



2018 – 2019 Field Manual

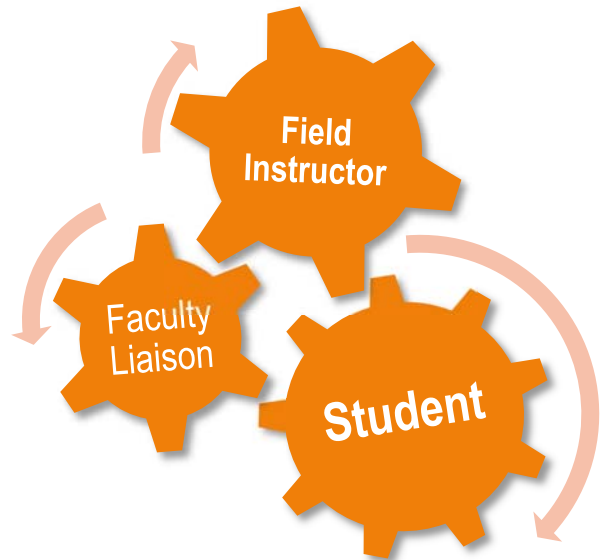
Index

Field Eligibility	Page 2
Field Instructor Qualifications and Role	Pages 2-5
Field Liaison Role	Page 5
Classroom Requirements	Page 5
Affiliation Agreements Between WMU and Organizations.....	Pages 6-7
Specialty Programming Opportunities	Pages 8-10
Policies, Codes of Conduct/Ethics.....	Pages 10-13
Time and Attendance in Field.....	Pages 13-14
Addressing Concerns.....	Pages 14-15
Documentation, IPT, Forms, and Evaluation.....	Page 15-17

Field Education at WMU’s School of Social Work

WMU is proud to offer quality field education opportunities to BSW and MSW students in order to develop professional-level competencies in social work practice at micro, mezzo, and macro levels. The field experience is the signature pedagogy of the profession because it is the most fundamental way that social work practice is taught. Field education involves coordination among four key groups of people including:

1. The **Student**
2. The **Field Education Director/Coordinator** who coordinates all Field placements and processes
3. The **Field Instructor** who oversees learning opportunities at the organization and provides student supervision
4. The **Faculty Liaison** who is instructor of record for the field education course and who provides the vital link between the Field site and the School of Social Work



Field Coordinator, Staff, and Graduate Assistant

Eligibility for Field Practicum

Field education is an intensive experience that places considerable responsibility on students. A student must possess personal attributes that will enable them to work in a mature, responsible, and constructive manner with agency personnel and clients. Students need to have personal strength to withstand the stressors that they will inevitably experience while in Field. The Field office therefore recommends a high level of student discernment re: their feelings of readiness for their Field placement.

Additionally, students must demonstrate a basic level of competency in the use of email, Microsoft Word, and excel, and must maintain an overall GPA of no less than 2.5 during their placement year/s.

Field Coordinator Qualifications and Role Responsibilities

The Field Director and Field Coordinators are social work faculty with extensive experience in social work practice and field experience who manage the field education components of the School of Social Work curriculum.

- Stephanie Lagalo, Field Director, main campus, Kalamazoo stephanie.lagalo@wmich.edu or (269) 387-3172
- Vicki Poleni, Field Coordinator, Grand Rapids campus vicki.poleni@wmich.edu or (616) 771-9486
- Marian Tripplett, Field Coordinator, Southwest campus marian.l.tripplet@wmich.edu or (269) 934-1512

BSW Field Instructor Qualifications and Role Responsibilities

1. Must have a **BSW or MSW** with 2 years post-degree experience (may be LLBSW, LBSW, or BSW).
2. Provides field instruction and supervision for at least 1 hour/week.
3. Works with the student to develop and subsequently evaluate the Learning Contract.

4. If the primary Field Instructor does not meet the above criteria, a secondary field instructor who does meet these criteria must also be available to provide one hour of supervision at least every 2 weeks.

Field Office Staff Qualifications and Role Responsibilities

1. Graduate assistants with experience in social work education broadly, and field education specifically, are responsible for supporting the Field Office and Field staff. They are consistently on main campus and frequently also found at the Grand Rapids and Southwest campuses.
2. The Field Graduate Assistant supports the field office exclusively.

MSW Field Instructor Qualifications and Role Responsibilities

The Field Instructor, also referred to as the Field Supervisor, is expected to have the specified credentials and practice necessary to design internship learning opportunities for students which allows them to demonstrate the expected CSWE competencies.

1. Field instruction requires not only experience and/or knowledge of the field of social work but a desire to supervise a student.
2. The Field Instructor is expected to have positive feelings toward social work education as a process and be aware that student supervision can be frustrating, stressful and time consuming, as well as rewarding, energizing and educational.
3. Field Instructors are selected cooperatively but with clear criteria determined by the Field Education Director/Coordinator.
4. Field Instructors must have an MSW and 2 years post-degree experience (may be LLMSW, LMSW, or MSW)
5. Field Instructors must provide field supervision for at least 1 hour/week and collaborate with the student and Liaison to develop the Learning Contract. The Field Instructor will subsequently evaluate student performance based on the pre-established Learning Contract goals and objectives.
6. If the primary Field Instructor does not meet the above criteria, a secondary Field Instructor who does meet these criteria must also be available to provide one hour of supervision at least every 2 weeks.

Additionally, the following outlines the criteria used in order to ensure our Field Instructors possess the credentials and skills necessary to supervise students and assist students in demonstrating CSWE core competencies.

WMU expects Field Instructors to have the ability to:

1. Provide students with individualized learning experiences in a variety of social work practice roles through which they can achieve professional practice behavior by integration of social work knowledge, values, competencies, and skills consistent with the EPAS core competencies.
2. Place educational emphasis in the MSW Foundation field internships on students' acquisition of generalist practice skills.
3. Ensure educational emphasis in the advanced level field internships on students declared concentration (Clinical Social Work or Interpersonal Practice) or a Policy, Planning, and Administration focus.
4. Enable students to learn and improve their skills and knowledge in a professional manner.

5. Be able to demonstrate and provide evidence of professional functioning required of a WMU Field Instructor, to include the following:
 - a) Demonstrate quality professional skills in practice in keeping with the objectives of a Field internship as outlined in the WMU Field Manual.
 - b) Identify with an organization of practice, plan to remain there throughout the next school year, have a degree of comfort in their status within the organization and in the community, and are in substantial agreement with the organization's philosophy, function, policies and procedures.
 - c) Have a strong conviction about the importance of professional education for social work according to the CSWE EPAS Competencies and Practice Behaviors.
 - d) Have the ability to engage in an effective supervisor/supervisee relationship, offer quality supervision and consultation in accordance with NASW's standards, and differentiate between supervision, consultation, and treatment provision.
 - e) Organize their work in keeping with the organization's program and its administrative requirements.
 - f) Act in accordance with the School's policies.

MSW Secondary Field Instructor Qualifications and Role Responsibilities

A human service professional who does not have the minimum qualifications and wishes to function as a student's primary Field Instructor must work in consultation with a Secondary MSW Supervisor who meets the above requirements. This human service professional must possess standards and values that are consistent with the social work profession and must demonstrate a competent and reasonable level of successful practice with appropriate social work experience. Additionally, the non-MSW human service professional must abide by the NASW Code of Ethics.

Secondary supervision provided by an MSW to supplement the human service professional may be offered individually, in a group context, or a combination of the two. The secondary supervisor may be an MSW employed by the field organization, affiliated with the organization, or a faculty member of the School of Social Work.

Expectations of the Field Instructor

The Field Instructor is expected to:

1. Attend or complete Field Instructor orientation prior to beginning first time field placement supervision or if there has been a time gap of three years between the supervision of field students.
2. Offer a minimum of one hour per week of uninterrupted time for student supervision and be accessible for informal supervision as needed
3. Enjoy teaching and have a capacity for teaching students to translate theoretical knowledge into professional practice.
4. Respect students, by being able to create and sustain the educational context for supporting the student's overall professional growth and development; be able to inspire students to identify with the ideals and mission of the professional social work practice to people of all cultures, ethnicities, etc.
5. Accept responsibility for the evaluative function of teaching.
6. Be able to think analytically and conceptually and teach this knowledge and skills to the

student.

7. Be able to work cooperatively with the school and its mission.

Additional expectations, as the primary or secondary Field Instructor:

- Conduct a structured and well-planned orientation to the organization’s policies, procedures, resources and socio-political context using the orientation checklist provided in IPT.
- Participate in the problem-solving method outlined in the Field Placement Procedures of the Field Manual.
- Provide and participate in the development, review and evaluation of the Learning Contract Competencies and Practice Behaviors of the student.
- Give the student continuing and clear feedback throughout the internship and at regularly determined intervals. In the event of a problem, a Field Instructor is expected to give the student a timely opportunity to address the problem through discussion and behavior, keeping in mind the distinction between educational supervision and psychotherapy.
- Monitor the student hours via a regularly scheduled review and approval of the student’s time log by initializing and upon completion, electronically signing the IPT time sheet.
- Be accessible to the student and the Faculty Liaison for consultation and visits both as scheduled and as needed.
- Help the student assess and reassess their educational needs and professional development; e.g. what they know; what they need to know; what are their learning needs and learning style, etc.
- Teach the student the skills, decision making, and appropriate behaviors needed to accomplish the requirements of the Learning Contract in the internship.
- Interpret the student’s role at the organization as well as the organization to the student and facilitate the establishment of inter and intra-organizational contracts.
- Encourage and support the student’s integration of the values and ethics of the social work profession utilizing the NASW Code of Ethics as a guide.
- Help the student integrate theoretical knowledge and knowledge from previous experiences with present practice.
- Participate in a formal evaluation process with the student and the Faculty Liaison at the end of every semester utilizing the evaluation form provided in IPT.
- Provide feedback to the Faculty Liaison and the Field Director/Coordinator regarding recommendations for improving the overall field education program, classroom preparation for field, curriculum, etc.

Faculty Liaison Qualifications and Role Responsibilities

- Faculty Liaisons are part-time or full-time faculty in the School of Social Work who have experience and expertise in practice at a foundational, advanced micro, and/or advanced macro level.
- Liaisons teach field education courses and provide summative evaluations and grades to students in those courses.

- Liaisons act as the bridge between the student, Field Instructor, and School of Social Work including providing at least 3 field visits during the placement and engage in “trouble-shooting” as needed to facilitate student success in field.

Field Placements and Courses

Field education courses take place over two (2) consecutive semesters at one (1) agency or organization. Courses includes both classroom instruction and time in the field. The semester schedule and number of required hours for each field education course is as follows:

Student Cohort	Hours/Weekly Hours	Course and Semester
BSW Fall/Spring	400 hours/16	SWRK 4100 Fall SWRK 4110 Spring
BSW Spring Summer I	400 hours/16-30	SWRK 4100 Spring SWRK 4110 Summer I
MSW Foundation	400 hours/12-16	SWRK 6710 Fall SWRK 6720 Spring
MSW Interpersonal Practice Concentration	500 hours /12-20	SWRK 6760 Fall SWRK 6780 Spring
MSW Program, Planning, and Administration Concentration	500 hours /12-20	SWRK 6770 Fall SWRK 6790 Spring

All Field Placements

All field placements provide students with:

1. The opportunity to practice social work skills in all nine areas of competency development.
2. Supervision by a primary and when applicable, a secondary social work Field Instructor for at least one hour/week.
3. Guidance in and opportunities to develop, implement, and evaluate activities within the Learning Contract.

Establishing and maintaining affiliation with Field Organizations

In establishing and maintaining affiliation with organizations, the University is guided by educational standards and criteria designed to ensure quality field education. WMU has over 300 field sites available at any given time. WMU has specific and clear criteria regarding procedures for selecting Field Internship settings, student placements, maintaining Faculty Liaison and Field Instructor communication, and the evaluation of student learning and internship-setting effectiveness, all of which are congruent with program competencies. The Field Education Office employs a wide array of methods and standards to ensure that all aspects of the complexity of the field internship development, Field Instructor and Faculty Liaison education and support, as well as student evaluations and adherence to the EPAS Competencies are followed.

The selection of Internship Sites and Field Instructors is a critical component in educational planning. The School carries the responsibility for determining an organization’s and Field Instructor’s suitability for student training.

The following criteria is used in the selection of internship sites:

- The relation of an organization to education: Recognition that in professional social work, field internship instruction is an essential complement to academic instruction. Therefore, the organization, administrators, and select staff are expected to have the genuine desire to teach students and regard the field internship as an important part of its function. Further, there should be recognition that the educational relationship is mutually strengthening to the school, organization and the overall profession of social work.
- The relation of an organization to the public: Recognition that the public and the profession have created the School of Social Work and made it responsible for the educational function. The organization should recognize that the School has a primary responsibility for professional education and also has commensurate authority.
- The relation of an organization to the profession: Recognition that the National Association of Social Workers is the standard setting body for the profession and that the Council on Social Work Education is the standard setting body for social work education. The School and the organization share the responsibility for providing social work experiences commensurate with the following standards:
 - (1) The staff of the organization would be of such size as to maintain and develop the basic program of the organization and provide its core services without reliance on the student.
 - (2) The essential availability of a qualified Field Instructor. Qualified refers to a required professional Social Work education, commitment, practice experience, ability to work with a secondary Field Instructor if indicated and an interest, as well as competence, in teaching students placed at the organization. It is expected that the organization's administrators will adjust the work assignments and responsibilities of the Field Instructor(s) in such a way that will enable them to carry out these responsibilities in an effective, ethical, and responsible manner.
- Philosophy of the organization: The organization's commitment to service is compatible with the Mission of the School of Social Work, the goals and objectives of Field Education and with the values and ethics of the social work profession as stated in the NASW Code of Ethics. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Structure and services of the organization: The BSW Field Site must have experiences that are compatible with the scope of practice of the bachelor's level practitioner. The MSW Foundation Sites must have experiences that are compatible with the scope of practice of the foundational level master's practitioner. Experiences for both the BSW and MSW foundation should be generalist in nature and provide opportunities for students to learn entry-level social work practice with diverse populations and systems of all sizes; e.g. individuals, group, families, organizations and communities. Organizations must be committed to helping students with a beginning level of professional competence with diverse populations. The MSW Interpersonal practice (IP) Field Sites will have experiences that are compatible with the scope of practice of the Advanced Interpersonal Practice level master's practitioner. Organizations must be committed to providing students with opportunities for direct clinical service and opportunities to work with individuals, families, and groups. The MSW Policy, Planning, and Administration (PP&A) Field Sites must have experiences that are compatible with the scope of practice of the Advanced Policy, Planning and Administration master's practitioner. Organizations must be committed to providing students with opportunities for

direct experiences with the tasks inherent to the concentration's goals and objectives, such as designing, maintaining, and changing community and/or organizational social systems.

- The organizational structure: The organizational structure should match the function(s) of the organization and be available in written form. It should have a clear statement of its function, objectives, areas of service and activity, and provision for revision of function in response to changing community needs and trends. The organization's practices should meet standards generally accepted in its particular field and/or discipline. Practices should incorporate the ethical standards of the social work profession. The organization should be a part of and cooperate with the community service network. The organization's program should be large and varied enough to insure a continuous supply of learning experiences appropriate to the educational needs of students accepted for an internship.
- The organizational resources: The organization should make available and provide access to a suitable workspace, telephone, computers, supplies and any other items that are necessary for a student to enable the organization's functioning, in conjunction with Field Education. The organization should provide an appropriate plan for the selection of service tasks to be recommended to Field Instructor/s for assignment to students. The organization should be able to offer such assignments based on educational values in accordance with the student's current level of education and professional experience, as well as in relationship to the Learning Contract Competencies/Practice Behaviors outlined in this document.

WMU offers several types of unique or specialized field placements and maintains the criteria for all field placements to meet School requirements and the needs of individual students. Some of these specialized placements are associated with certificate programs. In addition, the School of Social Work is interested in recruiting additional sites to meet the needs of its students as well as the community. If a student or community member has an idea for a new field placement, they may contact the Director or Coordinator of Field who will communicate with the potential field placement and determine if the organization meets school criteria. When a new site is approved, the Director/Coordinator will facilitate the completion of an Affiliation Agreement between the organization and WMU.

When a new placement is developed, the organization, identified Field Instructor(s), and WMU Field office staff will specify the nature of the placement and the qualifications of the Field Instructor(s) within the web-based software system, Intern Placement Tracking (IPT).

Employment-Based Placements

Employment-Based Placements are field placements that are created within the student's organization of employment. Students interested in this option must do the following:

- Complete the [\(link to Employment-Based Placement Proposal\)](#) and secure approval from their current employment supervisor, proposed Field Instructor, and Field Director/Coordinator.
- Develop field placement tasks and responsibilities that are new learning experiences. They must be substantially different from the student's current employment responsibilities, tasks and functions.
- Understand that the assigned Field Instructor cannot be the same person as the current employment supervisor. The Field Instructor must meet all the Field Instructor qualifications set by the School of Social Work.

- Be committed to the focus of their learning and educational objectives as set by the School of Social Work through the Learning Contract.
- Understand that waivers for previous work experience cannot be granted for the field education experience.
- New employment opportunities (within 6 months of the first semester of Field starting), may be used for the field placement. The employment job description must be reviewed by the Field office to determine if the work is the appropriate.

Continuation Placements

Continuation placements are two field placements completed at the same field organization. Students interested in this option must do the following:

- Complete the ([link to Continuation Placement Proposal](#)) and secure approval from the current Field Instructor, proposed Field Instructor, and Field Director/Coordinator.
- Develop new field placement tasks and responsibilities that are new learning experiences, and which are substantially different from current field responsibilities, tasks and functions.
- Understand that the assigned Field Instructor cannot be the same person as the current Field Instructor. The Field Instructor must meet all the Field Instructor qualifications set by the School of Social Work.
- Be committed to the focus of their learning and educational objectives as set by the School of Social Work through the Learning Contract.

Local/National/International Block Placements

Block Placements are field placements completed locally, nationally, or internationally over a shorter period of time than a traditional field placement. Students interested in this option must do the following:

- Complete the ([link to Block Placement Proposal](#)) as well as other university-required documents and secure written approval from the Academic Advisor, proposed Field Instructor, Field Director/Coordinator, and Heineke Institute of Western Michigan University.
- Understand that the Field Instructor must meet all the Field Instructor qualifications set by the School of Social Work.
- Be committed to the focus of their learning and educational objectives as set by the School of Social Work through the Learning Contract.
- Coordinate with the Field Director/Coordinator and Faculty Liaison to arrange all expected communication and appropriate field contact during placement. This may involve in person field visits, Skype or teleconference. Regularly scheduled communication between the student and the Faculty Liaison is expected during the Block Placement just as it would occur in any other field placement.
- Coordinate with their Academic Advisor and Field Director to make any needed changes in the program Plan of Study while engaged in a non-local block placement.
- Understand that the School of Social Work is not responsible for the additional costs associated with block placements, including but not limited to:
 - Travel (including advisories), lodging, and meals
 - Student visas, immunizations or travel health requirements

School Social Work Certificate Placements – MSW only

Students in the MSW Foundation, IP, or PPA Concentration can request to complete one placement in a school or child and family practice setting to meet some of the requirements of the School Social Work certificate.

- A School Social Work field placement is 500 hours total and focuses on child and family practice, typically in a school setting.
- To qualify for the School Social Work Certificate in Michigan, students must also complete 9 elective credits specified by the School Social Work Certificate. These courses include: SWRK6200 (Policy for School Social Workers), SWRK6210 (Assessment for School Social Workers) and SWRK6220 (Intervention for School Social Workers). These courses must be taken in sequence as each is the prerequisite of the next.

Trauma-Focused Cognitive Behavioral Therapy Placements – MSW IP Concentration Only

Students in the MSW IP Concentration year can apply for a Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) placement to work with children ages 4-18 exposed to trauma using a specific evidence-based practice.

- Students must participate in a screening interview with the TF-CBT Coordinator to be accepted into this specialization.
- Students must also take SWRK 6500 (Core Concepts of Child Trauma) and complete a 2-day TF-CBT training.

Trauma Specialization Placements – MSW IP Concentration Only

Students in the MSW program who are pursuing a Trauma Specialization can apply to complete their MSW Interpersonal Practice placement focused on trauma interventions.

- Students must also take all 9 elective credits in trauma, including SWRK 6500.

Holistic Health Placements – MSW Foundation or IP/PPA Concentration

Students in the MSW program who are also pursuing a Holistic Health Certificate can apply to complete their MSW foundation, IP, or PPA Concentration placement which focuses on holistic health.

- Students must also take a 1-credit Holistic Health course, and coordinate their field placement with their Holistic Health advisor as well as the Social Work Field Director/Coordinator. [Link to Holistic Health Website](#)

Specialty Program for Alcohol and Drug Abuse (SPADA) Placements – MSW Foundation or IP/PPA Concentration

Students in the MSW program who are also pursuing a SPADA graduate certificate can complete their MSW Foundation, IP, or PPA Concentration placement in an organization which provides substance use disorder services.

- Students must take a 1-credit ADA course, and coordinate their field placement with their SPADA advisor as well as the Social Work Field Director/Coordinator. [Link to SPADA Website](#)

NASW Code of Ethics

All students and Field Instructors in the social work program have the responsibility to be familiar with the National Association of Social Workers (NASW) Code of Ethics. It is expected that all students, Field Instructors, and faculty will abide by the Code. The current Code can be found on the NASW website: www.socialworkers.org Discussion about ethical standards should be a stated activity of each student's Learning Contract and incorporated into supervision sessions. Students are to learn the principles and responsibilities articulated in the Code and be given opportunities to apply them at their field placements. Part of professional social work training includes commitment to the NASW Code of Ethics, which states in part that social works' primary goal is to help people in need and to address social problems. <http://socialworkers.org/pubs/code/default.asp>

Liability Insurance

The University provides general professional liability insurance for all students who are officially registered for field education courses. Students pay for this coverage through course-related fees at the time of their course registration. Agencies/organizations must maintain adequate general liability and professional liability insurance as well. Students may purchase additional liability insurance as members of NASW; premiums are reasonable for considerable coverage.

The University and the School of Social Work assumes no responsibility or liability for injury that may be sustained during field placement. Students sign a liability statement in their Field Application which is provided to the organization accepting the student. This statement indicates that students are not covered by workman's compensation in the State of Michigan for any accident/injury that may occur during the field placement. The statement additionally states that health or other on-boarding costs incurred in preparation for or during the field placement are the responsibility of the student and the student's health insurer.

In some organizations, students may be required to use their personally owned vehicle for transportation purposes. All students are required to have a valid driver's license, indicate that they can operate a motor vehicle without restriction (unless indicated on the application), carry current vehicle insurance, and agree to be in compliance with the laws of the State of Michigan.

In the event that a student is involved in an automobile accident while at their field placement, the student's personal vehicle insurance is the first tier for a claim. The University insurance policy is secondary and subject to the terms of the coverage in the University's contract. If a student is to utilize their personally owned vehicle for field placement activities (including the transportation of clients), it is the internship organization's responsibility to inform the student of these expectations prior to acceptance of the placement and also to evaluate the student's ability to perform the required tasks. This includes, but is not limited to, ensuring that the student's vehicle is in good, safe, working condition.

Field organizations must sign the Western Michigan University College of Health and Human Services Affiliation Agreement. This agreement holds the University and field organization harmless should suits, claims, or damages result directly from the student placement. Internship organizations may request that the University sign their individual Affiliation Agreements in lieu of the standard WMU CHHS Affiliation Agreement. The collaborative process of replacing the WMU CHHS AA with an organization-specific AA can take up to 4-6 weeks to process, and is reviewed by the University's attorney/s and Business Office.

Background Checks and Drug Testing

Many organizations require students to complete a criminal background check which may involve a state or national-level clearance. Some organizations require a Central Registry check through the Department of Health and Human Services (DHHS) to determine if the student has ever been adjudicated in a civil court for abuse and neglect of a child or a vulnerable adult. Organizations may also require a student to take and pass a drug test. All of these requirements may be conditions of acceptance or continuation for a field placement and can be requested at any time before or during the student internship. Some organizations may cover the cost of these requirements while others may expect the student to pay these costs. Western Michigan University does not cover these costs.

Mandated Reporting and Duty to Warn

State and federal laws require the mandatory reporting of the suspected abuse or neglect of a child or vulnerable adult and also require a duty to warn in the event that a client is considered harmful to him/herself or others. It is expected that during placement, the student will have exposure to situations that involve mandatory reporting and duty to warn. Field Instructors are responsible for educating all students with regard to these laws. Students should not be required to be the primary mandated reporter while functioning as an intern at an agency as this role is reserved for the organization-based Field Instructor. The Field Instructor is responsible for ensuring that all of the organization's policies, regulations, laws, and ethical obligations are followed. The student should discuss any issues of suspected abuse/neglect and/or duty-to-warn with their Field Liaison and when appropriate, the Field Director/Coordinator. http://www.michigan.gov/documents/dhs/Pub-112_179456_7.pdf

Accommodation for Disabilities/Special Needs

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Disability Services for Students at (269) 387-2116 at the beginning of the semester. A disability determination must be made by the DSS office before any accommodations are provided. <http://www.wmich.edu/disabilityservices/>

Diversity

The School of Social Work, as part of the Western Michigan University College of Health and Human Services, is an inclusive community of learners that embraces, respects, and advocates for human diversity. The College has a sustained commitment to eliminating disparities in health care and other human services by using dynamic methods to infuse this perspective into curricula, clinical practice, and research. It is expected that students also demonstrate a respect for diversity, consistent with the NASW Code of Ethics, in their academic performance.

FERPA Guidelines

The Family Educational Rights and Privacy Act applies to all schools that receive funds under an applicable program of the US Department of Education (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and is a Federal law which protects the privacy of student education records.

FERPA provides parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

HIPAA Guidelines

All social workers are required to adhere to Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA) regulations regarding the privacy of client information outside of the agency setting. Confidentiality requirements must be strictly maintained when discussing or writing about clients in the classroom, in assignments, and/or in process recordings.

Student Academic Conduct

Students are responsible for making themselves aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to academic honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. <http://catalog.wmich.edu/content.php?catoid=20&navoid=778>

In the event that there is reason to believe academic dishonesty has taken place, a referral to the Office of Student Conduct will be made. The student will be given the opportunity to review the charge(s). Should the student believe he/she is not responsible, the opportunity for a hearing will be made. The student should consult with their instructor of record if he/she is uncertain about an issue of academic honesty prior to the submission of an assignment or exam.

<http://www.wmich.edu/conduct/code/index.html>

Sexual Harassment and Assault

Western Michigan University is committed to an environment which encourages fair, humane, and beneficial treatment of all faculty, staff, and students. In accordance with that fundamental objective, the University has a continuing commitment to assure equal opportunity and to oppose discrimination because of race, color, sex, sexual orientation, age, religion, national origin, handicap, height, weight, or marital status.

Sexual harassment will not be tolerated behavior at Western Michigan University. It is expected that each member of the university community will consider himself/herself responsible for the proper observance of this policy. <http://www.wmich.edu/equity/policies/policiessexual-harrasment>

Anti-Discrimination

Western Michigan University, in accordance with the law, prohibits discrimination in the provision of all student instruction, activities, and programs. Discrimination based on race, color, religion, national origin, sex, sexual orientation, gender identity, age, disability, height, weight, veteran status, family status, or marital status shall not be tolerated in the determination of eligibility, participation, or grading for any courses or program established for the benefit of students unless otherwise provided by law.

Students who have inquiries about the University's Anti-Discrimination Policy or about anti-discrimination laws, including Title IX and the Rehabilitation Act of 1973, or who have complaints of prohibited discrimination, may file their inquiries and complaints with the Office of Institutional Equity, 1015 Trimpe Building (387-6316).

Time and Attendance

Attendance at the field placement is an indicator of professional behavior. Students are expected to respect the organization's policies and procedures as if they were an employee. If a student will not be in field at the agreed upon schedule due to illness or unexpected barriers, the Field Instructor should be notified immediately. Field Instructors are encouraged to notify the Faculty Liaison immediately if there are questions or concerns surrounding the attendance or overall participation of the student in the field placement.

Students may not begin their field placement until the beginning of the semester in which they are enrolled.

Meal, break times, and commuting to and from field placement are not counted toward hours logged in field.

The University has an established calendar of holidays and break periods. Students are not required to be in field placement during these periods but may continue their internship during semester or holiday breaks with the consent of their Field Instructor and Liaison. Students should discuss their planned semester break times with their Field Instructor as quickly as possible when the internship begins.

<http://www.wmich.edu/registrar/calendars/>

Students should address scheduling with their potential Field Instructors during the interview process and consider client and organizational needs. Official University holidays and breaks such as winter/spring break, legal holidays, or those officially observed by the organization are granted to the student. Students may not count holidays, snow/weather days, sick days, or other days they are not in field as field time. When applicable, students and the Field Instructor should negotiate a plan to make up field hours due to sick time, family illness, holidays or snow/weather days.

Addressing Problems in Field

Problem Prevention Strategies:

1. Plan ahead.
2. Make the Learning Contract reflect interests and needs.
3. Review the Learning Contract/evaluation weekly, and during supervision.
4. Maintain a frequent and regular supervision schedule between the Field Instructor and student of no less than 1 hour/week.
5. Discuss any life events which may impact the schedule or tasks of Field with the Liaison and Field Instructor early in the semester/session and/or at the time the event occurs.
6. Document with the Office of Student Disability any disabilities requiring attention for the Field Instructor and Field Liaison at the beginning of the semester.
7. Arrange schedules verbally and in writing between the student and Field Instructor at the beginning of the semester.
8. Utilize an agenda for each supervisory meeting and seek input from the Field Instructor regularly and as needed.
9. Read all communications from the Field Instructor and the Faculty Liaison carefully and maintain records of all such communications.

10. Confirm the understanding of directions, instructions, and requirements (e.g., organization policies, guidelines, expectations, requirements) with Field Instructors, Field Liaisons and, if necessary, with the Field Coordinator. Ask for assistance as needed.
11. Periodically review the Field course syllabi during supervision.

Procedures for students to follow if problems arise:

A placement break for any reason is a challenging situation and should be addressed as such. Consistent, clear communication with all involved is of utmost importance. In the event that issues arise during the internship, the following options are available:

- The student and Field Instructor should discuss concerns face to face and should also maintain written documentation about the identified concerns, goals for change, objectives to reach the desired change/s, and time frames for the expected outcome/s. The student and Field Instructor may obtain advice from the Faculty Liaison as needed early in the concern-identification process. Corrective action plans to remediate the situation should be developed, signed, and dated by all parties and subsequently added to IPT.
- If problems persist, the student or Field Instructor may request a problem-solving meeting to include the student, Field Instructor, and Field Liaison.
- If the field placement ends prematurely due to concerns about the student's performance, the student, PRC Committee Chair, Academic Advisor, Faculty Liaison, Field Director/Coordinator, and Field Instructor, will participate in a Professional Review Committee (PRC) meeting. Additional attendees at the PRC may include the Director/Associate Director of the School of Social Work, the Field Instructor, and a silent support person of student choice. Following the PRC, recommendations are made by the PRC Committee to the Director or his/her designee. Recommendations to the Director of the School of Social Work may include dismissal from the program. <http://www.wmich.edu/socialwork/forms>.

Students who complete the requirements of their PRC and need to be placed in a second placement organization may need to complete up to 50 additional hours of time at the new organization to allow for training and orientation and to ensure sufficient time to learn the skills and practice available at this second site.

The Field Office is available to offer support, insight, structure, and direction for the student, Field Instructor, Field Liaison, or even the organization itself at any point during the internship.

Evaluating student learning

The Learning Contract is a guide for student learning and activities throughout the field placement.

Student learning in field placement is formally evaluated by the Field Instructor, using the Learning Contract at various points in time and progressively throughout each semester, including informal evaluations at mid-semester and formal evaluations at the end of each semester.

The Learning Contract Evaluation contributes to the grade for field courses but does not alone determine the grade. Specified percentages, generally from 30-50% of the student grade, are the discretion of the Field Liaison/classroom instructor and can be found in field course syllabi.

Students must demonstrate competencies of no less than a '3' of '5' on a Likert scale for the total of all 11 Competencies and 36 Practice Behaviors before the successful completion of a field placement. Because internships vary in emphasis, scope and opportunity, there is no set order of completion to

practice behaviors. However, the student is expected to complete roughly half of the Practice Behaviors during their first semester and the additional half during their second semester. Additionally, students must successfully complete all classroom assignments in order to receive a passing grade for their field placement courses.

Orientation and Field Internship Instruction Trainings

WMU provides an orientation and internship instruction to all Field Instructors. This may occur individually and/or in a group setting. Group orientation may also include free continuing education credit for SW professionals. Additionally, other CE opportunities are made available at minimal or no cost throughout the academic year. Field Instructors may attend training opportunities at any campus but are encouraged to attend those offered at the campus to which their student is enrolled.

Orientation for Field Instructors includes but is not limited to:

- General information re: WMU’s School of Social Work’s overall BSW and MSW program
- The Field Manual and on-line access to the Field Website and IPT
- The procedures and methods related to Field Instruction
- The roles and responsibilities of Field Instructors
- The documents utilized in Field and the implications for practice
- Expectations for providing an Orientation/Safety review with the new student intern at the internship site
- The Learning Contract, proves for evaluating student performance, and monitoring of student time sheets
- General, appropriate field internship experiences
- The use of supervision and techniques specifically designed for Field Instructors working with a student intern in a social work-based internship
- Social Work ethics as they relate to the education of a student and the profession

Communication and Field Visits

Communication between the Field Office, Faculty Liaisons, and the Field Instructor should be maintained throughout the student’s field placement. A minimum of 3 in-person visits to the field site from the Faculty Liaison with the Student and Field Instructor within the 2 semesters of the field placement. Additional visits, contact, and/or consultation should occur as requested by the student, Field Instructor, Field Liaison, organization, or Field Director/Coordinator.

Intern Placement Tracking (IPT) System

The Field Instructor, student, and Liaison are expected to utilize the Intern Placement Tracking (IPT) system. All field placement-related documents are located in IPT. The Field Office provides on-line webinars, video trainings, and tip sheets as needed. In addition to these resources, additional trainings and individual coaching is provided by the Field Office for Field Instructors as needed. [Link to IPT training slides and videos](#)

Field Placement Forms

Learning Contract - The Learning Contract delineates each Competency and Practice Behavior that will need to be met in field placement. It also identifies activities designed to meet those competencies, as well as evaluation of competency development at the end of each semester. This document should be electronically signed by the student, Field Instructor (primary and secondary), and Field Liaison 4 times throughout the placement including at the start and end of each semester. The Learning contract includes:

- 11 competencies and their Practice Behaviors
- Designates activities identified by the student with guidance from Field Instructor and input from the Faculty Liaison when needed.
- Serves as student's evaluation in field placement
 - The student and the Field Instructor will separately rate the student's performance, at the end of each semester. Discrepancies between ratings and perspectives as to the student's demonstrated learning should be discussed in supervision and at the time of the Liaison visit.
 - Students are expected to demonstrate "emerging competence" for each practice behavior (score of 3 on 5 point Likert scale) at the end of the first semester of placement. Students are expected to demonstrate "competence" (score of 4 on a 5-point Likert scale) at the end of the placement. Ratings of student performance at the end of each semester are used in addition to classroom requirements, to determine the field education course grade.

Safety and Orientation Checklist – This checklist enables students and field instructors to complete structured orientation and review policies relevant to the field placement, at the beginning of the placement. The document should be completed at the beginning of the field placement and is generally due within 2 weeks of field placement start. The student and Field Instructor should complete the document together and electronically sign the Checklist. Student safety in field placement is a priority for the WMU School of Social Work. Students should not be shielded from the realities of professional practice, but caution and discretion should be used when immersing students in the realities of practice which can also expose them to safety and security risks. In addition to the safety and orientation process in field placement, students are required to receive an introduction to safety in the field during their field education class sessions in the BSW program and in the foundation sequence of the MSW program. This preparation includes awareness of risk, assessment of the client, the environment, oneself, and intervention skills to de-escalate potential risky situations.

Time Log – This form includes notes, times, and activities of the student during placement. Students are responsible to enter their time and activities for all hours spent in Field. The Field Instructor should electronically initial each entry the student documents at regular intervals. Field Instructors and students will both electronically sign the time log at the completion of the student's required placement hours. Classroom time does not count toward the required internship hours.

Acknowledgments

The completion of this manual would not be possible without the collaborative efforts of the WMU Field Office, Field Committee, community organizations, and Field students. Through this collaboration, the School of Social Work at Western Michigan University is able to offer robust opportunities for student learning while at the same time supporting numerous organizations and providing valuable, impactful services.