following with clients:
 - Restrictions on sharing confidential information.
 - Confidentiality and limits to confidentiality
 - Duty to warn
 - Full disclosure
 - Release of information
 - Informed consent
 - Protection of confidential records
 - Collateral contacts
 - Rights and responsibilities of clients

- Grievance process
8. Observe your Site Supervisor or other professionals conducting an interview.
 9. Attend a meeting and take notes for supervisory discussion. For example, students might attend agency/school board meetings, staff meetings, public or legislative hearings, interdisciplinary meetings, or meetings of community groups and professional organizations.
 10. If the agency is open late, overnight, or weekend hours, spend time at your agency at night, on a weekend, or at other “off-hours” to see what goes on then. This is especially pertinent in settings and programs that are active beyond “regular” working hours.
 11. Observe interviews with persons applying for social work positions in the agency/school.
 12. Attend interdisciplinary conferences and case presentations as an observer or participant.
 13. Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system as well as of those who serve them.
 14. Take a walk or “ride along” through the neighborhoods where your clients live.
 15. Visit providers, agencies, and service delivery systems in the local community.
 16. Talk with the personnel from other agencies/schools to learn about the services provided, agency/school eligibility requirements, hours of operation etc.
 17. Develop relationships with other state-wide providers.
 18. Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.
 19. Go through the service delivery system as if they were a client. The student might go through intake or the hospital admission process or apply for unemployment benefits. In order for the experience to be real, the student should not be identified as such, though agency/school administrators may be contacted, and prior approval obtained for “sending a student through your intake system sometime in the next month.” A modified version of this would be to have the student accompany a client who is going through the system.
 20. Attend professional workshops, seminars, and lectures in the community, using field placement time.

21. Team up with another student to service the same client jointly.
22. Observe, co-lead and solo lead a group such as a play therapy group, a social skills group, a psycho-educational group.
23. Conduct interviews with clients and provide direct counseling services.
24. Follow HIPAA and agency/school documentation guidelines when:
 - Reviewing case records and agency/school reports (both open and closed cases).
 - Completing a case note for review and feedback.
 - Completing an intake for review and feedback.
 - Completing an assessment for review and feedback.
 - Completing a case plan for review and feedback.
 - Completing a new client intake form.
 - Completing case/progress notes.
 - Completing client assessments/evaluations.
 - Completing case plans.
 - Completing progress reports.
 - Completing discharge reports.
 - Completing a transition plan.
 - Writing trauma focused strength-based service plans.
 - Completing a Medicaid note, Assessment and Treatment Plan.
25. Make home visits to observe family dynamics.
26. Carry a beeper or cell phone. A supervisor or senior staff member must be available as a backup person for the student.
27. Complete a multidimensional assessment on a specific case.
28. Role-play with the Site Supervisor or others to try out new skills and techniques.
29. Carry a caseload, from intake to termination (or its equivalent).
30. Participate in group or peer supervision.
31. Explain his/her professional role to others as part of his/her contacts with members of other disciplines, orienting clients to the role of the social worker, or doing public relations for the agency/school.
32. Participate in orienting new students or staff to the agency/school.

33. Stay abreast of current events, the political climate on the local, state, and federal levels. Discuss significant events with supervisors.
34. Keep a daily log of experiences in their internship and reactions to them.
35. Keep statistical reports as required of agency/school staff.
36. Participate in a community-based event or engagement.
37. Become familiar with the variety of assessment tools used in your agency/school. Complete an assessment (or mock) using these tools.
38. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
39. Interview individuals who have received services from the program to assess their responses to the experience. The student might design her own questionnaire and method of administration or use an existing instrument.
40. Serve as a member or observer of the system's peer review, quality control, or audit process. The student can participate in interdisciplinary and/or in-house reviews of case records, medical charts, or program activity. His or her own cases might also be pulled for review and findings shared with the student.
41. Assist in writing a portion of the program's policy and procedure manual.
42. Write a summative report for the administrator of the program.
43. Work with the program administrator to gather information for and prepare an annual budget.
44. Join and participate in local/national professional organizations (i.e., NASW, PFLAG, NAACP). The student might attend as an observer at a meeting of an organization that does not grant membership to students (such as the Society for Hospital Social Work Directors).
45. Participate (or assume a leadership role) on a committee to plan a major workshop/event, sponsored by the student's field placement setting.
46. Plan and conduct an in-service training session or course. This could be done for agency/school staff, for fellow students or for members of another discipline or a special classification of agency/school staff (i.e., clerical workers, case aides, or associates).

47. Attend in-service training in agency/school and/or community (specifics to be added when identified).
48. Identify own biases when working with clients.
49. Model appropriate language, behaviors, actions, and cultural practices.
50. Attend NASW's Advocacy Day
51. Participate in the undergraduate or graduate research symposiums.
52. Research interventions used in your agency/school. Prepare a summary of your findings for your Site Supervisor.
53. Learn the appropriate acronyms used within the agency/school setting.
54. Complete reading in areas needing improvement (specifics to be added when identified).
55. Complete reading on topics of special interest (specifics to be added when identified).
56. Determine the needs and desires of the target group.
 - Arranging films and guest speakers who actually do the training.
 - Teaching content that someone else has prepared, using the suggested format for presentation.
 - Teaching someone else's material but developing one's own method for presenting it dynamically.
 - Researching and developing one's own content material and instructional methodology.
 - Teaching not just to impart facts but also to bring about attitudinal change.
 - Assessing the effectiveness of the training and providing follow-up training as needed.
57. Help set up a computerized data system (or learn how to use an existing program).
58. Assist in the development and updating of the web site for your agency/school.
59. Explain the advocacy process and procedures to clients.
60. Teach clients about self-advocacy skills.
61. Review the DSM V-TR and discuss implications of a diagnosis with supervisor.
62. Share all pertinent information with receiving agencies to ensure proper placements.

63. Identify new resources or untapped resources.
64. Make transportation linkage for home visits that will occur during intervention or post-discharge.
65. Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body and perhaps even be present to lobby for its passage.
66. Plan, lead, and conduct a fund-raising activity.
67. Prepare a section of a grant proposal.
68. Be a supervisor for a period of time.
69. Become familiar with the licensing and certification requirements for your state (or where the student plans to practice)
70. Serve as a consultant to an individual, a group, or a program. This must concern an area in which the student has significant experience and knowledge.
71. Process – record an individual interview, group session, committee meeting, supervisory conference, or telephone contact with a community resource.
72. Participate in a one-way mirror observation, either as an observer or as the “subject.”
73. Tape/video-record an interaction or experience for later review and discussion with the Site Supervisor.
74. Seek consultation and feedback from others as needed.
75. Attend scheduled supervision and always come prepared with an agenda.
76. Be observed by another student during a conference with the Site Supervisor (or by any other significant individual) and receive feedback designed to increase self-awareness.
77. Write one’s own performance evaluation. Identify strength and areas needing improvement. (This cannot serve as the student’s final evaluation but can be used as a learning experience.)
78. Prepare an evaluation of the field placement experience and the supervision received.

79. Design and/or implement a mechanism for evaluating the effectiveness of something the student does.
80. Complete an agency/school performance evaluation at the beginning and at the end of the internship.
81. Additional assignments of particular interest to a student can be incorporated into the student's learning plan at any time during the placement.

TERMINATION CHECKLIST FOR SOCIAL WORK INTERN

One to Two Months before Ending

- ___ Determine an ending date.
- ___ Discuss remaining goals, objectives and activities/tasks to be completed.
- ___ Review Learning Plan with your agency Site Supervisor. Be sure to identify what still needs to be completed.
- ___ Discuss the Social Work Program's ending requirements (i.e., forms, conferences).
- ___ Identify feelings, needs and issues related to saying good-bye and discuss how you will meet those needs.
- ___ Discuss the impact of leaving as it relates to each client, family, group, and community.
- ___ Discuss how to respond to emotional and behavioral reactions of clients, families, groups, and community.
- ___ Discuss how to end relationships with staff/co-workers and other interns.
- ___ Discuss how to end your work- transfer cases, finish projects, write termination reports.
- ___ Identify others who need to know that you are leaving.

Final Weeks before Ending

- ___ Begin to say good-bye to clients, families, groups and community.
- ___ Prepare for final evaluation conference; identify areas of progress and continued challenges.
- ___ Give feedback to your agency Site Supervisor about contributions to your learning and offer suggestions for future students.
- ___ Discuss ongoing contact you will have with your agency Site Supervisor (e.g., will a reference be provided).
- ___ Discuss what will be different if you stay on as an employee/volunteer.
- ___ Complete and return the Student Evaluation of Field Placement, signed.
and dated time sheets, Learning Plan, Skills Checklist and Evaluations.

Last Day

- ___ Turn in keys, identification tag, parking pass etc.
- ___ Complete any last-minute paperwork.
- ___ Say good-bye and thank you.
- ___ Celebrate your growth and learning.