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Change Agent

Case Western Reserve University

*On-Campus
Field Education Manual*

2020 - 2021

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Welcome to Field Education at the Mandel School

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 are 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 individuals 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 progressively develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field education has been designated by the Council on Social Work Education as the signature pedagogy of social work education, and is a critical aspect of your development as professional social workers and future practitioners. Each year, Mandel School students make a tremendous positive impact in communities across the country. 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!

**Updated 9/7/2020*

Please note that this document may be updated periodically. Therefore, please access the most current version on the Field Education [website](#).

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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, Practicum and 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 Assistant Dean of Field Education.

POLICY UPDATES-RESPONSE TO COVID-19

Students in all MSSA program formats are expected to physically attend field placement while exercising the appropriate health and safety precautions unless instructed otherwise by the field placement site. We recognize that the best judges of the local conditions are the people in that locale. We rely on the judgment of placement site agency directors or other designated officials to maintain the health and safety of all members of their agency, including our students. Students are expected to adhere to the health and safety policies of the placement site and should be provided with the personal protective equipment necessary to complete field placement activities through the placement site. Students with questions or concerns regarding the health and safety policies of the placement site should consult with their agency based field instructor and Mandel School field faculty advisor. Students experiencing concerns regarding potential exposure to COVID-19 should follow the protocols established by Case Western Reserve University and the field placement site. Students should direct questions and concerns related to COVID-19 to University Health and Counseling Services. Please visit the most current Remote Activities Policy on the Field Education Resources [webpage](#).

Field placement sites are responsible for providing students with the necessary orientation specific to the individual organization and each student's field placement responsibilities, including all required health and safety information.

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 MSSA and MNO programs. 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 collaborative relationships 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 by students with input from Field Instructors and Field Faculty Advisors during each field period and reflects the concurrent learning experiences available to students within the classroom and in the field placement setting. The Learning Agreement is also used to evaluate student progress in field education. 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 and MNO programs 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 Eight Competencies that form the core of the Management of Nonprofit Organizations (MNO) curriculum are:

1. Financial Resource Development & Management
2. Foundations & Management of the Nonprofit Sector
3. Governance, Stewardship, & Advocacy
4. Legal & Ethical Decision Making
5. Program Development & Evaluation
6. Human Resource Management
7. Communication, Marketing & Public Relations
8. Nonprofit Leadership

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 field education trainings that offer insight into the student's academic experiences within the classroom. Field Instructors work directly with students to reinforce and support the MSSA and MNO 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 field period through a collaborative process involving students, Field Instructors and Field Faculty Advisors. The Learning 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 first year or generalist field education practicum, students will be able to demonstrate competence within all required competency areas and generalist practice behaviors. It is expected that satisfactory progress in developing competence at the generalist level is achieved by the conclusion of the first field practicum period. Generalist field education practicum courses include SASS 601, SASS 602 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 and practice behaviors; suiting each action to the organizational context and relying upon research-informed practice, experience, advanced knowledge, and self-reflection. It is expected that satisfactory progress in developing competence at the specialized level is achieved by the conclusion of the first specialized practicum period. Specialized field education practicum courses include SASS 603/A, SASS 604 and their equivalents.

The Mandel School Field Education Department provides graduate level social work and nonprofit management students with field related opportunities to develop full competency within 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 worker or nonprofit management professional.
- To work effectively at the micro, macro and mezzo levels 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 Competencies, 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 placement organization and its consumers.

FIELD EDUCATION CURRICULUM

Generalist Year:

The generalist year field education practicum courses and field placement setting provide the student with the appropriate opportunities to begin acquiring knowledge and skills through the actual delivery of services in the context of an agency setting or other practice opportunities. 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 practicum courses include:

- SASS 601 Field Education I (2 credits)
- SASS 602 Field Education II (3 credits)
- SASS 655 Dual Degree Field Practicum II (3 credits)

Specialized Year:

The specialized year field education practicum 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 seven specializations: Aging; Substance Use Disorders & Recovery; Children Youth and Families; Health; Mental Health-Adult; Mental Health-Child and Adolescent, and School Social Work. 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 603/603A Field Education III (3 credits)
- SASS 604 Field Education IV (3 credits)
- SASS 656 Dual Degree Field Capstone III (3 credits)
- SASS 657 Dual Degree Field Capstone IV (3 credits)

The Field Education Seminar:

Traditional MSSA students are required to take the Field Education Seminar (SASS 495) during the first semester of the generalist year. The field seminar is taught by Field Faculty Advisors, who most often also serve as the student's assigned Field Faculty Advisor. The seminar introduces the student to professional social work; strengths based perspectives, organizational contexts, evidence based practice models, and professional values, ethics and use of self.

Students in seminar discuss personal and professional values; look at issues of diversity and culturally sensitive practice; and apply theory to actual work with clients through case presentations, role-plays, and case discussions. This context serves to support the foundation of each student's integration of field experiences and academic coursework. The seminar sessions focus on providing sustained small group experiences to encourage self-reflection, participation in group learning experiences, and problem solving activities.

The Field Education Seminar courses are:

SASS 495 (1 credit)
SASS 495A
SASS 496

The MNO Practicum:

Students in the MNO program may complete a one-semester practicum experience which provides the opportunity to practice and engage in activities that will support their success as nonprofit professionals. The practicum is designed to be flexible, allowing students to develop specific skill-based and/or project-based assignments focused on a defined area of practice, such as: finance, marketing, governance, human resources, advocacy or leadership.

The MNO Practicum Course is:

- SASS 501 MNO Practicum (0-3 credits)

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

On-Campus Format:

- **Advanced Standing On-Campus** 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. Each student's individual Pattern of Enrollment may vary. Advanced

Standing students begin field education with SASS 603A in the fall semester and complete two semesters of field placement in the same setting related to their area of concentration. Students beginning the MSSA program with Advanced Standing as of Fall 2020 complete a minimum total of 500 hours of field education. Students entering the MSSA program prior to Fall 2020 complete a minimum total of 900 hours of field education.

- **Traditional On-Campus** students must enroll in generalist field education courses, including the Field Education Seminars SASS 495 and SASS 495A, and Field Education SASS 601 and SASS 602. Traditional students entering the MSSA program as of Fall 2020 complete a minimum total of 900 hours of field education, typically over four semesters. Students entering the MSSA program prior to Fall 2020 complete a minimum total of 1,050 hours of field education. The first two field periods provide generalist content and experiences. The third and fourth field periods serve as specialized placements in areas that correspond with the selected area of concentration.

Part Time Program:

- **Part-Time** students are provided flexibility in completing the requirements for the degree. The schedule for field placement varies and is coordinated by the student and Field Faculty Advisor in consultation with the Academic Advisor and in accordance with each student's completed Pattern of Enrollment.

Field Hours for Fall 2020/Spring 2021

ON-CAMPUS/IW FORMATS

<u>Incoming Students</u>	<u>Hours</u>	<u>PD</u>	<u>Total</u>
601	150	2	152
602	250	3	253
603/603A	250	3	253
604	250	3	253

Field Hours for Fall 2020/Spring 2021

ON-CAMPUS/IW FORMATS

<u>Returning Students</u>	<u>Hours</u>	<u>PD</u>	<u>Total</u>
601 (IW/PT)	135	2	137
602	275	3	278
603	275	3	278
604	275	3	278

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. Students are required to work with the Field Instructor to develop a schedule that is approved by the placement site that supports consistent, high quality learning experiences with access to appropriate supervision.

EVENING AND WEEKEND HOURS

Students may be expected to complete field hours in the placement setting during evening or weekend hours. 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 20 to 24 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/Practicum Supervisor and **Mandel School** Field Faculty Advisor. Field hours completed at home without written prior approval will not be eligible for credit towards course requirements under any circumstances.

MNO PRACTICUM SEQUENCING

MNO students may complete a one semester practicum experience within a non-profit organization approved by the Field Education Department. Students enroll in SASS 501 (3 credits) and complete a total of 200 hours of practicum, of which, 150 hours must be completed in the agency, up to 40 hours can be spent in off-site related activities* and 10 hours of Professional Development. Students desiring to enroll in SASS 501 for less than 3 credit hours must consult with their assigned Field Faculty Advisor to obtain information regarding course requirements. MNO students that have prior professional experience in a nonprofit setting may request a waiver for SASS 501. In order to be considered for a waiver, the student must complete the Request for Waiver of MNO Practicum form.

FIELD PERIOD	FIELD HOURS IN AGENCY	PROFESSIONAL DEVELOPMENT HOURS	TOTAL REQUIRED HOURS	AVERAGE WEEKLY HOURS
SASS 501 (3 credits)	190*	10	200	12-14

INTENSIVE WEEKEND (IW) FORMAT

The Intensive Weekend format at the Mandel School is designed to provide professional graduate level education to students employed in social service settings. Students may be eligible to complete field education requirements within their place of employment, providing the employer site is approved by the Field Education Department and all field education program requirements can be met. Students must have field education assignments and tasks that are completely differentiated from their usual work activities and specifically designed to provide new learning opportunities. The student's employment supervisor may not serve as the Field Instructor or Task Supervisor. Please refer to the section of this manual titled **Field Agency Employment** for additional information and requirements regarding employment based field placements.

For students in the Intensive Weekend format, the field period for SASS 601 is one semester. The field periods for SASS 602, 603/603A & 604 are conducted over the course of two semesters. This allows Intensive Weekend students to complete field education hours at a rate that is more conducive to maintaining full time employment (10-12 hours per week).

The first field education practicum period for all Intensive Weekend students begins in the second semester of the MSSA program. Students are required to take the Field Education Seminar and Organizational Theory and Practice (SASS 495 or SASS 496) which begins in the first semester of the program. Traditional students also are required to take Field Seminar and Organizational Theory and Practice II (SASS 495A) during the third semester of the MSSA program.

All Intensive Weekend students are required to have an approved field placement by October 1st of the first semester in the program.

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. Once students are admitted to the On-Campus or Intensive Weekend formats, the Field Education Department receives the student's application information and a Field Faculty Advisor is assigned. Student application information, including the personal essay and resume, is reviewed by the Field Faculty Advisor in preparation for work with the student on the initial field placement process.

The field education placement process for incoming On-Campus and Intensive Weekend students occurs during the summer months prior to the first semester of classes in the fall. The assigned Field Faculty Advisor contacts the student to schedule an in-person, phone or virtual interview to discuss the contents of the application and essay, address areas for skill development, and identify learning styles & professional goals. Students enrolled in the On-Campus format begin field education practicum courses at the start of the first fall semester in the MSSA program. Intensive Weekend students begin completing field education requirements by enrolling in the Field Seminar, and then begin to accrue field hours in SASS 601 or SASS 603A (Advanced Standing) during the following spring semester.

Students in the Intensive Weekend format are typically employed in a social work or community service organization. Students may be eligible to utilize their employment setting as a field placement providing the setting meets all program requirements, but must perform field education functions and tasks that are fully differentiated from employment responsibilities. If electing an employment based field placement, Intensive Weekend students are required to submit a Field Education Proposal that includes a detailed description of proposed field related activities other than the student's regular employment responsibilities to be performed over the course of the program, and submit a signed Agency Agreement and job description. An Affiliation Agreement must also be established with each new field placement site. The proposal must be reviewed and approved by the Field Education Department. 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 student's employment supervisor also may not serve as the Task Supervisor. The identified Field Instructor should 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 Faculty Advisor. The Field Faculty Advisor must approve any deviations or changes from the approved field proposal, field site or plan for field instruction prior to implementation. The Field Education Department retains the right to grant employment-based exceptions for students who change employment prior to beginning the Intensive Weekend format. New employment may not meet the necessary criteria for social work learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a field site.

Field placement interviews are initiated through a collaborative process between the student and assigned Field Faculty Advisor. Potential field placement sites are identified using factors that

include the student's past experience, future educational and professional goals, and areas of concentration/interest. Students receive contact information for each potential site and discuss ways to optimize their interviews with their Field Faculty Advisor. Several potential organizations are identified for placement interviews. The Field Faculty Advisor serves as a liaison between the student and field organization. Students are not permitted to complete field placement interviews without the prior approval of the Field Faculty Advisor.

Determining the field placement setting is a mutual process involving the student, Field Faculty Advisor, Field Instructor and field placement organization. The Field Faculty Advisor serves as a facilitator and consultant to all parties involved in the placement selection process. Once the student has completed the necessary field placement interviews, the Field Faculty Advisor is contacted and provided the choice rankings for field placements. The Field Faculty Advisor then contacts the field organization to determine if a match has occurred. The Field Faculty Advisor confirms field placements with students and field organizations and initiates the necessary documentation through the Field Education Department.

The Field Faculty Advisor will work closely with the student to assist with interview preparation and to identify and ameliorate any barriers to obtaining a field placement. However, during the placement interview process, the interviewer may determine a student is not a good fit for the organization or conversely, the organization is not a good fit in meeting the student's educational needs. When this occurs, the student and Field Faculty Advisor will further consult to facilitate a more conducive match.

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Faculty Advisor will discuss the rationale for the decision with each placement site. The Field Faculty 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 Faculty 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 by the Field Faculty Advisor and approved by the Assistant Dean of Field Education. Students without an approved field placement may be unable to move forward with the MSSA program.

FIELD EDUCATION PROGRAM MODEL

On-Campus Format

Traditional MSSA students without Advanced Standing have the opportunity to select two field placement settings. Students spend the first two semesters in one placement setting and select a second setting for the final two semesters of field placement. The selection process for the second year, specialized placement setting begins in the early spring of the first year. Students may request to remain in the same placement setting for the specialized placement, providing the required learning opportunities are available. Students interested in this option should consult with their Field Faculty Advisor. Refer to the section of this manual titled **One Placement Option (On-Campus Format)** for additional information.

Students with Advanced Standing complete field education requirements in one placement setting.

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 two field placement sites during the MSSA program. Exceptions are made only in extenuating circumstances and with the prior approval of the Field Education Department. Please refer to the section of this manual titled **Field Placement Reassignment** for additional information.

Intensive Weekend Format

The Intensive Weekend format is structured with a one placement field education model, in which students remain in the same placement setting throughout the MSSA program. Students may not terminate or switch field placement settings without the prior written approval of the Field Education Department. The student's Field Faculty Advisor must approve any deviations or changes from the approved field proposal, field site or plan for field instruction prior to implementation. New employment may not meet the necessary criteria for social work learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a field site. Please refer to the section of this manual titled **New Employment/Job Reassignment or New Field Placement (Intensive Weekend Format)** 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 (MSSA) or practicum sites (MNO) for our students. As such, field placement/practicum 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/nonprofit management education, including the importance of helping students integrate classroom and field learning.
- Evidence of sufficient and appropriate learning opportunities within all required social work or nonprofit management 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/Practicum Supervisor 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. (MSSA)

- 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 (MSSA). 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 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 Faculty Advisor or another assigned representative of the Field Education Department will begin the process of vetting the agency. This process often 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 by the Field Education Department. The Field Education Department makes the determination if a potential site will be considered and approved 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 virtually for remote participants. Additional individualized orientations may be provided by Mandel School Field Faculty Advisors during the course of the academic year.

A Field Education Affiliation Agreement between the Mandel School and each new field placement agency is required. All Affiliation 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 outlines the general responsibilities and requirements of each party involved in the field education process. 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 Assistant Dean 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 Faculty 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 Faculty 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 Faculty Advisors and the Field Education Department.

Mandel School Field Faculty 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 & Practicum Supervisors and Field Faculty Advisors to promote quality field education experiences and outcomes.

FIELD INSTRUCTOR/PRACTICUM SUPERVISOR QUALIFICATIONS & REQUIREMENTS

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

MSSA 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.

MNO Practicum Supervisor Qualifications:

- The agency/organization must be incorporated as a 501(c)3.
- The Practicum Supervisor should possess a Master's degree plus two-years postmaster's experience at a management level. Senior management level experience is preferred.

or

- The Practicum Supervisor should demonstrate at least five years' experience at a management level. Senior management level experience is preferred.

Requirements:

- Complete a Field Instructor/Practicum Supervisor 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 (MSSA).

- 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.
- The Field Instructor may not also be the student's employment supervisor or occupy a dual relationship with the student.

Field instruction is an essential part of each 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 weekly in-person 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. All Field Instructors are required to attend, at minimum, a three-hour orientation and introductory training during the first year they provide field instruction. Participants 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. Sessions are offered in person and virtually several times per year. Additional training sessions are offered throughout the 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. Mandel School Field Faculty 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. Please refer to the section of this manual titled **Field Instructor & Task Supervisor Training** for additional information.

Approval as a Field Instructor/Practicum Supervisor provides access to Mandel School library privileges and other useful resources. Field Instructor information and resources can be accessed on the Field Education [website](#).

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 MSSA field education or MNO practicum 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/Practicum Supervisor 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, prepare for and facilitate the field conference with the Field Instructor/Practicum Supervisor and Field Faculty Advisor during each field period to review the Learning Agreement, discuss progress, and identify any barriers to learning.

4. Complete the identified tasks and activities documented in the Learning Agreement by the deadlines agreed upon with the Field Instructor/Practicum Supervisor 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 Faculty 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 Faculty Advisor and Field Instructor.
7. Practice, demonstrate and adhere to the NASW Code of Ethics, Mandel School Code of Conduct and Field Education policies/expectations in all interactions.
8. Report any field placement health or safety concerns to the Field Instructor and Field Faculty Advisor.
9. Demonstrate professional and responsible behavior, dress and conduct within the field placement setting and/or while completing field education activities
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. 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 obtained through the [Ohio Counselor, Social Worker and Marriage and Family Therapist Board](#).
 - Background checks/fingerprinting can be obtained through the [CWRU Division of Public Safety](#).
 - Certain health and drug screenings can be obtained through University Health and Counseling Services.
13. Provide the Field Instructor/Practicum Supervisor 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 and Interprofessional Education (IPE/CP-1) 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). 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 Faculty Advisor.
18. Student conduct or performance issues may result in field hours being suspended; either temporarily or permanently, and a grade of No Pass.

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/Practicum Supervisor feedback and Field Faculty 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/Practicum Supervisor 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 (MSSA)/Practicum Supervisor (MNO):

The Field Instructor/Practicum Supervisor 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 in-person supervision to the student (a minimum of 60-90 minutes weekly for MSSA students). 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 as required by the Mandel School (MSSA).
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 student with the required learning and practice opportunities to support the development of competence at both the generalist and specialized levels (MSSA).
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). Maintain system access and password (MSSA).
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.
12. The Field Instructor may not be the student's employment supervisor.

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 provide 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. The Task Supervisor may not be the student's employment supervisor.
8. Respect and articulate the distinction between student learner and agency/organization employee.
9. Be attentive to and address and ameliorate dual and/or multiple relationships.
10. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department (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 and approving Field Instructors and placement agencies, teaching the field seminar, providing support to students, and evaluation and grading of student performance as instructor for all field education courses. 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, develop and approve new field sites.
5. Teach the field education seminars.
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 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, health and safety protocols and all other performance expectations. All placement sites must provide students with necessary health and safety equipment, including Personal Protective Equipment (PPE), to safely complete field placement activities.
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 (MSSA) who minimally has a Master's Degree in social work plus two year's post-graduate experience or a Practicum Supervisor (MNO) with a Master's Degree plus two years post graduate experience or five years of management experience.
8. Arrange for the appropriate scheduling or workload accommodations that will allow the Field Instructor/Practicum Supervisor sufficient time each week to supervise student placements. MSSA students are required to receive a minimum of 60 minutes per week of face-to-face field instruction/supervision.
9. Provide the Field Education Department with all required education and licensure documentation of the Field Instructor(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 measures to ensure the health and safety of students. Report health and/or safety concerns impact students to the Mandel School Field Education Department.
11. Ensure that students are provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice. (MSSA)
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. (MSSA)

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, equipment and resources (e.g. telephone, computer, safety equipment, office supplies, and adequate space) for the student to safely and 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, Practicum Supervisors 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, Practicum Supervisors 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 liability coverage for the student's field related activities.
9. Provide a designated Mandel School Field Faculty 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 Assistant Dean 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

A Field Education Affiliation Agreement between the Mandel School and each new field placement agency is required. All Affiliation 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 outlines the general responsibilities and requirements of each party involved in the field education process. 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 Assistant Dean of Field Education.

Case Western Reserve University extends professional liability coverage 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 Assistant Dean of Field Education. Refer to the section of this manual titled **Professional Liability Coverage** for additional information.

EXTERNAL FIELD INSTRUCTORS

The Mandel School recognizes there are a number of community 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, former 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. The availability of External Field Instructors as facilitated by the Field Education Department is limited and cannot be guaranteed. All students must have an assigned Field Instructor for a placement to be approved by the Field Education Department.

FIELD INSTRUCTOR, PRACTICUM & TASK SUPERVISOR BENEFITS

Persons serving as Field Instructors, Task Supervisors and Practicum 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 CEU 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 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 on the Field Education [website](#).

FIELD INSTRUCTOR & TASK SUPERVISOR TRAINING

Field Instructor and Task Supervisor training opportunities are provided annually through the Field Education Department. All Field Instructors are required to attend, at minimum, a three-hour orientation and introductory training during the first year they provide field instruction. Sessions are offered in person and virtually several times per year. Additional training sessions are offered throughout the year for new and experienced Field Instructor/Task Supervisors on a variety of topics 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. Mandel School Field Faculty 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.

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

Information regarding current and past Mandel School Field Education training events can be found on the Field Education [website](#).

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, Task & Practicum Supervisors and invites their participation on the Field Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the Assistant Dean 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 at the discretion of the Assistant Dean of Field Education when issues arise that require consultation.

PROFESSIONAL LIABILITY COVERAGE

Case Western Reserve University extends professional liability coverage 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 Assistant Dean 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. More information about this malpractice insurance can be found on the NASW Assurance Services [website](#).

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 and monthly field education student time sheets are assigned and completed by the student and Field Instructor in IPT.

Every student will receive IPT instructions from the Field Education Department. . The instructions explain in detail the process for accessing and using the IPT system.

- An IPT overview for students is available on the student resource page of the Field Education website
- An IPT overview for Field Instructors is available on the Field Instructor and Task Supervisor resource page.

SECOND YEAR/SPECIALIZATION PLACEMENT SELECTION (ON-CAMPUS FORMAT)

The process involved in obtaining a specialized field placement begins early in the spring semester of the first year for MSSA students in the On-Campus format. Students in the Intensive Weekend format maintain the same placement throughout the program. The second year/specialization placement process typically begins with a meeting hosted by the Field Education Department for all first year students to review the process. Students then meet with their current Field Faculty Advisor to discuss the accomplishments and experiences of their generalist year placement and to begin to define learning objectives for the specialization year. Specific attention is focused on the educational opportunities related to the student's concentration/area of specialization, as well as developing competencies in the areas each student defines as requisite for their professional development.

Students complete and submit a brief electronic placement request form and select potential agencies from among the database in IPT. The Field Faculty Advisor reviews each student's preferences for potential placement sites prior to meeting individually with the student. Additional field placement recommendations and considerations are discussed with the student at the meeting to finalize the placement interview options. After meeting with the Field Faculty Advisor, students begin the interview process which occurs during a specific timeframe provided by the Field Education Department.

Upon the completion of all interviews, students prioritize their ranked choices for field placement settings in an electronic form provided by the Field Education Department. Field organizations also submit their feedback and rankings for students interviewed during this process to the Field Faculty Advisor. The field education faculty meets collectively to review students' and organizations' selections and confirm specialized field placements. Students and field placement agencies then receive notification of field placement assignments. The selection process is reinitiated if there is not a suitable placement match for a student. It is important for students to be proactive in following the Field Education Department process and timeline for the interview and specialized placement selection process. Students who delay meeting with their Field Faculty Advisor and/or initiating the interview process may have limited field placement options.

Students with Advanced Standing complete field education requirements in one placement setting.

Traditional students without Advanced Standing may request to remain in the same placement setting for the specialized placement, providing the required learning opportunities are available. Students interested in this option should consult with their Field Faculty Advisor. Refer to the section of this manual titled **One Placement Option (On-Campus Format)** for additional information.

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 Faculty Advisor will discuss the rationale for the decision with each placement site. The Field Faculty 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 Faculty 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 raise questions or concerns regarding the viability of the placement, the information is reviewed by the Field Faculty Advisor in consultation with the Assistant Dean of Field Education and other involved parties as appropriate. 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 Faculty 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 change field placement settings at any point without the prior written approval of the Field Education Department. Students are not permitted to have more than two field placement sites during the MSSA program. Exceptions are made only in extenuating circumstances and with the prior approval of the Field Education Department.

NEW EMPLOYMENT/JOB REASSIGNMENT OR NEW FIELD PLACEMENT (INTENSIVE WEEKEND FORMAT)

The Intensive Weekend format is structured with a one placement field education model, in which students remain in the same placement setting throughout the MSSA program. The Field Education Department recognizes that there are circumstances that may necessitate a change in an Intensive Weekend student's field placement. They may include:

- A change of agency;
- A change of job responsibilities;
- A change of Field Instructor; or
- Loss of employment due to layoff or termination; or
- Agency/employment does not meet the necessary criteria for social work learning for the student.

In the event any of these circumstances should arise, the student should immediately contact the assigned Field Faculty Advisor to discuss alternatives. Students may not terminate or switch field placement settings without the prior written approval of the Field Education Department. The student's Field Faculty Advisor must approve any deviations or changes from the approved field proposal, field site or plan for field instruction prior to implementation. New employment may not meet the necessary criteria for social work learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a field site.

After receiving the approval of the Field Faculty Advisor, students in the Intensive Weekend format may request a new agency to be approved as a field site. The following minimum criteria must be met:

- Agency must be an approved or an approved eligible field site according to criteria outlined in this manual.
- A new Field Education Proposal (a detailed description of field related activities), job description, Field Instructor Application and an Agency Agreement must be submitted to the Field Faculty Advisor for final approval. A Field Education Affiliation Agreement between the Mandel School and each new field placement agency is also required.
- Field education hours cannot be accrued until the plan is approved in writing by the Field Education Department.

ONE PLACEMENT OPTION (ON-CAMPUS FORMAT)

Traditional MSSA students in the On-Campus format have the opportunity to select two field placement settings. Students typically spend the first two semesters in one placement setting and select a second setting for the final two semesters of field placement. Students may request to remain in the same placement setting for the specialized placement, providing the required learning opportunities are available. The Specialized Learning Agreement must focus on new and specialized competencies based upon the foundation of the generalist first year placement and courses. The Field Education Department will evaluate each student's request and specific educational needs on an individual basis. Students interested in this option should consult with their Field Faculty Advisor.

Students with Advanced Standing frequently complete field education requirements in one placement setting. **BLOCK PLACEMENTS**

The block placement option provides an opportunity for field education to be completed as a stand-alone experience, separate from concurrent course work. The block placement expands the opportunities for students to have an in-depth learning experience in diverse settings. Students who have successfully completed SASS 602 may be considered for approval to

complete their SASS 603 or 604 course requirements as a block placement over the summer or at another time. All proposals for block placements must be approved by the Assistant Dean of Field Education and are evaluated on an individual basis based on the quality of the learning opportunities and experiences available through the proposed block placement and the quality of each student's proposal. The Mandel School requires a concurrent model of field and academic coursework; therefore block placements are unique exceptions typically reserved for international field education experiences endorsed by the School. Block placement requests will not be considered or approved on the basis of student scheduling needs.

In electing the block placement model, the student typically commits to an agency for a minimum of 30-32 hours per week for approximately ten weeks, or until the student has accrued the required 300 hours for the specialization level field periods.

The Assistant Dean of Field Education has the right of final approval on all block placement requests. Appeals to the decision of the Assistant Dean of Field Education must be provided in writing to the Associate Dean of Academic Affairs within five (5) days of the date of written notification.

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.

- Additional information regarding the Ohio SW-T can be obtained through the [Ohio Counselor, Social Worker and Marriage and Family Therapist Board](#).
- Background checks/fingerprinting can be obtained through the [CWRU Division of Public Safety](#).

Students should consult with their Field Faculty Advisor with questions regarding the SW-T. Students in the Intensive Weekend format 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 field placements in an agency, institution or organization that is owned, or partly owned, by a family member or in which a family member holds an executive position. Additionally, a student's family member may not serve as a Field Instructor, Task or Practicum Supervisor for the student, or serve as a supervisor for a student's assigned Field Instructor, Task or Practicum Supervisor. Students are obligated to notify their Field Faculty Advisor if a family member, quasi-family member or close personal friends are employed in any capacity within 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. A student's Field Instructor or Practicum/Task Supervisor may not also be the student's employment supervisor in any setting or circumstance.

MANDEL SCHOOL FIELD EDUCATION ORIENTATION

Beginning a new field placement can be an exciting but anxious time for students. Field education orientation is held for all incoming students as a component of the larger 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 Faculty 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.

Field placement sites are responsible for providing students with the necessary orientation specific to the individual organization and each student's field placement responsibilities, including all required health and safety information.

AGENCY ONBOARDING PROCESS

An Ohio Social Work Trainee (SW-T) credential, background check/fingerprinting or health/drug screenings may be required by certain field organizations for students. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other 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 obtained through the Ohio Counselor, Social Worker and Marriage and Family Therapist Board.
- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety.
- Certain health and drug screenings can be obtained through University Health and Counseling Services.

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/Practicum Supervisor and Field Faculty 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. Therefore, to avoid the potential conflict of roles and responsibilities, students in the On-Campus format are discouraged from accepting employment by their field placement agency during the course of their field placement. Students in the On-Campus format are also discouraged from completing the field placement in an existing place of employment.

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 Faculty 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 Faculty 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/Practicum Supervisors. This includes discussions with the prospective Field Instructors/Practicum Supervisors, 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, Practicum and Task Supervisors 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 gain access to the Field Instructor or another agency supervisor by phone at all times. 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 completing 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-owned vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the Affiliation Agreement between the University and the agency must address this requirement, as well as training, insurance, and reimbursement policies related to the transportation of clients. The agency must provide a certificate of insurance to the University prior to the student's use of the agency vehicle. Under no circumstance should a student transport or be required to transport groups of clients without being accompanied by a staff member of the agency. Students must receive the appropriate training from the placement agency prior to transporting clients in agency- owned or personal vehicles. If an agency requests that students transport clients in an agency- owned vehicle, the students should review the agency policies regarding client transportation and the student insurance protection provided by the agency. 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 may be responsible for reimbursing 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 crimes 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 transport groups of clients unless accompanied by an agency staff member.
- 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.
- Students must be provided with all necessary health and safety equipment, including Personal Protective Equipment (PPE), to safely complete field placement activities.

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. Before a student begins field placement, the Field Instructor should familiarize the student with conditions at the site. Discussion should focus on risk management, health and safety procedures, and methods for assessing and responding to potentially dangerous situations. If the Field Instructor does not do this, students should request it. Agencies are required to immediately notify any safety incident involving a

student to the Mandel School Field Faculty Advisor. If the Field Faculty Advisor is unavailable, notification should be made to the Assistant Dean 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 or safety concerns to their Field Instructor/Practicum Supervisor 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](#). 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 Faculty 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. Students should be advised of agency dress code by the Field Instructor as part of on-boarding/orientation activities.

NONDISCRIMINATION STATEMENT

The Mandel School 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 (Sears Building, 402). 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 written notification to the Field Faculty Advisor. Once receiving an accommodation, the student should make an appointment to meet with the Field Instructor/Practicum Supervisor 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/Practicum Supervisor in order to apply to field education courses or field placement activities and requirements. The Field Faculty Advisor and Field Instructor/Practicum Supervisor 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/Practicum Supervisor.

Accommodations cannot be implemented retroactively; therefore, it is in the best interest of the student to notify the Field Faculty Advisor and Field Instructor/Practicum Supervisor 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.

THE LEARNING AGREEMENT

The Learning Agreement serves as the guide for each student's field education experience. 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/Practicum Supervisor 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 (MSSA and MNO Core Competencies) 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. 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 601, 602 and 655.
- The Specialized Learning Agreement is assigned for SASS 603/603A, 604, 656 and 657.
- The MNO Learning Agreement is assigned for SASS 501.

- The student and Field Instructor/Practicum Supervisor 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.
- During each field period, the learning goals and implementation plans outlined in the Learning Agreement are discussed and endorsed in the field conference with the student, Field Advisor, Field Instructor/Practicum Supervisor 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 Faculty 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/Practicum Supervisor 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.

Students in the MSSA On-Campus format and Intensive Weekend format complete four (4) Learning Agreements (SASS 601, 602, 603 and 604). MSSA Advanced Standing Students and Advanced Standing Intensive Weekend students complete two (2) Learning Agreements (SASS 603A and 604). Students in the MNO program complete one (1) Learning Agreement (SASS 501).

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/Practicum Supervisor. 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, face-to-face 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/Practicum Supervisor and Field Faculty 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, prepare for and facilitate 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 Canvas. 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 Canvas.

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 601, SASS 602 and their equivalents.

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	Demonstrates <u>advanced competence</u> at the GENERALIST level	Consistently demonstrates an <u>advanced level of competence</u> 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	Demonstrates <u>competent performance</u> at the GENERALIST level	Demonstrates <u>competent performance</u> 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	<u>Developing competence</u> at the GENERALIST level	<u>Developing competence</u> 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	Demonstrates <u>inconsistent competence</u> at the GENERALIST level	Demonstrates <u>inconsistent competence</u> 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	<u>Does not demonstrate competence</u> at the GENERALIST level	<u>Does not demonstrate competence</u> 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 603/603A, SASS 604 and their equivalents.

RANK		RATING SCALE	RATING SCALE DEFINITIONS
4	Demonstrates <u>advanced</u> competence at the SPECIALIZED level		Consistently demonstrates an <u>advanced level of competence</u> 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	Demonstrates <u>competent</u> performance at the SPECIALIZED level		Demonstrates <u>competent performance</u> at the specialized 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	<u>Developing</u> competence at the SPECIALIZED level		<u>Developing competence</u> 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	Demonstrates <u>inconsistent</u> competence at the SPECIALIZED level		Demonstrates <u>inconsistent competence</u> and performance at the specialized 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	<u>Does not demonstrate</u> competence at the SPECIALIZED level		<u>Does not demonstrate competence</u> 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 Faculty 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 Faculty 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 required Interprofessional Education (IPE/CP-1) and Collaborative Practice I assignments, responsibilities, and activities (*1st year On-Campus students only*).
- 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 601 and SASS 602 or their equivalents. Students begin to develop the required generalist skills and competencies in SASS 601. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 602, 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 603/603A and SASS 604 or their equivalents. Students begin to develop the required specialized skills and competencies in SASS 603/603A. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 604, 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:

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

The student receives the Field Faculty 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/Practicum Supervisor and Field Faculty 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 Faculty 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/Practicum Supervisor and Field Faculty Advisor must agree to the plan. The Assistant Dean 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 Faculty 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 On Campus Student Manual. The Request for Incomplete form can be located on the Registrar Services [website](#).

INTERPROFESSIONAL EDUCATION (IPE/CP-1)

Interprofessional Education (IPE/CP-1) and Collaborative Practice I are required components of field education for all first year MSSA students in the On-Campus format. This interprofessional service learning experience supports students in developing effective teamwork skills through active participation in an authentic and meaningful community-based project that is focused on health and well-being for individuals, families, communities, or populations.

Collaborative Practice I serves as an introductory IPE/CP-1 experience for social work, dental, genetic counseling, medical, nursing, nutrition, physician assistant, psychology, and speech-language pathology students at CWRU.

Guided by the Interprofessional Education Collaborative (IPEC), this experience focuses on the domain of Interprofessional Collaboration. Collaborative Practice I will provide instruction on the development of knowledge, skills, and attitudes in the four core competencies of interprofessional collaboration, including 1) values for interprofessional practice, 2) understanding roles and responsibilities of other professionals, 3) interprofessional communication, and 4) interprofessional teamwork.

Students will participate in IPE/CP-1/Collaborative Practice I on Wednesdays from 3:00-5:00 p.m. from September through April (excluding holidays and Spring Break). Students will receive specific information regarding IPE/CP-1 requirements through the Collaborative Practice I Canvas course site. Questions regarding IPE/CP-1 can be directed to your Mandel School field faculty advisor.

Students may accrue up to 40 total field hours per field period for time spent engaged in weekly IPE/CP-1 activities. This includes Collaborative Practice I sessions, required course preparation activities and time spent working within IPE/CP-1 student teams. IPE/CP-1/Collaborative Practice I hours exceeding a total of 40 will not be approved as required field hours. Students should consult with their assigned Field Faculty Advisor with questions related to IPE/CP-1.

Students in the Intensive Weekend and Online formats are not required to participate in IPE/CP-1/Collaborative Practice I, but may elect to do so if weekly participation requirements can be consistently achieved.

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 a suspension of field education stipends and/or a suspension of field hours for On-Campus students and in the suspension of field hours for Intensive Weekend students. Any accumulated hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours. Intentionally documenting field hours in an inaccurate or fraudulent manner will result in the immediate suspension of field hours and a referral to the Dean's Consultation Committee and/or the Committee on Students.

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. During winter and spring break and over Thanksgiving, students are not required by the Mandel School to attend field education, but may do so to maintain a continuity of care for field placement clients and assignments. A plan should be discussed and developed in advance with the Field Instructor and Field Faculty Advisor if indicated.

It is the policy of 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 field period. If a suitable arrangement cannot be worked out between the Field

Instructor/Practicum Supervisor and student, the Field Instructor/Practicum Supervisor should consult the Field Faculty 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. Students enrolled in SASS 601 spend 150 hours at the field site with 2 hours of additional Professional Development activities. Students enrolled in SASS 602, 603/603A and 604 spend between 250-275 hours at the field site with 3 hours of additional Professional Development activities. MNO students enrolled in SASS 501 complete 10 hours of Professional Development.

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:

- Participation in 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 experiences 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 Assistant Dean 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. Events may not be 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.

BANKING HOURS

Students in the On-Campus and Intensive Weekend formats may complete additional hours beyond the required field hours when registered for the subsequent field period with the approval of the agency, Field Instructor, and Field Faculty Advisor. Acquired hours accumulated in a field period may be applied to satisfy the mandated hours of the subsequent field period. Students may bank hours **ONLY** in accordance with the rules governing the banking of field hours and depending upon their program of study:

On-Campus Format

- Traditional On-Campus students may carry over a maximum of forty (40) field hours and 3 PD hours for the generalist level placement (SASS 601 to 602 field periods) and the specialist level placement (SASS 603 to 604 field periods);

Advanced Standing students may carry over a maximum of forty (40) field hours and 6 PD hours from the fall to the spring semesters (SASS 603A to 604).. Hours may not be banked between the spring and any subsequent semesters.

- MNO students enrolled in the one semester SASS 501 practicum do not bank hours.

Intensive Weekend Format

- Students in the Intensive Weekend format may carry over a maximum of twenty-four (24) field hours to the subsequent field period only:
 - SASS 601 to 602
 - SASS 602 to 603
 - SASS 603/603A to 604
- A maximum of three (3) Professional Development Hours may be banked and applied to Professional Development requirements of the subsequent field period.

Banked hours must be applied to the following semester and become void if a student is not enrolled in field education for any reason in the semester following the field period in which the hours were banked. Students, Field Instructors and Field Faculty Advisors must agree on the most efficacious way to address learning and practice needs when considering the impact of banking hours.

Many students will choose to continue to maintain some field placement assignments during the protracted winter break to ensure continuity of services for clients/client groups and to maximize their educational experience. Many agencies appreciate and value students' willingness to be attentive to the needs of the organization and its consumers. Students should discuss and develop any plan to complete field hours during the winter break with their Field Instructor and Field Faculty Advisor. Students should be afforded the opportunity to take time away from the field placement setting during the winter break.

While banking hours will afford students some flexibility in the subsequent field period, students may not complete their field placement more than two weeks prior to the official last day of the field period as delineated by the Mandel School's calendar. Students complete field placement requirements in accordance with the calendar and the course dates stipulated in the University Student Information System (SIS).

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/field placement responsibilities 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 or tardy to 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 Faculty Advisor and the Assistant Dean of Field Education.

Any student requesting a long term absence or leave from field education for medical or personal reasons must notify the Field Faculty 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.

CULTURAL HUMILITY

A major objective of field education is to prepare students to practice with cultural humility, awareness 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, Assistant Dean of Field Education, Director of International Affairs or the Assistant Dean of Student Services.

When a Field Instructor/Practicum Supervisor 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 Faculty Advisor should be contacted immediately for additional consultation. The Field Faculty 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 Assistant Dean 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 Faculty Advisor and Assistant Dean 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 Assistant Dean 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 Faculty 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 Faculty Advisor should be notified by the student and the Field Instructor/Practicum Supervisor. The Field Faculty Advisor has the responsibility to coordinate a meeting to develop a plan of action. The result of 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 successful completion of all requirements. The Field Instructor/Practicum Supervisor and Field Faculty Advisor must agree to the plan. The Assistant Dean 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 Faculty 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 On Campus Student Manual. The Request for Incomplete form can be located on the Registrar Services [website](#). 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 Assistant Dean of Field Education and/or Associate 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 Faculty Advisor, Field Instructor/Practicum Supervisor 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 FACULTY ADVISOR REQUEST

Students requesting a change in their assigned Mandel School Field Faculty Advisor must make the request in writing to the Assistant Dean 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 Assistant Dean of Field Education will consult with the student and Field Faculty 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 Faculty Advisor will meet to discuss the need for a change of advisement before making the written request to the Assistant Dean 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 Faculty Advisor to the Assistant Dean of Field Education.
3. If the request for a change is granted, the Assistant Dean of Field Education will inform the student, the current Field Faculty Advisor, and the newly assigned Field Faculty Advisor of the change. The current and new Field Faculty Advisors will consult with each other regarding the advisement that has occurred. Approved changes in Field Faculty Advisors can only be implemented at the conclusion of a field period, as Field Faculty 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 Assistant Dean of Field Education will notify the student and Field Faculty Advisor of the decision and the rationale for preserving the original assignment.

5. An appeal of the Assistant Dean of Field Education's decision must be made to the Office of the Associate Dean in writing within five days of notification.

FIELD PLACEMENT/PRACTICUM 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/Practicum Supervisor to balance the educational needs of the student with those of the placement agency and the clients, client groups and communities that it 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 Faculty Advisor and the Field Instructor/Practicum Supervisor to discuss the intent to withdraw. Together, the student, Field Faculty Advisor and Field Instructor/Practicum Supervisor 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 on the NASW [website](#). 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 determined 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.
- Utilizes 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 criticism 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.

APPENDIX – FORMS

The following forms are available to download from the Field Education Department [website](#). All Learning Agreements are available through the Intern Placement Tracking (IPT) system and are loaded onto each student's page at the beginning of each semester.

- 2020-2021 Field Education Calendars