

@MandelSchool

# Change Agent

*Case Western Reserve University*

## Online Field Education Manual

2018–2019



### **Director's Welcome**

***Welcome to field education at the Jack, Joseph and Morton Mandel School of Applied Social Sciences! The field education faculty are delighted that you have chosen the Mandel School for your graduate education. We're committed to providing you with a high quality educational experience that is engaging, transformative and memorable.***

***Field education is the context through which we apply and integrate theory; evidence based practice, our own unique talents, and the values and ethics of the profession to make social work and nonprofit management come alive—not only for ourselves, but also for the clients and communities that we serve. Many social workers reflect back on their experiences in field education as one of the most powerful aspects of their education. These experiences can truly last a lifetime!***

***The field education curriculum has been thoughtfully designed to allow you to incrementally develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field education is a critical aspect of your development as professional social workers and future practitioners, as well as a vital component of our master's curriculum. Mandel School students also bring about a tremendous positive impact to our communities and to the individuals, families, groups and organizations that you will serve while completing your education. The field faculty and I are committed to supporting you in achieving your learning and professional development goals. Please let us know how we can help you take advantage of all of the educational opportunities available to you at the Mandel School.***

***On behalf of the entire Field Education Department, we hope you will enjoy this exciting and crucial aspect of your professional education; that you'll work hard and be challenged by it; and that when you graduate, you'll have developed not only your knowledge and skills, but a unique professional identity that you will carry forward throughout your career.***

***Best wishes as you begin or continue your journey as a Mandel School Change Agent!***

***Amy Korsch-Williams***

***Amy Korsch-Williams, MSSA, CNM, LISW-S  
Director of Field Education***

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*\*Updated 8/22/18*

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**THE FIELD EDUCATION DEPARTMENT IS LOCATED IN SUITE 140 OF THE MANDEL SCHOOL**

## **INTRODUCTION**

This manual is intended to serve as a guide to the content, purpose, expectations and requirements of the Mandel School Field Education Department and the roles and functions of field placement agencies, Field Instructors, Task Supervisors, Agency Liaisons, Field Faculty Advisors and students.

*All students are expected to review and understand the contents of this manual prior to beginning field placement. Any questions regarding the contents of the manual should be directed to the assigned Field Faculty Advisor or the Director of Field Education.*

## **COMPETENCY-BASED INTEGRATED LEARNING**

This manual was developed by the Field Education Department to describe and outline field related policies and procedures for use by students, Field Instructors, and faculty of the Online format of the MSSA program. It is designed to be used in conjunction with the Mandel School Student Handbook. All policies contained in that Handbook also apply to field education.

Field education is an integral component of the Mandel School curriculum that is actualized through a collaborative relationship between the university, community organizations and institutions, and students. Field education experiences are designed to offer students meaningful practice opportunities to integrate the core knowledge, skills, values and cognitive & affective processes inherent to the social work and non-profit management professions. *The Field Education Learning Agreement* is a critical tool in field education. The Learning Agreement is developed and evaluated by students and Field Instructors in each field period and reflects the concurrent learning experiences available to students within the classroom and in the field placement setting. The Mandel School's competency-based learning environment is the structure utilized for the development of the Learning Agreement. The Mandel School has established core competencies in the MSSA program that form the basis of the student's classroom and field experiences. The integration of classroom learning and field practice knowledge is an essential component of curriculum and of each student's educational experience.

### **The Ten Competencies that form the core of the Social Work (MSSA) curriculum are:**

1. Demonstrate Ethical & Professional Behavior
2. Engage Diversity & Difference in Practice
3. Advance Human Rights & Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research & Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
10. Develop as a Social Work Leader

The integration of classroom and field occurs through many efforts, experiences and methods. Theoretical and skill-based learning are connected through the field education program to form the foundation of each student's educational experience, synthesizing theory and practice. Field education serves as the link between knowledge gained in the classroom and the practice of social work from both a generalist and specialized perspective. Students are given course assignments which relate to their practicum experiences and conversely, are requested to provide copies of their course syllabi to Field Instructors. In addition to the syllabi, Field Instructors are provided with an overview of the Mandel School curriculum during orientation and ongoing trainings that alert them to specific assignments that must be carried out in the field. Field Instructors work directly with students to reinforce and support the MSSA core competencies, including evidence-based practice and the integration of theory and practice. Field Faculty Advisors support and guide this critical function of field instruction during field conferences held each semester.

### **FIELD EDUCATION MISSION STATEMENT**

***THE MISSION OF THE FIELD EDUCATION DEPARTMENT IS TO PARTNER WITH COMMUNITY PRACTITIONERS AND THE MANDEL SCHOOL TO PROVIDE STUDENTS WITH OPPORTUNITIES FOR ACADEMIC INTEGRATION IN A DYNAMICALLY ORIENTED PRACTICE ARENA.***

Field education affords students opportunities to apply theoretical concepts from the classroom to professional practice sites structured to provide opportunities for progressive skill development and application. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners.

### **FIELD EDUCATION GOALS**

Field education provides a unique forum for students to integrate the knowledge, skills, values, behaviors, and cognitive & affective processes that comprise the core of the professional social work practice with a self-identity as competent beginning professionals. The field placement setting affords students opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of the social work profession. There is the potential for a mutual exchange of practical and theoretical knowledge that may serve to enhance innovative change in both the organizational and academic venues. The Field Education Department endorses this expansive view of the opportunities that students and Field Instructors share to redefine both social work education and social work practice for the future.

The core competencies form the structure of the Field Education Learning Agreement, which is developed each semester through a collaborative process involving students, Field Instructors and Field Faculty Advisors. This agreement captures the field learning opportunities essential to maximize the integration of the academic and practice experiences central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the Learning Agreement. Opportunities for the development of critical thinking skills, self-assessment, offering and receiving professional feedback and flexibility of approach are valued elements inherent to the field site.



Case Western Reserve University defines education as a “transforming” opportunity. Field education provides students with the contextual format for this transformation to be realized.

## **FIELD EDUCATION OBJECTIVES**

### **Generalist Field Practicum**

At the conclusion of the generalist field education practicum, students will be able to demonstrate competency within all required competency areas and generalist practice behaviors. It is expected that satisfactory progress in developing competence is achieved by the conclusion of the first semester in the program. Generalist field education courses include SASS 651 and SASS 652 and their equivalents.

### **Specialized Field Practicum**

During the specialized field practicum, students continue to develop generalist practice behaviors and skills but also refine and advance the quality of social work practice. Students synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge, skills and professional values. Specialized practitioners are effective in all specialized level competencies; suiting each action to the organizational context and relying upon research-informed practice, experience, advanced knowledge, and self-reflection. Specialized field education courses include SASS 653 and SASS 654 and their equivalents.

The Mandel School Field Education Department provides graduate level social work students with field related opportunities to develop full competency with all required areas of practice. In addition to the above stated objectives, we strive to support each student in achieving the following objectives:

- To develop a unique professional identity as a social work professional.
- To work effectively with diverse client populations, organizations and communities.
- To incorporate a community based perspective in all areas of practice.
- To understand the organizational context of practice, including the dynamics of social and organizational change.
- To apply and fully integrate coursework and field practice.
- To consider and apply the values and ethics of the profession in every aspect of practice.
- To develop a professional career as a life-long learner.
- To recognize the value of self-care and develop a plan to consistently incorporate personal self-care strategies into practice.

## **FIELD EDUCATION OUTCOMES**

- Incorporate, analyze and apply the NASW Code of Ethics, Mandel School Code of Conduct and field education policies to practice.
- Develop and implement a Learning Agreement for each semester of field placement reflective of the core competencies and each student's unique learning objectives.
- Actively integrate classroom theory and knowledge to the field placement setting and vice-versa.
- Incorporate a strengths-based perspective in field assessment and planning activities.
- Value the contributions of evidence-based practice.
- Consistently demonstrate a professional and purposeful use of self in all field interactions.
- Maintain and demonstrate sensitivity to issues of diversity, discrimination and oppression.
- Maximize the learning opportunities available through field instruction and consultation.
- Understand and utilize the resources available in the community to benefit the field organization and its consumers.

## **THE FIELD EDUCATION PLACEMENT CURRICULUM**

### **Generalist Year:**

The generalist year field education courses and field placement setting provide the student with the appropriate opportunities to begin acquiring knowledge and skills through the actual delivery of service in an agency practice setting. This generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad base for professional practice. The generalist experience is defined to include both direct and indirect services to individuals, families, groups, organizations and communities. Students must be provided with the requisite opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation. The Generalist Learning Agreement is developed to identify and structure field education assignments, tasks and objectives in all areas of competency and to specifically address each required generalist practice behavior.

### **Generalist field education courses include:**

- SASS 651AV/BV Field Education I (2 credits)
- SASS 652 A/B Field Education II (3 credits)

**Specialized Year:**

The specialized year field education courses and field placement focus on the development of specific knowledge and skills needed for beginning professional practice in a designated area of concentration. This specialized year experience is designed to build on the foundation of the generalist year coursework and field placement. Students work to develop skills and knowledge within their selected area of concentration, and both the academic courses and the field experiences are organized around that particular field of practice or specialization. There are two primary concentrations for MSSA students: Community Practice for Social Change and Direct Practice. The Direct Practice concentration is comprised of two specializations: Children, Youth and Families (CYF) and Mental Health-Adult. The Specialized Learning Agreement is developed to identify and structure field education assignments, tasks and objectives within all areas of competency and to specifically address each required specialized practice behavior.

**Specialized field education courses include:**

- SASS 653 Field Education III (3 credits)
- SASS 654 Field Education IV (3 credits)

**The Field Education Seminar:**

Non-Advanced Standing MSSA students in the Online format are required to take the Field Education Seminar (SASS 495V) during the first semester of the generalist year. The field seminar is taught by Field Faculty Advisors who may also later serve as the student's assigned Field Advisor. The Field Education Seminar provides the support and guidance necessary to assist generalist social work students in identifying and finalizing a field placement setting. The seminar also prepares students for upcoming field placement experiences through course assignments such as self-assessments, discussions and reflective activities.

**The Field Education Seminar course is:**

- SASS 495V Field Education Seminar (1 credit)

**CONCURRENT MODEL OF FIELD EDUCATION**

The Mandel School curriculum features a concurrent model in which students registering for field education courses must be simultaneously enrolled in the appropriate academic courses based upon the Pattern of Enrollment (POE). Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning; connecting classroom to field and field practice to classroom. This progressive integration of theory, knowledge, practice and skill development provides the student with the optimal foundation for professional practice. Each field education course/period is a prerequisite for the next.

Should students experience a disruption in their field placement, the Field Faculty Advisor will consult with the Academic Advisor and other members of the student's educational team to revisit the Pattern of Enrollment to accommodate adherence to the concurrent model. The Mandel School does not grant field education course credit for life experience or work experience.

## **MSSA FIELD EDUCATION SEQUENCING**

- **Traditional/Non-Advanced Standing** students must enroll in generalist field education courses, including the Field Education Seminar (SASS 495V) and SASS 651. Traditional students complete a minimum total of 1,050 hours of field education, typically over 8 semesters. Students begin the MSSA program with SASS 495V in the first semester, and then progress to SASS 651 and beginning the field placement during the second semester of the program. The Field Education Seminar and SASS 651 & 652 field practicum courses provide generalist content and placement experiences. The SASS 653 and 654 practicum courses support the specialized field placement experiences. Each field education course/period is a prerequisite for the next.
- **Advanced Standing** students hold a bachelor's degree in social work (BSW) from an accredited program and must be granted Advanced Standing status at the time of admission. Advanced Standing students complete a minimum total of 900 hours of field education, typically over 7 semesters. Advanced Standing students are typically exempted from the Field Seminar (SASS 495V) and SASS 651AV/BV. Each student's individual Pattern of Enrollment may vary. Advanced Standing students must have an approved field placement prior to beginning the MSSA program and begin the field placement and SASS 652 during the first semester of the program. SASS 652 supports the generalist placement experience, while the SASS 653 and 654 practicum courses support the specialized field placement experiences. Each field education course/period is a prerequisite for the next.

### **Overview of Required Field Hours:**

ONLINE FIELD EDUCATION SEQUENCING					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	AVERAGE WEEKLY HOURS	TOTAL REQUIRED HOURS	WRITTEN ASSIGNMENTS
651AV	72	3	10-12	75	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle
651BV	72	3	10-12	75	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle
652A	147	3	10-12	150	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle

652B	147	3	10-12	150	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle
653A	147	3	10-12	150	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle
653B	147	3	10-12	150	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle
654A	147	3	10-12	150	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle
654B	147	3	10-12	150	Completed Learning Agreement/Evaluation, Time Sheets, course assignments as outlined in Moodle

### **FIELD/PRACTICUM HOURS**

Students registered for Field Education SASS 651AV/BV are required to complete a minimum of 150 field hours. Students spend an average of 10-12 hours per week in their field placement site to complete the required number of hours over the course of the semester. Six (6) of the required 150 hours during this field period are designated for Professional Development, which include attendance at colloquia, agency sponsored training, or other approved educational opportunities. Students may refer to the **Professional Development** section of this manual for additional guidance regarding Professional Development.

Students registered for Field Education SASS 652A, 652B, 653A, 653B, 654A and 654B are required to complete a minimum of 150 hours per field period. Students spend an average of 10-12 hours per week in their field placement site to complete the required number of hours over the course of the semester. Three (3) of the required 150 hours during each field period are designated for Professional Development, which include attendance at colloquia, agency sponsored training, or other approved educational opportunities.

The delineation of field practicum time in hours instead of days intentionally allows students and Field Instructors the ability to structure field placement experiences to conform to a schedule compatible with the student's class schedule and the needs of the organization.

## **EVENING AND WEEKEND HOURS**

Students may be expected to complete field hours in the placement setting at least one evening per week. This may also include time on the weekend. Flexibility in scheduling is often necessary to meet client and/or organizational needs. Students should expect to work with their Field Instructors and/or Task Supervisors to adjust field placement schedules as needed to accommodate some evening and weekend hours, but not exceed a total of 10 to 12 hours of field education per week.

A minimal amount of field related assignments completed at home may be permissible with prior written approval from the Field Instructor and Mandel School Field Faculty Advisor. Field hours completed at home without written prior approval will not be eligible for credit towards course requirements.

## **FIELD EDUCATION ADMISSION CRITERIA**

In order to be successfully admitted to the field education program, students must meet all applicable admissions criteria for the Mandel School. Traditional/Non-Advanced Standing students in the Online format begin field education by completing the Field Education Seminar (495V) to secure an approved field placement setting and prepare for the upcoming field placement experiences. Students must successfully complete all SASS 495V course requirements in order to move forward with beginning the field placement and completing field practicum hours in SASS 651.

Students admitted to the Online format with Advanced Standing are required to have an approved field placement prior to beginning the MSSA program. Students are provided with the requirements for field placements during the admissions process.

The Securing Online Field Education (SOFE) program is a self-paced, online resource that is monitored and facilitated by Mandel School Field Faculty Advisors. SOFE is designed to support incoming Advanced Standing students in successfully preparing for and obtaining a field placement. SOFE includes an Introduction to Field Education and four additional steps to walk students through the field application process. The steps include:

- Personal Evaluation
- Declaring a Concentration
- Opportunity Exploration
- Application & Placement

Field Faculty Advisors contact students once they have reviewed and completed the first three SOFE steps. Students work in partnership with the Field Education Department to ensure that proposed field placement settings and Field Instructors meet the necessary requirements as outlined within this manual. Once the field placement has been approved by the Field Education Department, students are permitted to move forward with enrolling in the first field education course as outlined in the Pattern of Enrollment (typically SASS 652).

Students enrolled in the Online format are required to complete two orientation courses prior to beginning the MSSA program, including a general Student Orientation and a Field Education Orientation. The Field Education Orientation courses are customized for Traditional/Non-Advanced Standing and Advanced Standing students. The Field Education Orientation provides an overview of the mission, philosophy, requirements and expectations of the Mandel School Field Education program.

Field placement interviews for Traditional students enrolled in the Field Education Seminar (SASS 495V) are initiated through a collaborative process between the student and Instructor. Potential field placement sites are identified using factors that include the student's past experience, future educational and career goals, and areas of concentration/interest. Students identify contact information for each potential site and discuss ways to optimize their interviews with the Field Education Seminar Instructor.

Determining the field placement setting is a mutual selection process involving the student, Field Education Department, and field placement organization. The Seminar Instructor serves as a facilitator and consultant to all parties involved in the placement selection process. Once the student has completed the necessary interviews and selected a potential field placement setting, they complete the necessary documentation required by the Field Education Department and submit the information for final approval.

### **FIELD EDUCATION PROGRAM MODEL**

Online MSSA students remain in one field placement setting for the duration of the program. Approved field placements must provide a broad array of progressively advancing learning opportunities to continuously support student learning in generalized and specialized levels of social work practice. Students may not terminate or switch field placement settings at any point without the prior written approval of the Field Education Department. Please refer to the section of this manual titled **Field Placement Reassignment/Change of Placement Request** for additional information.

### **FIELD PLACEMENT AGENCY SELECTION & MONITORING**

#### **Selection**

The Mandel School Field Education Department is affiliated with hundreds of agencies across the United States. Agency availability for student field placements changes continually in response to a number of factors, including funding, staffing, capacity for student supervision & field instruction, and the needs and service priorities of each organization. As a result, a number of field placement settings may not be available in any given year.

The Mandel School is always actively engaged in the process of identifying and recruiting high quality, diverse field placement agencies. As such, field placement agencies may be identified in a number of ways: Agencies may request to become a field placement site; students, faculty members, or community representatives may recommend an agency; or the Field Education Department may actively recruit agencies. Agencies are selected based on the agency's ability to meet the School's criteria and according to the following guidelines:

- Investment in social work education, including the importance of helping students integrate classroom and field learning.
- Evidence of sufficient and appropriate learning opportunities within all required social work competency areas A wide range of progressively advancing learning opportunities are required to continuously support student learning and professional development. The Field Education Department expects students to become involved in supervised practice activities within two to three weeks of the start of the placement. Early work with clients, groups, committees, or projects provides students with the necessary opportunities to begin integrating learning from the classroom and field. This also enables the Field Instructor to begin the educational assessment of the student and helps to inform the development of Learning Agreement goals and assignments.
- Capability to provide students with the required opportunities to develop skills at the generalist and specialized levels of social work practice.
- Capability to provide students with opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation and across levels of intervention; with individuals, families, groups organizations & communities. Students must be directly observed in practice by the Field Instructor during each field period.
- All students are required to have consistent, in-person contact with clients and constituencies. Opportunities for occasional phone or digital contact with clients may be provided as a supplement to in person contact but are not permitted as a substitution.
- Professionals qualified and available to provide consistent, high quality, in-person field instruction. A minimum of one hour of in person, face-to-face, dedicated field instruction is required per student each week. Participation in group supervision does not meet the requirements for weekly individual field instruction meetings.
- Evidence of accreditation by appropriate certifying organizations, if applicable.
- Additional considerations may also apply in the agency selection and approval process as determined by the Field Education Department.

Mandel School students are expected to spend the majority of field placement time actively engaged in practice activities, such as:

- Face-to-face contacts with clients and constituent groups
- Preparation for practice activities, home visits, family meetings, team meetings and case conferences
- Participation in committee or community group meetings
- Resource development, telephone contacts, and recruitment for groups or client activities.



Should a student identify a potential field placement site that is not already affiliated with the Mandel School, we ask that they provide the contact information to the Field Faculty Advisor. The Field Advisor or another assigned representative of the Field Education Department will begin the process of vetting the agency. This process typically involves scheduling a site visit. A formal assessment is conducted as to the range of activities available to students and ability to provide appropriate field instruction and comply with the requirements mandated by the Council on Social Work Education (CSWE) & the Mandel School. Not all potential field placement sites will be vetted. The Field Education Department makes the determination if a potential site will be considered for a new field placement.

Each new potential field placement site must also complete an electronic Agency and Field Instructor/Task Supervisor Application. The designated Agency Liaison/contact will complete the Agency Application and each prospective Field Instructor & Task Supervisor is required to complete an application. Both applications identify key demographic and professional information including the organizational context, credentialing/licensing information, prior field experience, scope of practice and opportunities available for students.

If approved, the agency, Field Instructor and Task Supervisor (if applicable) information is then entered into the Field Education Department's web-based Intern Placement Tracking (IPT) system. The Field Education Department will send a letter via the email contact information provided on the electronic application to assign approved Field Instructors and Task Supervisors a Case Western Reserve University Affiliate ID and instructions for enrolling into IPT. Additional information is also sent regarding required Field Instructor training. Training events are offered several times throughout the year on campus and via livestream for remote participants. Additional individualized orientations may be provided by Mandel School Field Advisors during the course of the academic year.

Should a formal Affiliation Agreement between the Mandel School and field placement agency be required, the agreement must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost, or designee. The Mandel School does not require an Affiliation Agreement be established for all field placement sites, however having the agreement in place helps to clearly outline the responsibilities and requirements of each party. A standard Affiliation Agreement template will be provided by the Field Education Department for review by the proposed field placement agency. Questions regarding the Affiliation Agreement template or process should be directed to the attention of the Director of Field Education. Refer to the section of this manual titled **Affiliation Agreement** for additional information.

## **Monitoring**

Monitoring the quality of field instruction and field placement settings is a continuous process. Field Advisors maintain phone, email, face to face and/or virtual meeting contact with Field Instructors and Task Supervisors throughout the year. A field conference is held during each field period and provides a structured and individualized opportunity for the student, Field Instructor, Task Supervisor (if assigned) and Field Advisor to discuss and assess the specific assignments under each competency area and the student's overall progress in meeting identified learning objectives. An agency evaluation is completed by the student at the conclusion of the generalist and specialized field periods. General student feedback is collected and considered throughout the year.

regarding field placement site experiences. In turn, Field Instructors monitor the field education program and student experiences through their feedback to Field Advisors and the Field Education Department.

Mandel School Field Advisors monitor and assess the quality and scope of the student's learning experience, the quality of communication between the field placement setting and the Field Education Department, and program or personnel changes within the field placement setting that may impact student learning.

Support and training is provided through the Field Education Department and faculty to assist Field Instructors and organizations in providing consistent, high quality practice experiences to students. The quality and scope of student assignments and experiences are monitored through student and Field Instructor contact and feedback, field conferences, the Learning Agreement and monthly field education time sheet submissions. The Field Education Department provides updates to Field Instructors regarding Mandel School curriculum changes that affect student learning. An emphasis is placed on open and ongoing dialogue between students, Field Instructors, Task Supervisors and Field Advisors to promote quality field education experiences and outcomes.

### **FIELD INSTRUCTOR QUALIFICATIONS & REQUIREMENTS**

The Field Instructor has a pivotal role in planning, implementing and evaluating each student's educational program. Field Instructors are expected to meet the following minimum qualifications and expectations:

#### **Field Instructor Qualifications:**

- A Master's degree in Social Work (MSSA/MSW) from a CSWE accredited school of social work.
- Two years post-master's social work experience.
- If required by the state licensure board, maintain licensure at Licensed Independent Social Worker (LISW or LISW-S) level, license eligible at the LISW or LISW-S level or its equivalent for out-of-state Field Instructors. Unless otherwise indicated, licensure is not a prerequisite for a Field Instructor.
- Ability to provide consistent, high quality, in-person field instruction to students. A minimum of one hour of in-person, dedicated field instruction is required per student each week.
- Ability to observe students in practice multiple times over the course of each field period in order to assess, evaluate and support student learning.

#### **Requirements:**

- Complete a Field Instructor Application.
- If requested, provide a resume and copy of Master's degree.

- Provide the student with sufficient work space and equipment (i.e. desk, phone, computer, etc.) to perform social work related tasks.
- Ensure that each student receives the necessary agency and safety orientation/trainings.
- Provide the student with a broad array of field practicum assignments. Mandel School students must be provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice. All students are required to have opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation and across levels of intervention; with individuals, families, groups organizations & communities.
- Students must be observed in practice by the Field Instructor during each field period.
- Maintain compliance with the policies, programs and procedures of the Agency and Mandel School Field Education Department.
- Remain current with curricular developments at the Mandel School.
- Attend required Field Instructor orientation and training.
- Demonstrate an interest in and time to fulfill teaching responsibilities of Master's level social work students.
- Demonstrate practice competence or experience in the student's social work method concentration.
- Demonstrate a willingness and ability to provide instruction within more than one practice modality.

Field instruction is an essential part of a student's experience in field education. Mandel School Field Instructors serve a critical role in planning, implementing and evaluating the student's educational program and professional development. Field Instructors are required to provide 60-90 minutes of in person, face-to face, weekly supervision to students. Although administrative issues are a component of supervision, the educational, developmental and supportive aspects of field instruction should be the primary focus of supervision. Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Group supervision opportunities do not fulfill the weekly individual supervision requirements for MSSA students. Observation of the student's practice and immediate feedback from the Field Instructor are essential elements of field education and should also be incorporated into supervision meetings.

A Field Instructor may be employed either within or outside of the student's primary placement agency. In instances where the Field Instructor is not employed by the agency, a Task Supervisor must be designated as the individual responsible for a limited portion of the student's placement. These responsibilities help to structure the weekly activities of the student in placement and are often limited in terms of scope and time. The Field Instructor retains the primary and overall responsibility for the student's supervision, learning, evaluation and connection with the school. All MSSA students are required to have a Field Instructor.

Field Instructor and Task Supervisor training opportunities are provided annually through the Field Education Department. Several training dates are offered each year for new and experienced Field Instructor/Task Supervisors to review field education program requirements and expectations and to support Field Instructors in providing effective supervision to students. Field education training events are typically approved for continuing education units through the Ohio Social Worker, Counselor and Marriage & Family Therapist (CSWMFT) Board. Participants are provided with content, case discussion and examples to support students in developing assignments within each required component of social work practice. Trainings also include information regarding the School's philosophy, curriculum, and current issues related to field education. Participants are instructed in the use of the Learning Agreement and student evaluation. The Director of Field Education facilitates campus-based training opportunities in conjunction with Mandel School Field Advisors, faculty and invited presenters.

Field Instructors and Task Supervisors that are unable to attend on campus trainings due to scheduling conflicts or that are located out of state have access to virtual training events and recorded presentations. Mandel School Field Advisors also play a critical role in supporting and training Field Instructors and Task Supervisors. Individualized support and training are provided through visits to field placement settings, phone and virtual meetings.

Approval as a Field Instructor provides access to Mandel School library privileges and other useful resources. Field Instructor information and resources can be accessed at <http://msass.case.edu/fieldedu/field-instructor/>.

## **FIELD EDUCATION ROLES AND RESPONSIBILITIES**

Field education distinguishes itself from employment in several specific ways. The Mandel School endorses a concurrent curricular model where field education and academic course work provide the forum for maximum learning integration and the development of professional competence. While exposure to various professional and workplace experiences enrich the student's overall learning, guidelines relevant to issues of liability, accessibility and workload require specific consideration and reflection in the Learning Agreement. The Mandel School's competency-based learning environment is the structure utilized for the development of the Learning Agreement. The competencies form the basis of the student's classroom and field experiences. The Learning Agreement captures the field learning opportunities essential to maximize the integration of the academic and practice experience central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the Learning Agreement. Opportunities for the development of critical thinking

skills, reflection, self-assessment, offering and receiving professional feedback and flexibility of approach are valued elements inherent to the field site.

### **The Student:**

Students enrolled in field education courses. Their roles and responsibilities include:

1. Participate in scheduled agency orientation provided by the field organization. If the orientation is scheduled prior to the official start of the field period there must be an agreement reached collaboratively between the student, Field Instructor and Field Faculty Advisor addressing potential liability issues and accommodations for accumulated field hours.
2. Respect and articulate the distinction between student learner and agency/organization employee. Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning goals and objectives.
3. Proactively schedule the field conference with the Field Instructor and Field Faculty Advisor during each field period to review the Learning Agreement, discuss progress, and identify any barriers to learning.
4. Perform the identified tasks and activities documented in the Learning Agreement by the deadlines agreed upon with the Field Instructor and Field Faculty Advisor.
5. Be attentive to and address and ameliorate dual and/or multiple relationships. Seek consultation and direction from the Field Instructor and/or Field Advisor as needed.
6. Proactively identify and discuss problems or barriers to learning, receiving supervision, completing field hours or other field education requirements with the Field Advisor and Field Instructor.
7. Practice, demonstrate and adhere to the Mandel School Code of Conduct and Field Education policies/expectations in all interactions.
8. Report any field placement safety concerns to the Field Instructor and Field Advisor.
9. Demonstrate professional and responsible behavior, dress and conduct within the field placement setting.
10. Communicate in a professional, effective and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals involved with the field education placement and experiences.
11. Respect and comply with the protocol of the field organization to support and promote the agency's mission.
12. An Ohio Social Work Trainee (SW-T) credential, background check/fingerprinting or health/drug screenings may be required by certain field organizations for students in Ohio. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements during the placement interview or prior to accepting a placement. The student

may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field placement organization screening, health or background check requirements. Failure to complete or pass required background checks, health or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.

- Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.
  - Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
  - Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>
13. Provide the Field Instructor with copies of course syllabi to be utilized in support of the integration of learning and the collaborative development of the Learning Agreement.
  14. Complete all field education course requirements in their entirety by the established due dates indicated in course syllabi.
  15. Retain a copy of all field education documentation, including all monthly time sheets, Learning Agreements and related information.
  16. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department ([www.runipt.com](http://www.runipt.com)). Maintain system access and password.
  17. Should a student be terminated or requested to leave a field placement organization, the student is responsible for immediately reporting this to the assigned Field Advisor.
  18. Student conduct or performance issues may result in field hours being suspended, either temporarily or permanently.

### **The Field Agency Liaison:**

The Agency Liaison is a staff member of the placement agency who coordinates and monitors the selection and placement process of students. The liaison may be a Field Instructor or other identified individual. The roles and responsibilities of the liaison may include:

1. Advise and assist in placement selection congruent with student's interests and learning needs, and the agency's needs.
2. Monitor student field placement experiences through student and Field Instructor feedback and Field Advisor consultation. Provide support in addressing any systemic issues that impact student learning.
3. Supplement student learning through the coordination of presentations, provision of information and referrals to additional resources.
4. Liaison between student and Field Instructor and address issues of concern that may impact the learning process and to facilitate problem solving.

5. Assist in mediating any conflict between the student, agency and the Mandel School

### **The Field Instructor:**

The Field Instructor is an agency-based supervisor and instructor responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. Their roles and responsibilities include:

1. Provide or facilitate a timely and comprehensive orientation to the agency and/or department.
2. Provide regularly scheduled supervision to the student for a minimum of 60-90 minutes. Monitor and provide ongoing performance feedback as indicated.
3. Actively participate in the development of the Learning Agreement and the field conference each field period.
4. Attend Field Instructor trainings provided by the Mandel School.
5. Maintain an open dialogue with the student's Field Faculty Advisor to discuss issues relevant to and impacting the field education experience.
6. Provide the required student learning and practice opportunities to support the development of competence at both the generalist and specialized levels.
7. Observe students in practice during each field period. Provide timely feedback to support student learning.
8. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department ([www.runipt.com](http://www.runipt.com)). Maintain system access and password.
9. Complete the Learning Agreement Evaluation collaboratively with the student to meet the specified deadline for submission.
10. Respect and articulate the distinction between student learner and agency/organization employee.
11. Be attentive to and address and ameliorate dual and/or multiple relationships.

### **The Task Supervisor:**

A Task Supervisor is designated as the primary contact person and manager of the student's learning when the Field Instructor is not employed by the field placement agency, is off-site or located in another department. The Task Supervisor does not replace the role of the Field Instructor but does need to be well informed of educational objectives and understand his/her role in the student's learning. Task Supervisors may be qualified Field Instructors, other social workers, or members of other disciplines. Their roles and responsibilities include:

1. Utilize staff with professional competence in supporting the learning activities the student is to undertake.
2. Provide day-to-day management and oversight of the student's activities.

3. Meet with the student in weekly individual conferences.
4. Maintain communication with the Field Instructor to coordinate the student's overall field assignments and learning experiences.
5. Participate in field conference(s) and provides oral/written input to evaluate the student's performance.
6. If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor's contributions into the overall educational experience.
7. Respect and articulate the distinction between student learner and agency/organization employee.
8. Be attentive to and address and ameliorate dual and/or multiple relationships.
9. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department ([www.runipt.com](http://www.runipt.com)). Maintain system access and password.

### **The Field Faculty Advisor:**

The Mandel School Field Faculty Advisor coordinates all aspects of field education including planning, coordination of agency/student placement, managing the student placement, recruiting Field Instructors and placement agencies, teaching the field seminar, providing support to students, and evaluation and grading of student performance. Their roles and responsibilities include:

1. Develop working relationships with students and field organizations.
2. Provide general advice and professional guidance regarding all social work practice related issues and concerns.
3. Participate in the field conference with the student and Field Instructor during each field period.
4. Explore and develop new field sites.
5. Teach the field education seminar.
6. Evaluate and review field education policies and procedures.
7. Work collaboratively with faculty and other University administrators as a member of the student's educational team.
8. Maintain accessibility to students and field organizations.
9. Facilitate and offer consultation in all aspects of the field placement process.
10. Serve as the instructor for assigned field education courses and assign student grades.
11. Provide written feedback to students relative to field performance and the implementation and utilization of field education documentation.



12. Respect and articulate the distinction between student learner and agency/organization employee.

**The Field Placement Agency:**

1. Reserve the right to determine the number of students accepted each year.
2. Conduct interviews of students referred to the agency by the Field Faculty Advisor
3. Complete all necessary procedures related to the acceptance of the student as an intern at the agency.
4. Provide the student with orientation and training to the agency, including policies and procedures, Health Insurance Portability and Accountability Act (HIPAA) requirements, safety protocols and all other performance expectations.
5. Provide the Field Education Department with descriptive agency information.
6. Model and teach the values and ethics of the social work profession throughout the agency.
7. Provide a Field Instructor who minimally has a Master's Degree in social work plus two year's post-graduate experience.
8. Arrange for the appropriate scheduling or workload accommodations that will allow the Field Instructor sufficient time each week to supervise student placements. MSSA students are required to receive 60 minutes per week of in person, face-to-face field instruction/supervision.
9. Provide the Field Education Department with all required education and licensure documentation of the Field Instructors(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.
10. Take all reasonable measure to ensure student safety.
11. Ensure that students are provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice.
12. Ensure that students are provided the required opportunities for in-person contact with clients and constituencies within several weeks of beginning placement and on a continuous basis thereafter.
13. Comply with all policies and procedures outlined in the Field Education Manual and the Family Educational Rights and Privacy Act (FERPA).

14. Provide access to the necessary tools, space and resources (e.g. telephone, computer, office supplies, and adequate space) for the student to effectively work in the field.
15. Maintain an open dialogue with the Mandel School to discuss any issues affecting the agency's organizational structure that may impact the student's field education experience.

**The Mandel School:**

1. Provide a general orientation to Field Instructors and Task Supervisors regarding the policies, procedures and practices of the Mandel School Field Education Department.
2. Instruct students to comply with all required health screening, immunizations, criminal background checks and all other pre-employment requirements of the agency.
3. Monitor and address identified student conduct and performance issues.
4. Provide the agency with the necessary forms and documentation required by students and Field Instructors.
5. Provide opportunities for membership on the Mandel School Field Education Advisory Council as available.
6. Provide opportunity for Field Instructors and Task Supervisors to attend training seminars, field presentations and colloquia.
7. Maintain compliance with the regulations, policies and procedures of the Council on Social Work Education (CSWE).
8. Provide proof of negligence/malpractice insurance coverage to cover the student's field related activities.
9. Provide a designated Mandel School Field Advisor to discuss all issues relevant to and impacting the field education experience.
10. Provide the agency with timely notification of any changes in the procedures and policies governing the Field Education Department.
11. Monitor the quality of the field instruction to ensure compliance with departmental, School, and University policy.
12. Provide Field Instructors with access to designated library services of the Mandel School.
13. Facilitate and offer consultation in all aspects of the field placement process.

## **STUDENT'S FIELD EDUCATION RIGHTS**

Mandel School students have the right to:

- A field placement assignment that meets the requirements of the student's educational needs as defined by the Mandel School and affords each student the opportunity to master program competencies.
- Weekly individual meetings with the Field Instructor.
- Assigned field education tasks specifically enumerated in the Learning Agreement which serve an expressed educational purpose.
- Expect that no field education task will be assigned that violates the ethics and values of the profession.
- Due process if a problem arises related to the student's performance or behavior in the field. The Field Faculty Advisor is responsible for guiding the problem-solving activities. This may be done in consultation with the Director and/or Associate Director of Field Education, Dean's Consultation Committee or other Mandel School officials as indicated.
- Participate in the field evaluation process and the opportunity to discuss the evaluation with the Field Instructor.
- When substantial differences exist in an evaluation between student and Field Instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

## **AFFILIATION AGREEMENT**

As required, the Mandel School will enter into an Affiliation Agreement with agencies accepted for educational partnership with the University. Agreements may be initiated by the field placement agency or the Mandel School. All agreements are submitted for review and processing to the Director of Field Education. Agreements must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost or designee. The Affiliation Agreement clarifies the responsibilities of each party and protects the educational purposes of the practicum. In circumstances in which an Affiliation Agreement is required by the field placement agency, the student may not begin placement until a fully executed agreement has been established.

## **EXTERNAL FIELD INSTRUCTORS**

The Mandel School recognizes there are number of social service agencies that could serve as quality field placement sites, but do not have the prerequisite credentialed professional (MSW/MSSA plus two-years post graduate experience) on staff to provide field instruction. Under such circumstances, the Field Education Department will attempt to work collaboratively with the agency to identify a qualified Field Instructor not directly employed by the agency to provide instruction. The individual may or may not be affiliated with the agency as a current or former Board member, volunteer, ex-employee, employee of a partner agency or contractor. Professionals not associated with the agency but having knowledge of the scope of services

provided and client population served by the agency can also be explored. Generally, an agreement to provide supervision by an External Field Instructor is done at no cost and demonstrates a commitment to the agency, student and profession. In rare instances, and when warranted a small one-time honorarium may be paid to the External Field Instructor for their time and effort. The External Field Instructor assumes the role and responsibilities as listed above. The availability of External Field Instructors as facilitated by the Field Education Department is limited and cannot be guaranteed.

### **FIELD INSTRUCTOR & TASK SUPERVISOR BENEFITS**

Persons serving as Field Instructors and Task Supervisors for the Mandel School are valued and greatly appreciated. In return for their dedication and service to our students, they are also eligible for the following benefits:

- Partnership with a nationally ranked school of social work;
- Receive free annual training offered through the Field Education Department;
- Obtain a CWRU affiliate ID and Case email account;
- Gain access to all on-campus libraries and electronic resources;
- Ability to work collaboratively with Mandel School research faculty;
- Energize your staff and department with new ideas;
- Access to educational and professional resources; and
- Access to hire highly qualified and prepared social workers and nonprofit management professionals.

Field education resources for Field Instructors and Task Supervisors can be found at <http://msass.case.edu/fieldedu/field-instructor/>.

### **FIELD INSTRUCTOR & TASK SUPERVISOR TRAINING**

The Field Education Department is responsible for providing training opportunities for new and experienced Field Instructors and Task Supervisors each year. New Field Instructors are required to complete the orientation training during the first year they provide field instruction.

Sample topics covered in new Field Instructor and Task Supervisor training include:

- The Mandel School Philosophy
- Integration of Classroom and Field Learning
- Roles and Responsibilities
- Policies and Procedures
- Safety in the Field
- The Learning Agreement
- Intern Placement Tracking
- Evaluation Process
- Effective Supervision
- Supporting the Development of Student Competence

Training for experienced Field Instructors is also offered. Some topics include, but are not limited to: Supporting International Students; Ethics; Improving the Supervisory Process; and Integrating the Curriculum with Field Practice. Other topics are developed based upon requested interest and programmatic need. Additionally, at the conclusion of each academic year, the Field Education Department hosts an appreciation training and recognition luncheon for Field Instructors and Task Supervisors. Free CEUs are provided upon completion of most trainings. Most training opportunities are also offered virtually to provide access for remote participants. Information regarding current and past Mandel School Field Education training events can be found at <http://msass.case.edu/fieldedu/field-instructor/>.

### **FIELD INSTRUCTOR ADVISORY COMMITTEE**

The Mandel School values the input and expertise of Field Instructors and welcomes their participation on a number of curricular committees. As such, Field Instructors are invited to participate on a number of Mandel School committees, including the Curriculum Committee and the Committee on Students. The Field Education Department also appreciates the knowledge and perspective of Field Instructors and Task Supervisors and invites their participation on the Field Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the Director of Field Education and other field faculty on programmatic and policy matters related to field education. The Committee is made up of no more than 12 members and meets on an ad hoc basis when issues arise that require consultation.

### **PROFESSIONAL LIABILITY COVERAGE**

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care. Requests for proof of professional liability coverage for Mandel School students should be sent to the attention of the Director of Field Education.

Occasionally, a field placement site may require students to have their own individual malpractice insurance. The National Association of Social Workers (NASW) offers student members professional liability protection. Individual coverage protects the student directly as the policyholder. Mandel School MSSA students obtain membership to NASW and may elect to obtain additional liability insurance at their own expense. To learn more about this malpractice insurance, contact NASW Insurance Trust at: <http://www.naswinsurancetrust.org/>.

### **INTERN PLACEMENT TRACKING (IPT) SYSTEM**

The Intern Placement Tracking System (IPT) is a web-based data management system that allows the Field Education Department to manage student, Field Instructor/Task Supervisor and agency data. IPT helps to facilitate the placement matching process and provides a forum to communicate

general information to students, Field Instructors and Task Supervisors. As a data management system, current students will have access to a listing of field placement sites for selection.

IPT allows students and Field Instructors to access a customized detail page of demographic information, review agency lists and descriptions, and to mutually view and complete the Learning Agreement in real time. A computer and web browser are required to access the Learning Agreement throughout the semester. All Learning Agreements/Evaluations are assigned and completed by the student and Field Instructor in IPT.

Every student will receive IPT instructions via email and during field orientation. The instructions explain in detail the process for accessing and using the IPT system.

- An IPT tutorial for students is available at <http://msasswww.case.edu/iptraining/StudentIPTFolder/index.htm>.
- A Field Instructor tutorial can be accessed at <http://msasswww.case.edu/iptraining/FieldInstrIPTFolder/index.htm>

### **FAILURE TO SECURE A FIELD PLACEMENT**

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Advisor will discuss the rationale for the decision with each placement site. The Field Advisor will also discuss the reasons for each placement site's decision with the student, assist the student in identifying potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field placement after three or more independent placement site interviews, the Field Advisor may petition the Dean's Consultation Committee for review and advisement. Additional planning for field placement may not begin until a Dean's Consultation Committee meeting is held or an alternative action plan is developed as determined by the Field Education Department. Students without an approved field placement may be unable to move forward with the MSSA program.

### **FIELD PLACEMENT REASSIGNMENT/CHANGE OF PLACEMENT REQUEST**

If at any time after the student has started the field placement, the agency, Field Instructor or student raises questions or concerns regarding the viability of the placement, the information is reviewed by the Field Advisor in consultation with the Director of Field Education and all involved parties. A meeting may be convened to facilitate the problem solving or decision-making process. In some circumstances, a decision may be made to move the student to a different field placement setting. When a field placement is changed, the student may be delayed in completing field education hours and course requirements. In this circumstance, the student and Field Advisor will work to identify possible next steps and options. Students who do not have the opportunity to develop the required field education competencies or that have not successfully completed a minimum of three-quarters (75%) of the field hours required for their respective course may not be permitted to register for the subsequent field period. Refer to the section of this manual titled **Field Education Grading Criteria** for additional information.

Students may not terminate or switch field placement settings at any point without the prior written approval of the Field Education Department. Students are not permitted to have more than one placement field placement site during the MSSA program. Exceptions are made only in extenuating circumstances and with the prior approval of the Field Education Department.

### **STATE OF OHIO SOCIAL WORK TRAINEE (SW-T)**

Students completing field placements in the State of Ohio may apply for or renew the Social Work Trainee (SW-T) through the Ohio Counselor, Social Worker and Marriage & Family Therapy (CSWMFT) Board. The Field Education Department does not require students to automatically obtain the SW-T, however many Ohio field placement sites do require it for students. While there is no cost for the SW-T itself, the application does require the student to obtain a criminal background check.

- SW-T Application instructions can be accessed at <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee/SW-T-a>.
- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>. Students are responsible for all costs related to obtaining the background check.

Students should consult with their Field Advisor with questions regarding the SW-T. Students residing outside of Ohio should contact the social work licensing board within their state of residence to determine the need for training credentials.

### **CONFLICT OF INTEREST**

To avoid any conflict of interest, students are not permitted to complete the field placements in an agency, institution or organization that is owned, or partly owned, by a family member. Additionally, a student's family member may not serve as a Field Instructor or Task Supervisor for the student. Students are obligated to notify their Field Advisor if a family member, quasi-family member or close personal friends are employed in any capacity with the placement agency or institution. This disclosure may not automatically preclude a placement, but is necessary to build in safeguards to maintain appropriate boundaries between the parties.

### **MANDEL SCHOOL FIELD EDUCATION ORIENTATION**

Beginning a new field placement can be an exciting but anxious time for students. Field education orientation is provided through Moodle for all incoming students as a component of the orientation process of the Mandel School. Field education orientation is designed to provide students with general information regarding their upcoming field placement experiences. Students receive continued orientation regarding the field education process within the field seminar, through field education course resources and through other meetings and supports provided through the Field Education Department and Field Advisors. Throughout the semester, additional opportunities are offered by field faculty to further orient students and resolve common questions and concerns. The

field education faculty and staff are always available to answer questions and provide ongoing support to students regarding the field education process.

### **AGENCY ONBOARDING PROCESS**

An Ohio Social Work Trainee (SW-T) or other state specific training credential, background check/fingerprinting or health/drug screenings may be required by certain field organizations. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements during the placement interview or prior to accepting a placement. The student may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field placement organization screening, health or background check requirements. Failure to complete or pass required background checks, health or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.

- Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.
- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
- Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>

Mandel School students are not permitted to miss any class or course requirement in order to participate in any field related activity, including field placement agency onboarding or orientation activities. Field education hours may not be accrued for agency onboarding activities. Students may accrue field hours for required on-site field placement agency orientation and training.

If the orientation is scheduled prior to the official start of the field period there must be an agreement reached collaboratively between the student, Field Instructor and Field Advisor addressing potential liability issues and accommodation for accumulated field hours.

### **FIELD AGENCY EMPLOYMENT**

At the Mandel School, our collective focus is to support students in defining and maximizing learning needs and goals within the context of their specific field setting. An approved employment based placement is not a situation in which a student gets credit for work experiences. It is a field placement with an educational focus that occurs under specific circumstances within the student's place of employment. Students are not permitted to receive field education credit for new or existing work-related experiences or responsibilities. In the event a student should accept employment at their field placement agency, the student and Field Instructor should consult with the Field Advisor. The consultation will be designed to implement proper procedures to avoid any conflicts of interest, ethical concerns or boundary issues and develop a plan to ensure work



activities are clearly differentiated from field related activities. The Mandel School fully appreciates the demands of organizations and is committed to working collaboratively to meet the mutual interests of our students and field placement agency partners.

Students who wish to have employment based field placements considered for approval must submit a copy of their job description prior to having the placement setting approved. The employment setting must meet all agency and Field Instructor requirements and expectations as outlined within this manual. An individual other than the student's employment supervisor who has met all of the Mandel School's requirements to provide field instruction must supervise the student. The identified Field Instructor should also not occupy a dual relationship with the student. In the event a dual relationship exists, the student must immediately disclose the nature of the relationship to the Field Advisor. Field placement time must be spent within a clearly delineated student role, in which field education tasks and assignments are completely different from employment responsibilities and the appropriate supports for competency focused social work learning are in place. The Mandel School Field Education Department must approve all field placement settings before a student may begin completing field hours.

### **FIELD EDUCATION/COURSE WORK CONFLICT**

Mandel School students are not permitted to miss or be excused from any class time or other course requirement in order to participate in any field related activity, including field agency trainings or orientation activities.

### **RELEASE OF INFORMATION**

As a part of the field placement process, the Field Education Department may need to share student placement materials and other relevant information with potential agencies and Field Instructors. This includes discussions with the prospective Field Instructors, sending a copy of the student's goal statement, resume, remediation plan and prior placement evaluation, if applicable/requested. These materials enhance the matching process, which generally benefits the student and the Field Instructor. Field Instructors and Task Supervisors (as applicable) are considered part of the student's educational team.

### **HOME VISITS**

Home visits are a regular part of many field placements. Even if they are not, a home visit may be clinically indicated in certain situations. All field placement agencies are expected to take appropriate measures to ensure the safety of all students. At a minimum, the same safeguards provided to staff must be provided to students. Students may also require additional support and security provisions. Students are expected to receive the appropriate training and preparation before engaging in any home visits. When completing home visits or other off-site field placement activities, students must be able to access to the Field Instructor or another agency supervisor by phone. The field placement agency must always be aware of the student's location when conducting home or community based activities. Refer to the section of this manual titled **Safety**

**in the Field** for additional information regarding expectations and precautions for students competing home or off-site visits as part of the field placement.

## **TRANSPORTATION AND REIMBURSEMENT**

Depending upon the nature of services provided by the field placement agency, students may be required to transport clients as part of their field experience. Some agencies provide agency vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the agency should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. An Insurance Rider may be required. Students are encouraged to contact their insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or agency clientele involving personal vehicles or the transportation of clients.

Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. The agency is responsible to reimburse students for mileage and travel expenses incurred as part of required field education assignments. Students should discuss the reimbursement policies of the agency with the Field Instructor or other appropriate agency personnel prior to beginning placement.

## **SAFETY IN THE FIELD**

Because of the populations served within certain field placements and/or the location of certain field placements, students may encounter risks to their personal safety or property during their field placements. These dangers may include the risk of personal injury or property damage from accidents, incidents involving clients, or crime committed by third persons. While the Mandel School will make every effort to assist students in averting and handling dangerous situations, the Mandel School or the University cannot control the actions of third persons. To significantly minimize any risk to students or clients or client groups, the Mandel School prohibits students from engaging in the following activities:

- Students are not permitted to restrain clients under any circumstances nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an agency supervisor while completing home visits or other off-site activities. The field placement agency must always be aware of the student's location when conducting home or community based activities.
- Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.

- Students are not permitted to handle or distribute medications.
- Students are not permitted to drive clients in their personal or agency automobiles without the proper insurance coverage.
- Students are not permitted to work with potentially violent clients without the proper supervision and oversight.
- Students are not permitted to work with clients who have demonstrated a history of violence or aggression towards staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work.

Social work students work with clients in a wide variety of settings and situations. Some of these settings include work with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Field placement agencies should have written policies to address any work situation that entails potential risk, such as home visits, services conducted outside the agency in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances, and services that are politically sensitive which may result in threats of violence.

Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. Agencies are required to immediately notify any safety incident involving a student to the Mandel School Field Advisor. If the Field Advisor is unavailable, notification should be made to the Director of Field Education, Associate Director of Field Education, or the Assistant Dean of Student Services.

All students should be provided with timely information on basic safety, medical, health and emergency procedures during orientation to the field placement agency. These procedures should be carefully discussed with the students, and reviewed periodically. Students are advised to take advantage of any additional specialized trainings provided by the field placement site and to take all necessary precautions to protect their personal safety and property during field placements. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem or potential health risks should be reviewed. The Learning Agreement should include information about the agency's safety orientation and training opportunities provided to students to support the development of skills and knowledge that will maximize safe practice.

These additional tips are good safety precautions when in the field:

- Students should read and be familiar with the safety policy and procedures of the School and of the field placement agency and abide by health precautions and protocols related

to the specific agency setting.

- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office based meetings, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and refrain from carrying valuables or wearing expensive jewelry.
- When conducting home visits, students should be aware of their surroundings and who is in the house. Be aware of exit locations and do not allow a path to an exit location to be blocked.
- When conducting home or community based field placement activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the field placement agency.
- Students should carry a cell phone while in the field, in order to call for help in the event of an emergency or to contact the Field Instructor or another agency supervisor for support if needed. The field placement agency must always be aware of the student's location when conducting home or community based activities.
- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.
- It is helpful to wear sturdy, flat walking shoes for safety reasons.
- It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination.
- Be aware of people and animals in the immediate area.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor and Field Faculty Advisor.

### **USE OF TECHNOLOGY IN SOCIAL WORK PRACTICE**

The Mandel School encourages students to carefully review the NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice, which can be located on the NASW website at <https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO->

[33617.TechStandards\\_FINAL\\_POSTING.pdf](#). This document outlines a uniform set of standards for professional social workers to use as a guide to the use of technology in practice. The standards were developed using the NASW Code of Ethics and the ASWB Model Social Work Practice Act, and incorporate a humanistic framework to ensure ethical social work practice can be enhanced by the appropriate use of technology (NASW, ASWB, CSWE & CSWA, 2017). The document is an excellent resource for students in field education. Students are encouraged to discuss the guide with their Field Instructors in the field placement setting. All students must review, understand and adhere to the technology policies of the field placement agency.

### **Social Media Policies**

Students are expected to understand and adhere to the social media policies of the field placement agency. The Standards for Technology in Social Work Practice specifically address the need for social media policies, to “inform clients regarding their social worker’s professional use of social networking sites, email, text messaging, electronic search engines, smart phone applications, blogs, business review sites and other forms of electronic communication” (2017). A carefully constructed social media policy that social workers and agencies share with clients can enhance protection of private information and maintain clear boundaries.

Students are expected to maintain professional boundaries at all times in field education. Personal contact with clients of field placement agencies on social media is prohibited by the School and most field placement agencies. Students are encouraged to seek direction from the Field Instructor and/or Field Advisor should they have questions regarding appropriate use of social media as it relates to the field placement setting or clients.

### **STUDENT DRESS CODE**

The Mandel School respects individual expression and self-determination. However, appropriate attire in the field placement site is an essential element of professionalism and demonstrates respect for colleagues, clients, organizations, communities and self. Students must follow the same dress code that is required of agency staff. Field placement agency policies including, but not limited to, dress, tattoos, and/or piercings, must be strictly adhered to by students.

### **NONDISCRIMINATION STATEMENT**

The Mandel School’s Field Education Department does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support and evaluation of students and all other activities related to its program.

### **DISABILITY ACCOMMODATIONS**

The Mandel School and Case Western Reserve University do not discriminate on the basis of disability in admission or access to its programs and activities. The Mandel School is committed to providing all students with opportunities to take full advantage of the university’s educational programs. We recognize that students with documented disabilities may need resources or accommodations in order to achieve this objective.

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, students should contact the Office of Disability Resources (ESS, Sears 470). The staff there will work with each student to verify the need for specific accommodations. When an accommodation is approved, the Office of Disability Resources will provide the student with the appropriate information to share with the Field Faculty Advisor. Once receiving an accommodation, the student should make an appointment to meet with the Field Instructor and Field Faculty Advisor privately to discuss the supports that may be required within the field placement setting or in field education courses.

Accommodations must be shared by the student and discussed with the Field Faculty Advisor and Field Instructor in order to apply to field education courses or field placement activities and requirements. The Field Faculty Advisor and Field Instructor will work collaboratively with the student to develop a plan to best meet the identified learning needs. Information regarding the nature of a student's disability is confidential and is not shared by the Office of Disability Resources with the Field Faculty Advisor or Field Instructor.

Accommodations cannot be implemented retroactively; therefore, it is in the best interest of the student to notify the Field Advisor and Field Instructor of approved accommodations in a timely manner. For additional information regarding disability resources and the process of obtaining an accommodation, please contact the Office of Disability Resources or visit: <https://students.case.edu/academic/disability/>.

## **THE LEARNING AGREEMENT**

The Learning Agreement serves as the guide for each student's field education experiences. The Learning Agreement captures the development of the student's concurrent learning experiences in the classroom, field placement setting and community. The student, Field Instructor and Task Supervisor (when applicable) collaborate in defining and endorsing the learning opportunities reflected in this document. The Mandel School's competency-based learning environment provides the structure for the development of the Learning Agreement. The Learning Agreement must meet the following requirements:

- A Learning Agreement must be developed and completed for each field period. All Learning Agreements are made available to students and assigned Field Instructor/Task Supervisors in the Intern Placement Tracking System (IPT).
- The Generalist Learning Agreement is assigned for SASS 651 and 652.
- The Specialized Learning Agreement is assigned for SASS 653 and 654
- The student and Field Instructor collaborate to develop the major learning goals, "assignments" and implementation plans under each of the ten competency areas and required practice behaviors. This information is guided by the student's unique learning goals and needs.

- All ten competencies & related practice behaviors in the Learning Agreement must be addressed for each field period.
- Each field period, the learning goals and implementation plans outlined in the Learning Agreement are discussed and confirmed in the field conference with the student, Field Advisor, Field Instructor and Task Supervisor (if applicable). The Learning Agreement is developed early in each field period and is reviewed and updated as indicated. The document must be developed prior to the field conference. The Field Advisor also serves as a resource for students in the development of the Learning Agreement.
- Learning goals and implementation plans for each practice behavior should be reviewed during field supervision throughout the field period to assure that learning is progressing.
- Near the conclusion of each field period, the student and Field Instructor each assess and evaluate the student's learning and progress.
- Only those assignments documented within the Learning Agreement can be reflected in the field education monthly time sheets and counted as approved field hours.
- The Learning Agreement is a primary requirement of each field period. Failure to complete or meet deadlines for the completion of the Learning Agreement by the due dates outlined in the syllabus may result in the suspension of field hours.

Traditional students in the Online format complete four (4) Learning Agreements (SASS 651, 652, 653 and 654). Advanced Standing Students complete three (3) Learning Agreements (SASS 652, 653 and 654).

### **WEEKLY FIELD INSTRUCTION/SUPERVISION**

Field instruction/supervision is an essential component of each student's experience in field education. Weekly meetings with the Field Instructor provide a forum for the student to reflect upon and analyze their own practice and explore alternative or advancing methods to broaden their practice repertoire. Such risk taking can only occur in an open environment where free expression is positively sanctioned and new ideas are encouraged, rewarded and valued by the student and Field Instructor. Along with integrating theoretical perspectives into practice, risk taking is necessary for learning in the field and cannot occur in an atmosphere that is judgmental or punitive.

Field Instructors serve a critical role in planning, implementing and evaluating the student's educational program and professional development. Although administrative issues are a component of supervision, the educational, developmental and supportive aspects of field instruction should be the primary focus of each weekly supervision meeting. The student should develop an agenda and discussion topics generated from the previous week of field related activities. There should also be a mutual review of the student's progress towards the goals outlined within the Learning Agreement. To achieve this focus, Mandel School students are required to receive 60-90 minutes each week of uninterrupted individual time and space with the Field Instructor.

Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Observation of the student's practice and timely feedback from the Field Instructor are essential elements of field education and should also be incorporated into weekly supervision meetings. Students should be directly observed in practice by the Field Instructor during each field period.

Just as the Mandel School does not expect students to miss class time with their professors each week, field supervision should be conceptualized as classroom instruction (in the field) and revered as vital to the student's learning and continuous development.

### **THE FIELD CONFERENCE**

The field conference serves two primary functions between the student, Field Instructor and Field Advisor. The first function is educational, to support students in learning and developing their skills. The second function is administrative, ensuring that students are accountable to the agency for completing field placement activities and all of the necessary requirements for each field period, and that the agency is providing the student with the appropriate learning opportunities and supervision.

The field conference is conducted each field period after the Learning Agreement has been developed and is ready for review. It is primarily the student's responsibility to schedule the field conference. The scheduling process should be initiated by the student in a proactive manner by the required due dates outlined in the course syllabus and in Moodle. Finding a date that will be acceptable for all parties may be difficult when not initiated early in the semester. During the field conference, all parties will review the Learning Agreement to ensure the student's learning objectives are being met by the assigned tasks. Students also have the opportunity to raise and discuss any issues or concerns regarding the field placement or the field education process during this time. Students should feel comfortable to speak freely about their concerns, as the conference is the forum to support and validate the student's experience. Specific information regarding the due dates for scheduling the field conference each field period is provided within each field education course syllabus and in Moodle.

### **FIELD EDUCATION GRADING CRITERIA**

Towards the conclusion of each field period, the student and Field Instructor will evaluate the student's performance based upon competency demonstrated within each required competency area and practice behavior. An overall rating is then tabulated for each core competency. The Learning Agreement Evaluation provides for both a quantitative and qualitative measure of performance. The quantitative rating is based upon a 5-point Likert scale measuring the student's performance on each task. The scale is represented in the following tables:



**Generalist Rating Scale:** The generalist rating scale is used for students in the first two field practicum periods, including SASS 651, SASS 652 and their equivalents.

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	<b>Demonstrates <u>advanced competence</u> at the GENERALIST level</b>	Consistently demonstrates an <b><u>advanced level of competence</u></b> at the generalist level of social work practice. Activities are consistently managed at an advanced level beyond what would be expected of a generalist level student. The student exhibits advanced levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
3	<b>Demonstrates <u>competent performance</u> at the GENERALIST level</b>	Demonstrates <b><u>competent performance</u></b> at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
2	<b><u>Developing competence</u> at the GENERALIST level</b>	<b><u>Developing competence</u></b> or beginning to perform at the generalist level. Some activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student has not yet demonstrated consistent knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction or supports may be necessary to promote competence.
1	<b>Demonstrates <u>inconsistent competence</u> at the GENERALIST level</b>	Demonstrates <b><u>inconsistent competence</u></b> and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the generalist level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	<b><u>Does not demonstrate competence</u> at the GENERALIST level</b>	<b><u>Does not demonstrate competence</u></b> and performance at the generalist level of social work practice. Activities are not managed in a competent manner consistent with what would be expected of a student at the generalist level. The student exhibits substandard levels of knowledge, skills, values, cognitive and affective processes and behavior. Additional training and corrective action are required.

**Specialized Rating Scale:** The specialized rating scale is used for students in the specialization field practicum periods, including SASS 653, SASS 654 and their equivalents.

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	<b>Demonstrates <u>advanced competence</u> at the SPECIALIZED level</b>	Consistently demonstrates an <b><u>advanced level of competence</u></b> at the specialized level of social work practice. Activities are consistently managed at an advanced level beyond what would be expected of a specialized level student. The student exhibits advanced levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
3	<b>Demonstrates <u>competent performance</u> at the SPECIALIZED level</b>	Demonstrates <b><u>competent performance</u></b> at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a specialized level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.

2	<b><u>Developing</u> competence at the SPECIALIZED level</b>	<b><u>Developing competence</u></b> or beginning to perform at the specialized level. Some activities are managed in a competent manner consistent with what would be expected of student at the specialized level. The student has not yet demonstrated consistent knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction or supports may be necessary to promote competence.
1	<b><u>Demonstrates inconsistent</u> competence at the SPECIALIZED level</b>	Demonstrates <b><u>inconsistent competence</u></b> and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the specialized level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	<b><u>Does not demonstrate</u> competence at the SPECIALIZED level</b>	<b><u>Does not demonstrate competence</u></b> and performance at the specialized level of social work practice. Activities are not managed in a competent manner consistent with what would be expected of a student at the specialized level. The student exhibits substandard levels of knowledge, skills, values, cognitive and affective processes and behavior. Additional training and corrective action are required.

The qualitative summary is used to provide evidence for the quantitative ratings and is designed to summarize performance and mastery of the core competencies. Students are responsible for the submission of a completed Learning Agreement and Evaluation and all accompanying documents to the Field Faculty Advisor by the required due date specified each semester. Each completed document is then assessed and reviewed by the student's Field Faculty Advisor. The Field Advisor assigns grades for each field period. The final grade is earned by the student based on a synthesis of:

- Successful completion of the Learning Agreement and Evaluation by the required due date.
- Student's self-ratings, assessment and evaluation.
- Field Instructor's ratings, assessment, evaluation and recommendation.
- Field Advisor's assessment and recommendation, including overall evaluation of competence at both the generalist and specialized levels.
- Satisfactory completion of all field hours.
- Submission of all signed monthly time logs by the required due date.
- Satisfactory completion of all Professional Development hours.
- Timely scheduling and completion of field conferences.
- Level of professional demeanor/behavior, conduct and development.
- Successful completion of all other required field education course assignments and activities as outlined within the course syllabi.

### **Modal Learning Agreement Ratings:**

Students are expected to continually advance their skills and areas of competence over the course of each field period. In the generalist curriculum, students take the first two field education practicum courses, SASS 651 and SASS 652 or their equivalents. Students begin to develop the required generalist skills and competencies in SASS 651. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 652, students are required to have achieved competence at the generalist level. The modal rating that

reflects competency at the generalist level is a 3, as described in the above table and dependent on each student's individual progress and performance.

In the specialized curriculum, students take field education practicum courses SASS 653 and SASS 654 or their equivalents. Students begin to develop the required specialized skills and competencies in SASS 653. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 654, students are required to achieve competence at the specialized level. The modal rating that reflects competency at the specialized level is a 3, as described in the above table and dependent on each student's individual progress and performance.

The grading rubric for each field period is as follows:

<i>PASS (P)</i>	Meets or exceeds expectations in all areas of field education
<i>No PASS (NP)</i>	Does not meet the expectations for field education

The student receives the Field Advisor's written feedback following the submission of each Learning Agreement/Evaluation. The completed Learning Agreement and related documentation are included as a part of the student's official transcript upon graduation and are archived for future reference. Failure to submit all required documents or to successfully meet all field education course requirements by the scheduled due date may result in a grade of No Pass "NP".

The student may request an "Incomplete" grade only under the following circumstances:

- A. The student has been unable to meet the requirements of the field period due to compelling, unavoidable and extenuating circumstances, and there is agreement between the Field Instructor and Field Advisor that submission of a Request for Incomplete form is appropriate.
- B. Field performance is determined to be of sufficient concern to warrant a remediation plan to provide additional evidence of at least satisfactory performance in the field placement before a final grade can be assigned. This course of action must be determined by the Field Advisor.

The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor and Field Advisor must agree to the plan. The Director of Field Education provides final approval of all remediation plans and requests for Incomplete grades. The Request for Incomplete form is not approved until signed by the student's Field Advisor. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "NP" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and

remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the MSSA Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>.

## **FIELD EDUCATION MONTHLY TIME SHEETS**

All field education monthly time sheets must be completed and submitted in the Intern Placement Tracking system by the 5th of each month. The monthly time sheet must accurately reflect the student's field placement hours, activities and weekly supervision dates. Each time sheet must be electronically signed by the student, Field Instructor and Task Supervisor (when applicable). All field education activities documented on the time sheet must be directly related to the goals and objectives outlined in the Learning Agreement. On each monthly time sheet, students must:

- Record daily field hours;
- Summarize weekly activities;
- Designate the date of weekly supervision; and
- Obtain the signature of the Field Instructor and \*Task Supervisor  
(\*if applicable)

Time sheets delinquent by more than 30 days may result in the suspension of field hours. Any accumulated hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours.

## **RELIGIOUS HOLIDAYS**

Students do not attend field placement on agency holidays but do attend on some School holidays if the agency is open on the usual day in the field. It is the policy of the Case Western Reserve University and the Mandel School to respect its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, no student will be penalized due to religious reasons but will make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the Field Instructor and student, the Field Instructor should consult the Field Advisor.

## **PROFESSIONAL DEVELOPMENT (PD) HOURS**

All students are required to participate in the completion of Professional Development (PD) activities to satisfy the mandated number of field education hours for each field period. Online MSSA students enrolled in SASS 651AV/BV spend 72 hours at the field site with 3 hours of additional Professional Development activities for 75 total hours during each field period. Online MSSA students enrolled in SASS 652A/B, 653A/B and 654A/B spend 147 hours at the field site with 3 hours of additional Professional Development activities for a total of 150 total hours for each field period.

The rationale for establishing this requirement supports the development of the student as a “life-long learner” and recognizes the richness of opportunities available within field organizations, academic environments, and the community. Students are encouraged to pursue a diverse range of activities to satisfy this requirement, thus fostering exposure to practice areas beyond the scope of their particular field experience or area of concentration.

Examples of potential Professional Development activities include:

- Attendance at professional conferences
- Meetings, trainings, presentations and colloquia at field organizations, the Mandel School, other university settings as well as the community.

There must be an interactive learning component available to maximize the learning and integrative benefit of the activity and to satisfy the requirement for Professional Development hours. Therefore, web-based or online workshops are not eligible for PD credit, unless they have been approved for Continuing Education Units (CEUS) in the area of social work through an approved CEU provider.

Students may also earn up to 6 Professional Development hours for participation in international travel and study experience for which they are NOT enrolled as a course. Presentations and other activities required as part of coursework are not eligible for PD credit.

Students may earn up to 3 Professional Development hours during each field period for participation in volunteer opportunities that meet the criteria for Service Learning. Service Learning is a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (*Source: Learn and Serve America National Service Learning Clearinghouse*).

Members of the Mandel Council and Executive Members of Student Organizations may earn up to 6 PD hours in each field period for activities related to the Mandel Council. Students may also petition the Director of Field Education for approval of PD hours for other student sponsored events. All student sponsored PD events must have an interactive learning component that involves a professional member of the community or faculty member facilitating the discussion or activity.

Student requests for PD approval for all student, school or university sponsored events must be submitted in advance via email to [mandelschoolevents@case.edu](mailto:mandelschoolevents@case.edu). Events may be not considered approved for PD hours until a request has been received and approved through this process.

Students requesting approval for PD events that are external to the school or university, such as within the community or field placement agency, should request approval directly through their assigned Field Faculty Advisor.

Students record all Professional Development activities in the Learning Agreement. Professional Development hours cannot be used as field hours and should not be reflected on the monthly time sheet. Students should maintain proof of their Professional Development activities. Students do

not need to provide verification at the end of the field period, unless requested by the Field Faculty Advisor.

### **FIELD ABSENCES**

All absences from field must be made up in order to reach the required hours necessary for the completion of each field period. Students who are absent from their field placements for any reason must incorporate a plan to address the deficit hours. Reasons for absences may include circumstances such as illness, death of a family member, family emergencies, school or agency closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor. In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage. Students who are habitually absent from the field placement or who do not appropriately notify the placement of plans to be absent may be suspended or dismissed from the placement and may be referred to the Dean's Consultation Committee and/or the Committee on Students based on review of the circumstances by the Field Advisor and Director of Field Education.

Any student requesting a long term absence or leave from field education for medical or personal reasons must notify the Field Advisor and the Assistant Dean of Student Services in writing. The student will then receive follow up communication that outlines the appropriate next steps based on individual circumstances and student needs.

### **CULTURALLY COMPETENT PRACTICE**

A major objective of field education is to prepare students to practice in a culturally competent manner and with cultural humility and self-reflection. The goal is to educate students to be attentive to the spectrum of human diversity, which includes; race, ethnicity, culture, ability, age, gender, and sexual orientation. Field education is a key setting in which these skills are applied and mastered. Therefore, it is important that Field Instructors assign students a diverse array of clients/client groups and provide supervision that addresses the student's progressive development of knowledge, skills, values and cognitive and affective processes within this critical domain of practice.

### **MANDATORY REPORTING/DUTY TO WARN**

The State of Ohio has laws which cover the mandatory reporting of child or elder abuse and the duty to warn if a client is harmful to him/herself or others. Field Instructors are responsible for educating all students with regard to these laws. It is the expectation of the Mandel School, should a student be required to report, they should do so with the proper supervision and guidance of their Field Instructor. The Field Instructor should provide such guidance while ensuring that all field placement policies, regulations, laws, and ethical obligations are followed.

Students completing field placements outside of the State of Ohio should consult with the Field Instructor regarding the laws governing the State in which the field placement agency is located.

### **DIFFICULTY IN THE FIELD**

There are several ways in which the Mandel School supports students who experience difficulty in the field. The major effort is through consultation, advising and support. In the field placement setting, students experiencing difficulty are encouraged to discuss concerns directly with the Field Instructor and Task Supervisor (as appropriate), and in the School setting: the Field Faculty Advisor, Director and/or Associate Director of Field Education, Director of International Affairs or the Associate Dean of Student Services.

When a Field Instructor has attempted to work with a student around a practice or performance issue and has seen little progress in resolving the identified concerns, the student's Field Advisor should be contacted immediately for additional consultation. The Field Advisor will work with both the student and Field Instructor, sometimes jointly, to clarify the issues of concern and suggest strategies to work towards resolution. If there is no resolution at that level, the next step in the process is to notify the Director of Field Education.

The Mandel School has a responsibility to the profession and to the future clients of their students to maintain high professional standards. Though infrequent, there are occasions when the Field Advisor and Director of Field Education may conclude that a student is not able to provide competent, ethical service to clients or other constituents. When a determination of this magnitude is made, the Director of Field Education will consult with the Dean's Consultation Committee and if deemed appropriate, the Committee on Students.

### **STUDENT PERFORMANCE ISSUES**

When students encounter difficulties in field education, the first step is for the student to raise the issue with the Field Instructor. The Mandel School encourages student self-advocacy. However, if the student's efforts do not lead to a resolution of the problem, the student should notify the Field Advisor to receive guidance, support and coaching, as well as to discuss problem-solving strategies.

When there are serious concerns about a student's field performance, the Field Advisor should be notified by the student and the Field Instructor. The Field Advisor has the responsibility to coordinate a meeting to develop a plan of action. The result of a this meeting often takes the form of a written Remediation Plan with specific, time sensitive performance expectations for all parties. All parties should review the recommendations and a timeframe for reassessment of the identified concerns. Issues addressed by a remediation plan might include, but are not limited to the following:

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives, required field practicum hours or in acquiring the required social work competencies.
- Inadequate concern and sensitivity for human needs.

- Violating professional boundaries with clients/client groups and/or staff.
- Inability to integrate theoretical concepts into practice.
- Failure to demonstrate the ability to effectively regulate a range of emotions.
- Demonstrating inflexibility in working with agency and School personnel.
- Failure to work as part of a collegial network.
- Failure to seek appropriate resources to help insure that personal issues do not interfere with field performance.
- Failure to communicate in a professional, effective and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals the student may come in contact with in the field education placement and related experiences.
- Demonstrating inappropriate attitudes toward diversity.
- Demonstrating inadequate professional awareness, insight and social consciousness.
- Inadequate professional responsibility to placement site.
- Excessive tardiness or absenteeism or failure to notify the field placement site in a timely manner of absences.
- Terminating the field placement without the advanced written permission of the Field Education Department.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Advocating for change in an inappropriate, unprofessional and/or unproductive manner.
- Inability to follow agency policies, procedures and directives.
- Violation of NASW and State Licensing Board Codes of Ethics and/or the Mandel School Code of Conduct.

In some cases, a significant extension of time in the field placement may be indicated to appropriately address a remediation plan. If performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete may be requested at the end of the semester, in accordance with Mandel School policy. The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor and Field Advisor must agree to the plan. The Director of Field Education provides final approval of all remediation plans and requests for Incomplete grades. The Request for Incomplete form is not approved until signed by the student's Field Advisor. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "NP" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This



policy can be found in the MSSA Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>. Refer to the section of this manual titled **Field Education Grading Criteria** for additional information.

Severe circumstances or student behaviors may warrant an immediate suspension of field hours or dismissal from placement. Field placement agencies are able to terminate students from placement at their discretion, although these decisions should only be made in severe circumstances. Termination is regarded as a last resort in problem-solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include turning in keys and agency property, removing personal items, etc. and is completed in cooperation with the agency. It is the responsibility of the student and Field Instructor to provide a final evaluation of the student's performance and account for the number of hours completed.

The Director of Field Education may temporarily or permanently suspend or remove students from placement as a result of serious performance, behavioral or conduct concerns. A decision to suspend field hours or remove a student from placement is made in consultation with the Field Advisor, Field Instructor and agency. Students suspended or removed from placement will be referred to the Dean's Consultation Committee and/or the Committee on Students for further consultation and action.

Any circumstance involving student falsification of field hours, activities or field education documentation will result in an immediate referral to the Dean's Consultation Committee and/or the Committee on Students

### **CHANGE OF FIELD ADVISOR REQUEST**

Students requesting a change in their assigned Mandel School Field Advisor must make the request in writing to the Director of Field Education. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The Director or designee will consult with the student and Field Advisor prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Advisor will meet to discuss the need for a change of advisement before making the written request to the Director of Field Education. This step must occur before a written request for a change will be considered.
2. The student must submit a written request for a change in Field Advisor to the Director of Field Education.
3. If the request for a change is granted, the Director or designee will inform the student, the current Field Advisor, and the newly assigned Field Advisor of the change. The current and new Field Advisors will consult with each other regarding the advisement that has occurred. Approved changes in Field Advisors can only be implemented at the conclusion

of a field period, as Field Advisors serve as the instructors for field education courses. Instructors may not be changed while a course is in progress.

4. If the request for a change is denied, the Director or designee will notify the student and Field Advisor of the decision and the rationale for preserving the original assignment.
5. An appeal of the Director's decision must be made to the Office of the Associate Dean in writing within five days of notification.

### **FIELD PLACEMENT WITHDRAWAL**

Field education is distinct from most other courses in that field placement in the community entails not only the educational objectives of student, but also professional responsibilities to clients, organizations and the community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of the Field Instructor to balance the educational needs of the student with those of the placement agency and the clients, client groups and communities that is serves.

Students withdraw from courses for many reasons, including educational considerations, serious illness or personal crisis and performance problems. Should a student need to withdraw from field education for any reason, the student should notify the Field Advisor and the Field Instructor to discuss the intent to withdraw. Together, the student, Field Advisor and Field Instructor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be successfully completed before moving onto subsequent field periods. The student should follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar's Office.

### **PROFESSIONAL CODE OF CONDUCT**

Students are required to meet all of the following requirements to maintain good standing at the Mandel School:

- Adhere to the NASW (National Association of Social Workers) Code of Ethics and Code of Practice and Professional Conduct for Social Work Licensure in Ohio (MSSA);
- Adhere to the Mandel School Code of Conduct;
- Appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and to work with others who are different than oneself; and
- Adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

Any student, whose performance within the field placement site constitutes a breach of the NASW Code of Ethics, and/or the Mandel School Professional Code of Conduct, will be referred to the Dean's Consultation Committee and/or the Committee on Students. Students can access the

Mandel School Code of Conduct within the Student Manual. Students should also carefully review the NASW Code of Ethics, which can be accessed at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>. All students are responsible for reading, understanding and complying with the required standards.

The following Code of Conduct framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or in field placement) will be the basis for nonacademic termination policies (CSWE, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures). Students must maintain respectful relationships with peers, faculty, Field Instructors, staff, clients and client systems, and other professionals.

### **Professional Commitment**

- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics, as well as the Ohio Counselor, Social Worker and Marriage & Family Therapist (CSWMFT) Board or appropriate State Licensing Code, may result in a consultative review and/or administrative action by the Committee on Students.
- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

### **Professional Behavior**

- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Uses sound judgment in decision-making.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
- Works and communicates effectively with others, regardless of level of authority.
- Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

## Personal Behavior

### *STRESS MANAGEMENT*

- Demonstrates ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with academic and professional performance.
- Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts academic and professional performance.

### *EMOTIONAL PROBLEMS*

- Seeks and effectively utilizes personal and/or professional supports for problems that interfere with academic and professional performance.
- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - Compromising scholastic and other performance;
  - Interfering with professional judgment and behavior;  
Jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the Code of Ethics by the NASW and the State of Ohio Social Worker, Counselor and Marriage and Family Therapist Board).

### *HARASSMENT*

- There will be **zero tolerance** for any form of harassment, which includes the following:
  - Conduct that intimidates, threatens, or endangers the health or safety of any person.
  - Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
  - Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.