

@MandelSchool

Change Agent

Case Western Reserve University

Online

Field Education Manual

2020/2021

WELCOME

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

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

The field education curriculum has been thoughtfully designed to allow you to incrementally develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field education is a critical aspect of your development as professional social workers and future practitioners, as well as a vital component of our master's curriculum. Mandel School students also bring about a tremendous positive impact to our communities and to the individuals, families, groups and organizations that they serve while completing their degree. The field faculty is 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 and your field placement.

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!

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Field Office Location

The Field Education Department is located in Suite 140 of the Mandel School at 11235 Bellflower Rd, Cleveland, OH 44106.

INTRODUCTION

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

All students are expected to read 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 Advisor or the Assistant Dean of Field Education.

POLICY UPDATES - RESPONSE TO COVID-19

The following policy statement is current as of the publication of this manual, but is subject to change based on multiple factors related to COVID-19. Changes to this policy will be communicated to students and field agencies by email.

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 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 and contact their Field Advisor. Students should direct questions and concerns related to COVID-19 to University Health and Counseling Services.

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 Online format of the MSSA program. It is designed to be used in conjunction with the Mandel School Student Handbook. All policies contained in that Handbook also apply to field education.

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

THE TEN COMPETENCIES FORM THE CORE OF THE SOCIAL WORK (MSSA) CURRICULUM

The Ten Competencies represent 10 core areas of practice within the social work profession. The development of competence in each of these ten competencies is the goal of the field education experience and the criteria for evaluating students through their Learning Agreements. The Ten Competencies are:

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

The integration of classroom and field occurs through many efforts, experiences and methods. Theoretical and skill-based learning are connected through the field education program to form the foundation of each student's educational experience, synthesizing theory and practice. Field education serves as the link between knowledge gained in the classroom and the practice of social work from both a generalist and specialized perspective. Students are given course

assignments which relate to their practicum experiences and conversely, are requested to provide copies of their course syllabi to Field Instructors.

In addition to the syllabi, Field Instructors are provided with an overview of the Mandel School curriculum during orientation and ongoing trainings that alert them to specific assignments that must be carried out in the field. Field Instructors work directly with students to reinforce and support the MSSA core competencies, including evidence-based practice and the integration of theory and practice. Field Advisors support, guide and monitor this critical function of field instruction through the field course assignments and the 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 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, observe practice and be observed practicing, 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 Ten Competencies form the structure of the Field Education experience through the Learning Agreement, which is developed through a collaborative process involving students, Field Instructors and Field Advisors. This agreement captures the field learning opportunities essential to maximize the development of competence in all Ten Competencies. Students are expected to articulate their learning objective, tasks and method of assuring competence development in the Learning Agreement. Opportunities for the development of critical thinking

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

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

FIELD EDUCATION OBJECTIVES

Generalist Field Practicum

At the conclusion of the generalist field education practicum, students should be able to demonstrate a generalist level of competence within all 10 competency areas and generalist practice behaviors. It is expected that satisfactory progress in developing competence is achieved by the conclusion of the third semesters of field practicum for traditional students. Generalist field education courses include SASS 651 and SASS 652 A and B.

Specialized Field Practicum

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

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

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

- To recognize the value of self-care and develop a plan to consistently incorporate personal self-care strategies into practice.

FIELD EDUCATION OUTCOMES

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

THE FIELD EDUCATION CURRICULUM - TRADITIONAL

Generalist

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

Generalist field education courses include:

- SASS 651 Field Education I (2 credits)
- SASS 652 A Field Education II (1.5 credits)
- SASS 652 B Field education II (1.5 credits)

Specialized

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

Specialized field education courses include:

- SASS 653 A Field Education III (1.5 credits)
- SASS 653 B Field Education III (1.5 credits)
- SASS 654 A Field Education IV (1.5 credits)
- SASS 654 B Field Education IV (1.5 credits)

Field Education Seminars - Traditional

Traditional Online MSSA students are required to take two Field Education Seminars, SASS 495V and SASS 495AV. The field seminars are taught by Field Faculty, who most often serve as the student's assigned Field Advisor. The seminars introduce the student to the processes of field education and professional social work; organizational contexts, professional values, ethics and use of self. Students meet for 3 live sessions in each seminar to discuss the organizational context, the field education process and their field experience. This serves to support the foundation of each student's integration of field experiences and academic coursework.

Field Education Seminar courses include:

- SASS 495V Field Education Seminar I (1 credit)
- SASS 495AV Field Education Seminar II (1 credit)

THE FIELD EDUCATION CURRICULUM - ADVANCED STANDING

Advanced Standing students hold a bachelor's degree in social work (BSW) from an accredited program and must be granted Advanced Standing status at the time of admission. Students entering the program during or after the Spring 2021 semester with Advanced Standing begin field education with the first of four specialized field education courses.

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

Advanced Standing Specialized field education courses include:

- SASS 653 A Field Education III (1.5 credits)
- SASS 653 B Field Education III (1.5 credits)
- SASS 654 A Field Education IV (1.5 credits)
- SASS 654 B Field Education IV (1.5 credits)

Field Education Seminars - Advanced Standing

Advanced Standing Online students are required to take one Field Education Seminar, SASS 496V. The field seminar is taught by Field Faculty, who most often serve as the student's assigned Field Advisor. The seminar introduces the student to the Mandel School's processes of field education and professional social work; organizational contexts, professional values, ethics and use of self. Students meet for 3 live sessions in seminar to discuss the organizational context, the field education process and their field experience. This serves to support the student's integration of field experiences and academic coursework at the graduate level.

Field Education Advanced Standing Seminar course:

- SASS 496V Advanced Standing Field Education Seminar (1 credit)

CONCURRENT MODEL OF FIELD EDUCATION

The Mandel School curriculum features a concurrent model in which students registering for field education courses must be simultaneously enrolled in the appropriate academic courses based upon the Pattern of Enrollment (POE). Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning; connecting classroom to field practice 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 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 or work experience.

MSSA Field Education Sequencing

- **Traditional/Non-Advanced Standing** students must enroll in generalist field education courses, including Field Education Seminars. Traditional students complete field hours and field courses typically over 7 semesters. Traditional students begin field placement and field courses during the second semester of the program in the following sequencing:
 - SASS 651 concurrent with SASS 495V
 - SASS 652A
 - SASS 652B concurrent with SASS 495AV
 - SASS 653A
 - SASS 653B
 - SASS 654A
 - SASS 654B

The SASS 653 and 654 practicum courses support the specialized field placement experiences. Each field education course/period is a prerequisite for the next.

- **Advanced Standing** students entering the program in the Spring of 2021 or later complete field hours and field courses typically over 4 semesters. Advanced Standing students begin field placement and field courses in the second semester of the program in following sequencing:
 - SASS 653A concurrent with SASS 496V
 - SASS 653B
 - SASS 654A

- SASS 654B

The SASS 653 and 654 practicum courses support the specialized field placement experiences. Each field education course/period is a prerequisite for the next.

REQUIRED FIELD HOURS

Required field hours differ depending on when students begin the program and whether they are Traditional or Advanced Standing students. Note that changes to required hours due to COVID-19 are not reflected here. Any changes will be communicated to students by the Field Department and Field Advisors.

Returning Traditional Students

Entered The Program Before Spring 2021

RETURNING TRADITIONAL ONLINE FIELD EDUCATION HOURS AND SEQUENCING					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	AVERAGE WEEKLY HOURS	TOTAL REQUIRED HOURS	LEARNING AGREEMENT
651	147	3	10-12	150	Complete Learning Agreement Planning & Evaluation
652A	147	3	10-12	150	Complete Learning Agreement Planning
652B	147	3	10-12	150	Complete Learning Agreement Evaluation
653A	147	3	10-12	150	Complete Learning Agreement Planning
653B	147	3	10-12	150	Complete Learning Agreement Evaluation
654A	147	3	10-12	150	Complete Learning Agreement Planning
654B	147	3	10-12	150	Completed Learning Agreement Evaluation
Total Hours	1,029	21		1,050	

Incoming Traditional Students

Entered The Program During or After Spring 2021

INCOMING TRADITIONAL ONLINE FIELD EDUCATION HOURS AND SEQUENCING					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	AVERAGE WEEKLY HOURS	TOTAL REQUIRED HOURS	LEARNING AGREEMENT
651	130	2	9-11	132	Complete Learning Agreement Planning & Evaluation
652A	130	2	9-11	132	Complete Learning Agreement Planning
652B	130	2	9-11	132	Complete Learning Agreement Evaluation
653A	130	2	9-11	132	Complete Learning Agreement Planning
653B	130	2	9-11	132	Complete Learning Agreement Evaluation
654A	130	2	9-11	132	Complete Learning Agreement Planning
654B	120	2	8-10	122	Completed Learning Agreement Evaluation
Total Hours	900	14		914	

Returning Advanced Standing Students

Entered The Program Before Spring 2021

RETURNING AS ONLINE FIELD EDUCATION HOURS AND SEQUENCING					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	AVERAGE WEEKLY HOURS	TOTAL REQUIRED HOURS	LEARNING AGREEMENT
652AA	147	3	10-12	150	Complete Learning Agreement Planning
652B	147	3	10-12	150	Complete Learning Agreement Evaluation
653A	147	3	10-12	150	Complete Learning Agreement Planning
653B	147	3	10-12	150	Complete Learning Agreement Evaluation

654A	147	3	10-12	150	Complete Learning Agreement Planning
654B	147	3	10-12	150	Completed Learning Agreement Evaluation
Total Hours	882	18		900	

Incoming Advanced Standing Students

Entered The Program During or After Spring 2021

INCOMING AS ONLINE FIELD EDUCATION HOURS AND SEQUENCING					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	AVERAGE WEEKLY HOURS	TOTAL REQUIRED HOURS	LEARNING AGREEMENT
653A	120	2	8-10	122	Complete Learning Agreement Planning
653B	130	2	9-11	132	Complete Learning Agreement Evaluation
654A	130	2	9-11	132	Complete Learning Agreement Planning
654B	120	2	8-10	122	Completed Learning Agreement Evaluation
Total Hours	500	8		508	

FIELD PRACTICUM HOURS

Students are required to complete Professional Development hours each semester as part of the field education requirements. Students may refer to the **Professional Development** section of this manual for additional guidance regarding Professional Development.

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.

BANKING HOURS POLICY

Students in the Online format may complete additional field hours beyond what is required for an identified field period with the approval of the agency, Field Instructor, and Field Advisor. Approved hours accumulated in a field period may be applied to satisfy the required hours of the

subsequent field period. Students may bank hours only in accordance with the rules governing the banking of field hours policy and depending upon their program of study:

Students in the online format may carry over a maximum of twenty-four (24) field hours to the subsequent field period only:

- SASS 651 to 652A
- SASS 652A to 652B
- SASS 652B to 653A
- SASS 653A to 653B
- SASS 653B to 654A
- SASS 654A to 654B

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 Advisors must agree on the most efficacious way to address learning and practice needs when considering the impact of banking hours. Students are responsible for accurately tracking any banked field hours on the Time Sheet and Learning Agreement.

Students may choose to maintain some field placement assignments during academic breaks 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 must discuss and develop any plan to complete field hours during academic breaks with their Field Instructor and Field Advisor. All Students should be afforded the opportunity to take time away from the field placement setting during extended academic breaks and are encouraged to do so.

While banking hours will afford students some flexibility in the subsequent field period, students in the Online format are not permitted to end any field period early, and must remain in placement throughout the duration of the field period. Banked hours may be used to decrease the number of weekly field hours completed, as approved by the Field Instructor and Field Advisor. Students complete field placement requirements in accordance with the course dates stipulated in the University Student Information System (SIS).

EVENING AND WEEKEND HOURS

Students are required to adjust their schedules to be in accordance with placement site and field instructor schedules in order to complete field practicum hours and meet the requirements of the placement site. For students who work full-time, the Mandel School is unable to guarantee

placement schedules that are exclusively during evening/weekend hours. An inability to accommodate the placement site's schedule and requirements may impact completion of hours and eligibility to move forward in completing the program.

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

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

FIELD EDUCATION ADMISSION CRITERIA

In order to be successfully admitted to the field education program, students must meet all applicable admissions criteria for the Mandel School.

Students enrolled in the Online format are required to complete a Student Orientation course prior to beginning the MSSA program. Prior to registering for the first semester of field courses, students must complete a Field Education Orientation. The Field Education Orientation courses are customized for Traditional/Non-Advanced Standing and Advanced Standing students. The Field Education Orientation provides an overview of the mission, philosophy, requirements and expectations of the Mandel School Field Education program.

FIELD PRACTICUM PLACEMENT PROCESS

Placement Policies

Field Practicum sites must meet specific criteria in order to be approved. Therefore the Placement Team must review all placements and the Field Education Department must approve all placements. Students may only complete field education requirements at placement sites that have been approved by the Mandel School Field Education Department. Only approved placements will count towards graduation requirements.

Students work with the Field Education Placement Team to secure field practicum sites. Students should monitor Case Western Reserve University email accounts and provide timely responses to the Field Placement Team in order to continue moving forward in the placement process. Students are expected to use their Case Western Reserve University email address

instead of a personal email address, when contacting faculty, staff, Field Advisors, the placement team and placement sites.

Case Western Reserve University values Field Practicum as an integral part of the program experience and will make every reasonable attempt to place students as close as possible to the preferred placement address. However, if there are insufficient resources for quality placement sites in a student's area, the student may need to travel to complete field practicum requirements. All travel to and from practicum locations is completed at the expense of the student. **Students may not reject an approved placement solely on the basis of site distance or required travel time.** Students may be required to travel up to 60 miles for the field placement.

The placement process cannot begin if the student does not have an address where they will reside once field practicum begins. If relocation occurs prior to or during the field placement, a leave of absence may be necessary until the placement team is able to secure a placement in the new area. In an effort to minimize disruption to the program of study, students are requested to provide a minimum of one semester of written notice prior to relocation. Placement is not guaranteed for students who do not adhere to the program expectations and provide advanced notice.

While The Mandel School makes every effort to secure a successful placement prior to the beginning of the first field education course, this is not always possible. A variety of circumstances may impact the placement team's ability to place a student on time, including regional limitations, state regulations, student relocation, delayed or lack of communication with the placement team, student background check issues, and supervisor or site availability. It may be necessary for a student to defer until a placement can be secured. In some cases, it may be necessary to travel additional distances to fulfill placement requirements.

The field practicum portion of the program is an ongoing and required commitment to earning a degree and students should expect to spend an average of 10-12 hours per week in field during each semester of the MSSA program. Students are required to adjust their schedules to be in accordance with placement sites and field instructor schedules in order to complete field practicum hours and meet the requirements of the practicum site. For students who are enrolled in the program and are working full-time, The Mandel School is unable to guarantee placement schedules that are exclusively during evening/weekend hours. An inability to accommodate the placement site's schedule and requirements may impact a student's eligibility to move forward in completing the program.

Initial Placement Process

Students begin working with a Field Placement Specialist upon enrollment in the program. Students will be sent an Intake Form which will gather information that is pertinent for the Placement Specialist to find a suitable field placement for the student. In order for the Placement Team to begin work on your placement, please submit this electronic Placement Form within 3 business days of receipt of the form. The Placement Team cannot begin

searching for a field placement site until the form is received so it is imperative you complete it as soon as possible.

Once the Intake Form is submitted, students will receive an email from their Placement Specialist asking to set up an Introduction Call. This call will allow the student and Placement Specialist to get to know each other and address questions that will further assist in the placement search process. After the Introduction Call, the student will receive a follow-up email from their Placement Specialist recapping the field placement timeline and expectations. This email we explain additional steps students must complete to assist in the placement process. These steps must be completed in order for the placement team to begin searching for a field placement site. Students should monitor Case Western Reserve University email accounts and provide timely responses to the Field Placement Team.

Students will be contacted by the Placement Specialist when an appropriate site has been found. Students will receive an interview notification at this time and are responsible for contacting the agency to coordinate the interview. If students would like an update on the placement search prior to a placement being found, they should contact their Placement Specialist.

Students are expected to interview at placement sites that have been found and approved. Students should contact the Placement Specialist after their interview to inform them of the outcome. In situations where the student is not accepted by the site, or there is a significant reason why the site will not be appropriate for the student, the Placement Specialist will continue the placement search.

Placement Referrals

The partnership between students, the Field Education Department and the field placement team is essential to ensure timely field education placement. The placement team often relies on the student's knowledge of local resources within and around their community to assist in the placement process. Students are welcomed and encouraged to submit referrals for agencies in their area that may serve as quality placement sites. Students are not limited in the number of referrals they can submit.

A referral is a potential Field Instructor and/or agency that a student would like to recommend for their field placement. The referral must be for an agency and/or Field Instructor that the student has made contact with and has either expressed an interest in hosting them or agreed to host them for placement. Referrals are not lists of agencies or contacts. The field placement team encourages students to network, rather than cold call agencies in their area. Please note that submitting a referral does not guarantee that the placement will be approved.

For Advanced Standing students, referrals must be submitted as part of your application to the Mandel School. Referrals cannot be accepted after you have submitted your application. Traditional students should submit their referrals 60 days prior to the start date for the semester in which placement begins. This deadline provides the field placement team enough time to collect all the required documentation and for the Field Department to approve the placement.

Once a referral is submitted, the field placement team will reach out to the primary contact on this form at least 3 times via phone and email over the course of two weeks. Your placement specialist will provide you an update at the end of the two week period.

Specialized Placements

Traditional MSSA students without Advanced Standing have the opportunity to select two field placement settings over the course of their degree. Students are required to complete the Generalist field practicum courses (651 and 652 A/B) in one placement setting and may elect to request a second setting for the Specialized field practicum courses. Students may elect to remain in the same placement setting for both the Generalist and Specialized portions of the program, provided the required learning opportunities are available for Specialized field practicum and align with the student's concentration.

Students wishing to change placements for the Specialized portion of field education must submit a request prior to the completion of 652A. Students considering this change should first contact their Field Advisor to discuss this well before the end of the 652A semester as placement change requests must be approved by the Field Advisor. If the student's Field Advisor approves a Specialized placement change, they will provide the student with a link to the Placement Change Request Form. Students must submit the Placement Change Request Form prior to the last day of the 652A semester. Students who do not participate in the specialized field placement selection process during 652A will be required to remain in their generalist placement setting for the duration of the program.

Students may not terminate or switch field placement settings at any point without the prior written approval of the Field Education Department. Please refer to the section of this manual titled **Field Placement Reassignment/Change of Placement Request** for additional information.

Employment-Based Placement

At the Mandel School, our collective focus is to support students in defining and maximizing learning needs and goals within the context of their specific field setting. An approved employment-based placement is not a situation in which a student gets credit for work experiences. It is a field placement with an educational focus that occurs under specific circumstances within the student's place of employment and in which the student is engaged in field activities that provide new learning experiences. Students are not permitted to receive field education credit for work-related experiences or responsibilities.

Students who wish to have employment based field placements considered for approval must submit an Employment-Based Field Placement Application to the placement team at the beginning of the placement process. The employment setting must meet all agency and Field Instructor requirements and expectations as outlined within this manual. An individual other than

the student's employment supervisor who has met all of the Mandel School's requirements to provide field instruction must supervise the student. The identified Field Instructor should also not occupy a dual relationship with the student. In the event a dual relationship exists, the student must immediately disclose the nature of the relationship to the Field Advisor.

Field placement time must be spent within a clearly delineated student role, in which field education tasks and assignments are completely different from employment responsibilities and the appropriate supports for competency focused social work learning are in place. The Mandel School Field Education Department must approve all field placement settings before a student may begin completing field hours.

In the event a student should wish to accept employment at their field placement agency, the student and Field Instructor should consult with the Field Advisor prior to the beginning of employment. The consultation will require the student to submit a copy of the job description for the employment position they are considering to ensure work activities do not mirror field activities. The consultation is also designed to implement proper procedures to avoid any conflicts of interest, ethical concerns or boundary issues, as well as to 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.

RELEASE OF INFORMATION

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

FAILURE TO SECURE A FIELD PLACEMENT

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Advisor will contact the student to discuss the reasons for each placement site's decision, 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 four or more placement site interviews, the Field Advisor may petition the Dean's Consultation Committee for review and advisement. Additional planning for field placement may not begin until a Dean's Consultation Committee meeting is held or an alternative action plan is developed as

determined by the Field Education Department. Students without an approved field placement may be unable to move forward with the MSSA program.

FIELD PLACEMENT REASSIGNMENT/CHANGE OF PLACEMENT REQUEST

In the event that a student, Field Instructor or Task Supervisor has concerns or questions regarding the viability of a placement, they should contact the assigned Field Advisor immediately. Students, Field Instructors and Task Supervisors are encouraged to discuss concerns that arise as part of the course of communication and supervision within a placement, but if the concern continues, further communication with the Field Advisor is needed and a meeting will be convened by the Field Advisor to facilitate a discussion and problem solving process. In some circumstances, a decision may be made to move the student to a different field placement setting. When a field placement change is required, the student may be delayed in completing field education hours and course requirements. In this circumstance, the student and Field Advisor will work to identify possible next steps and options.

Students who do not have the opportunity to develop the required field education competencies or that have not successfully completed a minimum of three-quarters (75%) of the field hours required for their respective course may not be permitted to register for the subsequent field period. Refer to the section of this manual titled **Field Education Grading Criteria** for additional information.

Students may not terminate or switch field placement settings at any point without the knowledge and involvement of their Field Advisor and the Field Advisors prior written approval. Students must participate in problem solving discussions and meetings with their Field Advisor and Field Instructor before the Field Department will decide on or approve a change of field placement.

Students are not permitted to have more than one field placement site at a time. Exceptions may be made only in extenuating circumstances and with the prior approval of the Field Education Department. Exceptions are dependent on multiple factors including but not limited to consistent oversight and supervision by the students Field Instructor.

FIELD PLACEMENT AGENCY SELECTION & MONITORING

Placement Selection

The Mandel School Field Education Department is affiliated with hundreds of agencies across the United States. Agency availability for student field placements changes continually in response to a number of factors, including funding, staffing, capacity for student supervision &

field instruction, and the needs and service priorities of each organization. As a result, a number of field placement settings may not be available in any given year.

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

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

During the placement process the Placement Team and Field Department make a formal assessment of all potential agencies as to the range of activities available to students and ability to provide appropriate field instruction and comply with the requirements mandated by the Council on Social Work Education (CSWE) & the Mandel School. Not all potential field placement sites will be vetted. The Field Education Department makes the determination if a potential site will be considered for a new field placement.

Each new potential field placement site must also complete an electronic Agency Qualification Form including a Field Instructor/Task Supervisor Application. The designated Agency Liaison/contact will complete the Agency Qualification Form which identifies 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 email to the contact information provided on the electronic application for the Field Instructors and Task Supervisors which will include a Case Western Reserve University Affiliate ID and instructions and login information for IPT.

Additional information is also sent regarding required Field Instructor/Task Supervisor training. Training events are offered several times throughout the year on campus and via livestream for remote participants. Additional information can be provided by Mandel School Field Advisors during the course of the academic year.

A formal Affiliation Agreement between the Mandel School and all field placement agencies must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost, or designee in order for the agency approval process to be completed. 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 Placement Specialist or the Assistant Dean of Field Education. Refer to the section of this manual titled **Affiliation Agreement** for additional information.

Placement Monitoring

Monitoring the quality of field instruction and field placement settings is a continuous process. Field Advisors maintain phone, email, and virtual meeting contact with Field Instructors and Task Supervisors throughout the year. A field conference is held during each field period and provides a structured and individualized opportunity for the student, Field Instructor, Task Supervisor (if assigned) and Field Advisor to discuss and evaluate the student's objectives, activities, use of supervision, competency development and overall progress. An agency evaluation is completed by the student at the conclusion of the generalist and specialized field periods. General student feedback is collected and considered throughout the year regarding field placement site experiences. In turn, Field Instructors monitor the field education program and student experiences through their feedback to Field Advisors and the Field Education Department.

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

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

AFFILIATION AGREEMENTS

The Mandel School will enter into an Affiliation Agreement with agencies accepted for educational partnership with the University. Unless otherwise required by an agency, the Mandel School will provide a copy of the Universities Affiliation Agreement for use. All agreements are submitted for review and processing to the Assistant Dean of Field Education. Agreements must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost or designee. The Affiliation Agreement clarifies the responsibilities of each party and protects the educational purposes of the practicum. The student may not begin placement until a fully executed agreement has been established.

PROFESSIONAL LIABILITY COVERAGE

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care. Requests for proof of professional liability coverage for Mandel School students should be sent to the attention of the 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. To learn more about this malpractice insurance, contact NASW Insurance Trust at: <http://www.naswinsurance.org/>.

STUDENT'S FIELD EDUCATION RIGHTS

Mandel School students have the right to:

1. 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.
2. Weekly individual meetings with the Field Instructor.
3. Assigned field education tasks specifically enumerated in the Learning Agreement which serve an expressed educational purpose.
4. Expect that no field education task will be assigned that violates the ethics and values of the profession.
5. Due process if a problem arises related to the student's performance or behavior in the field. The Field 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.
6. Participate in the field evaluation process and the opportunity to discuss the evaluation with the Field Instructor and Field Advisor.
7. 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.

FIELD INSTRUCTOR QUALIFICATIONS & REQUIREMENTS

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

Field Instructor Qualifications

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

Requirements

- Complete a Field Instructor Application.
- Provide a resume and copy of the 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 in all 10 Competencies on the Learning Agreement. 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, micro, mezzo and macro.

- Students must be observed in practice by the Field Instructor several times 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.

Supervision is an essential part of a student's experience in field education. Mandel School Field Instructors serve a critical role in planning, implementing and evaluating the student's educational program and professional development. Field Instructors are required to provide 60-90 minutes of in person, face-to face, weekly individual 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, discussion of student observation with feedback, 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 in all 10 competencies. **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 several times a year through the Field Education Department. Several in-person and virtual training dates are offered each year for new and experienced Field Instructor/Task Supervisors to review field education program requirements and expectations and to support Field Instructors in providing effective

supervision to students. Field education training events are typically approved for continuing education units through the Ohio Social Worker, Counselor and Marriage & Family Therapist (CSWMFT) Board. Participants are provided with content, case discussion and examples to support students in developing assignments within each required component of social work practice. Trainings also include information regarding the School's philosophy, curriculum, and current issues related to field education. Participants are instructed in the use of the Learning Agreement and student evaluation. The Assistant Dean of Field Education facilitates campus-based and virtual training opportunities in conjunction with Mandel School Field Advisors, faculty and invited presenters.

Field Instructors and Task Supervisors that are unable to attend on the on-campus/virtual trainings due to scheduling conflicts have access to virtual training event recordings. Mandel School Field Advisors also play a critical role in supporting and training Field Instructors and Task Supervisors. Individualized support and training are provided through conference discussion and phone or virtual meetings.

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

EXTERNAL FIELD INSTRUCTORS

The Mandel School recognizes there are a number of social service agencies that could serve as quality field placement sites, but do not have the prerequisite credentialed professional (MSW/MSSA plus two-years post graduate experience) on staff to provide field instruction. Under such circumstances, the Field Education Department will allow for the agency or student to identify a qualified Field Instructor not directly employed by the agency to provide instruction. Potential External Field Instructors must complete a Field Instructor Application, and provide their resume and Masters of Social Work degree to the placement team in order to be reviewed and approved by the Field Department.

The individual may or may not be affiliated with the agency as a current or former Board member, volunteer, ex-employee, employee of a partner agency or contractor. Professionals not associated with the agency but having knowledge of the scope of services provided and client population served by the agency can also be explored. Generally, an agreement to provide supervision by an External Field Instructor is done at no cost and demonstrates a commitment to the agency, student and profession. While agencies may choose to pay External Field Instructors for their service, students can not provide payment to External Field Instructors under any circumstances.

The External Field Instructor assumes the role and responsibilities as listed below. The availability of External Field Instructors as facilitated by the Field Education Department is limited and cannot be guaranteed.

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 10 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.

Student

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

1. Participate in scheduled agency orientation provided by the field organization. If the orientation is scheduled prior to the official start of the field period there must be an agreement reached collaboratively between the student, Field Instructor and Field Advisor addressing potential liability issues and accommodations for accumulated field hours.
2. Respect and articulate the distinction between student learner and agency/organization employee.
3. Schedule and attend one hour of weekly individual supervision. Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning needs, goals and objectives.
4. Proactively schedule the field conference with the Field Instructor and Field Advisor during each field period to review the Learning Agreement evaluation, discuss progress, and identify any barriers to learning.
5. Perform the identified tasks and activities documented in the Learning Agreement by the deadlines agreed upon with the Field Instructor and Field Advisor.
6. Be attentive to and address and ameliorate dual and/or multiple relationships. Seek consultation and direction from the Field Instructor and/or Field Advisor as needed.

7. Proactively identify and discuss problems or barriers to learning, receiving supervision, completing field hours or other field education requirements with the Field Advisor and Field Instructor.
8. Inform Field Instructor and Field Advisor of potential disruptions of field education in advance, or as soon as possible.
9. Practice, demonstrate and adhere to the Mandel School Code of Conduct and Field Education policies/expectations in all interactions.
10. Report any field placement safety concerns to the Field Instructor and Field Advisor.
11. Demonstrate professional and responsible behavior, dress and conduct within the field placement setting.
12. Communicate in a professional, effective and timely manner in interactions with other students, Field Advisor, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals involved with the field education placement and experiences.
13. Respect and comply with the protocol of the field organization to support and promote the agency's mission.
14. An Ohio Social Work Trainee (SW-T) credential, background check/fingerprinting or health/drug screenings may be required by certain field organizations for students in Ohio. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements during the placement interview or prior to accepting a placement. The student may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field placement organization screening, health or background check requirements. Failure to complete or pass required background checks, health or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.
 - Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.
 - Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
 - Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>

15. Provide the Field Instructor with copies of course syllabi to be utilized in support of the integration of learning and the collaborative development of the Learning Agreement.
16. Complete all field education course requirements in their entirety by the established due dates indicated in course syllabi.
17. Retain a copy of all field education documentation, including all time sheets, Learning Agreements and related information.
18. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department (www.runipt.com). Maintain system access and password.
19. Should a student be terminated or requested to leave a field placement organization, the student is responsible for immediately reporting this to the assigned Field Advisor.
20. Student conduct or performance issues may result in field hours being suspended, either temporarily or permanently.

Field Agency Liaison

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

The roles and responsibilities of the liaison may include:

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

The Field Instructor

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

Their roles and responsibilities include:

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

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. Attend and participate in field conference(s) and provide oral/written input to the Field Instructor to evaluate the student's performance.
6. If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor's contributions into the overall educational experience.
7. Respect and articulate the distinction between student learner and agency/organization employee.
8. Be attentive to, address and ameliorate dual and/or multiple relationships.
9. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department (www.runipt.com). Maintain system access and password.
10. Check and sign student time sheets. Sign completed Learning Agreements.

Field Advisor

The Mandel School Field Advisor coordinates all aspects of field education including approval of agency/student placement, approval of Field Instructors, teaching the field seminars and field courses, providing field support to students and Field Instructors, and evaluation and grading of student performance.

Their roles and responsibilities include:

1. Develop working relationships with students and field organizations.
2. Provide general advice and professional guidance regarding all social work practice related issues and concerns.

3. Participate in the field conference with the student and Field Instructor during each field period.
4. Approve and develop new field sites.
5. Teach the field education seminar courses.
6. Serve as the instructor for field education courses and assign student grades.
7. Evaluate and review field education policies and procedures.
8. Develop field curriculum.
9. Work collaboratively with faculty and other University administrators as a member of the student's educational team.
10. Maintain accessibility to students and field organizations.
11. Facilitate and offer consultation in all aspects of the field placement process.
12. Provide written feedback to students relative to field performance and the implementation and utilization of field education documentation.
13. Respect and articulate the distinction between student learner and agency/organization employee.

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 Advisor
3. Complete all necessary procedures related to the acceptance of the student as an intern at the agency.
4. Provide the student with orientation and training to the agency, including policies and procedures, Health Insurance Portability and Accountability Act (HIPAA) requirements, safety protocols and all other performance expectations.
5. Provide the Field Education Department with descriptive agency information.
6. Model and teach the values and ethics of the social work profession throughout the agency.
7. Provide a Field Instructor who minimally has a Master's Degree in social work plus two year's postgraduate experience.
8. Arrange for the appropriate scheduling or workload accommodations that will allow the Field Instructor sufficient time each week to supervise student placements. MSSA

students are required to receive 60 minutes per week of in person, face-to-face field instruction/supervision.

9. Provide the Field Education Department with all required education and licensure documentation of the Field Instructors(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.
10. Fulfill the requirement of completing an Affiliation Agreement between the University and the agency.
11. Take all reasonable measures to ensure student safety.
12. Ensure that students are provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice.
13. 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.
14. Comply with all policies and procedures outlined in the Field Education Manual and the Family Educational Rights and Privacy Act (FERPA).
15. Provide access to the necessary tools, space and resources (e.g. telephone, computer, office supplies, and adequate space) for the student to effectively work in the field.
16. 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.

Mandel School

1. Provide a general orientation to Field Instructors and Task Supervisors regarding the policies, procedures and practices of the Mandel School Field Education Department.
2. Instruct students to comply with all required health screening, immunizations, criminal background checks and all other pre-employment requirements of the agency.
3. Monitor and address identified student conduct and performance issues.
4. Provide the agency with the necessary forms and documentation required by students and Field Instructors.
5. Provide opportunities for membership on the Mandel School Field Education Advisory Council as available.

6. Provide opportunity for Field Instructors and Task Supervisors to attend training seminars, field presentations and colloquia.
7. Maintain compliance with the regulations, policies and procedures of the Council on Social Work Education (CSWE).
8. Provide proof of negligence/malpractice insurance coverage to cover the student's field related activities.
9. Provide a designated Mandel School Field Advisor to discuss all issues relevant to and impacting the field education experience.
10. Provide the agency with timely notification of any changes in the procedures and policies governing the Field Education Department.
11. Monitor the quality of the field instruction to ensure compliance with departmental, School, and University policy.
12. Provide Field Instructors with access to designated library services of the Mandel School.
13. Facilitate and offer consultation in all aspects of the field placement process.

FIELD INSTRUCTOR & TASK SUPERVISOR BENEFITS

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

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

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

FIELD INSTRUCTOR & TASK SUPERVISOR TRAINING

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

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

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

Training for experienced Field Instructors is also offered. Some topics include, but are not limited to: Supporting International Students; Ethics; Improving the Supervisory

Process; and Integrating the Curriculum with Field Practice. Other topics are developed based upon requested interest and programmatic need. Additionally, at the conclusion of each academic year, the Field Education Department hosts an appreciation training and recognition luncheon for Field Instructors and Task Supervisors. Free CEUs are provided upon completion of most trainings. Most training opportunities are also offered virtually to provide access for remote participants. Information regarding current and past Mandel School Field Education training events can be found at <http://msass.case.edu/fieldedu/field-instructor/>.

FIELD INSTRUCTOR ADVISORY COMMITTEE

The Mandel School values the input and expertise of Field Instructors and welcomes their participation on a number of curricular committees. As such, Field Instructors are invited to participate on a number of Mandel School committees, including the Curriculum Committee and the Committee on Students. The Field Education Department also appreciates the knowledge and perspective of Field Instructors and Task Supervisors and invites their participation on the

Field Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the 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 when issues arise that require consultation.

AFFILIATION AGREEMENTS

The Mandel School will enter into an Affiliation Agreement with agencies accepted for educational partnership with the University. Unless otherwise required by an agency, the Mandel School will provide a copy of the Universities Affiliation Agreement for use. All agreements are submitted for review and processing to the Assistant Dean of Field Education. Agreements must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost or designee. The Affiliation Agreement clarifies the responsibilities of each party and protects the educational purposes of the practicum. The student may not begin placement until a fully executed agreement has been established.

PROFESSIONAL LIABILITY COVERAGE

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care. Requests for proof of professional liability coverage for Mandel School students should be sent to the attention of the 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. To learn more about this malpractice insurance, contact NASW Insurance Trust at: <http://www.naswinsurancetrust.org/>.

STATE OF OHIO SOCIAL WORK TRAINEE (SW-T)

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

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

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

MANDEL SCHOOL STUDENT FIELD EDUCATION ORIENTATION

Beginning a field education placement can be an exciting but anxious time for students. Field education orientation is provided through Atrio for all incoming students as a component of the orientation process of the Mandel School. Field education orientation is designed to provide students with general information regarding their upcoming field placement experiences.

Students receive continued orientation regarding the field education process within the field seminars, through field education course resources and through field conferences and other meetings/supports provided by Field Advisors. Throughout each semester, Field Advisors are available to further orient students, answer questions and address concerns. Students are encouraged to reach out to their Field Advisor if they would like assistance, have questions or foresee any potential issues that could impact their field experience.

FIELD AGENCY ONBOARDING PROCESS

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

- Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.

- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
- Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>

Mandel School students are not permitted to miss any class or course requirement in order to participate in any field related activity, including 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 first field period there must be an agreement reached collaboratively between the student, Field Instructor and Field Advisor addressing potential liability issues and accommodation for accumulated field hours.

FIELD 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.

WEEKLY FIELD INSTRUCTION/SUPERVISION

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

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

Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories

and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Observation of the student's practice and timely feedback from the Field Instructor are essential elements of field education and should also be incorporated into weekly supervision meetings. Students should be directly observed in practice by the Field Instructor during each field period.

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

THE FIELD CONFERENCE

Field conferences serve two primary functions. 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.

A field conference is conducted each semester, but the type of field conference and the parties included depend on the field course in which the student is enrolled. During the first semester of placement, Traditional students enrolled in SASS 651 have student only small group conferences. In the second half of the semester students have an individual field conference which must include the Field Advisor, student, Field Instructor and Task Supervisor, if applicable. After SASS 651, the type of field conference depends on whether students are enrolled in A or B field courses. For SASS 652A, 653A and 654A, students will attend a student only small group field conference. For SASS 652B, 653B and 654B, Field Advisors, students, Field Instructors and Task Supervisors must attend an individual field conference.

Field Advisors will inform students of date and time options for scheduling both small group and individual conferences. It is primarily the student's responsibility to coordinate with Field Instructors and Task Supervisors to schedule the individual 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 Atrio. Finding a date that will be acceptable for all parties may be difficult when not initiated early in the scheduling process.

During the individual field conferences, the Learning Agreement evaluation is discussed, so it is important that both the Field Instructor and student complete the evaluation portions, including ratings and summary questions, prior to the conference date. 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.

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 documents relevant to field education such as the Learning Agreement, Time Sheets and Interim Evaluation. IPT allows students, Field Instructors, and Task Supervisors to access and customize their detail page of demographic information. Students, Field Advisors, Field Instructors and Task Supervisors each have their own IPT account with unique logins, but can mutually view, complete and electronically sign the Learning Agreement, Time Sheets and Interim Evaluation in real time.

A computer and web browser are required to access the Learning Agreement, Time Sheets and Interim Evaluations throughout the semester. All documents are assigned and completed by the student, Field Instructor and Task Supervisor in IPT.

Every student will receive IPT login information and instructions via email. Field Instructors and Task Supervisors will receive their login information by email once the placement approval process is complete.

- An IPT tutorial for students is available at http://msasswww.case.edu/ipt_training/StudentIPTFolder/index.htm.
- A Field Instructor tutorial can be accessed at http://msasswww.case.edu/ipt_training/FieldInstrIPTFolder/index.htm
- Access IPT at: www.runipt.com

FIELD EDUCATION TIME SHEETS

Time sheets ensure that students complete all required field hours and spend their time in field placement appropriately. Students are required to track and record all field placement hours, activities and dates of supervision on their time sheets and have them signed by all parties. All field education time sheets must be completed and signed in the Intern Placement Tracking system. The time sheet must accurately reflect the student's field placement hours, activities and weekly supervision dates. Students must provide sufficient information related to their field activities to account for the hours logged on the time sheet. Each time sheet must be electronically signed by the student, Field Instructor and Task Supervisor (when applicable), and Field Instructors and Task Supervisors should review the time sheet before entering their electronic signature as their signature is their approval of the timesheet contents. 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 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 should not include Professional Development hours as these are added to the Learning Agreement in the Professional Development hours table. Time sheets delinquent by more than 30 days may result in the suspension of field hours. Any accumulated hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours.

THE LEARNING AGREEMENT

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

- A new Learning Agreement must be developed and completed for each field period. All Learning Agreements are made available to students and assigned Field Instructor/Task Supervisors in the Intern Placement Tracking System (IPT).
- The Generalist Learning Agreement is assigned for SASS 651 and 652.
- During SASS 651, the Learning Agreement planning section and evaluation section are completed in one semester.
- During SASS 652A, the Learning Agreement planning sections are completed, and during SASS 652B the evaluation sections are completed.
- The Specialized Learning Agreement is assigned for SASS 653 and 654
- During SASS 653A and 654A, the Learning Agreement planning sections are completed.
- During SASS 653B and 654B, the Learning Agreement evaluation sections are completed.
- The student and Field Instructor collaborate to develop the major learning goals, "Objectives" 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 during each Learning Agreement.

- Each field period, the learning goals/Objectives and implementation plans outlined in the Learning Agreement are discussed and confirmed in the field conference. 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 small group field conference and evaluated prior to the individual field conference. The Field Advisor also serves as a resource for students and Field Instructors in the development of the Learning Agreement.
- Learning goals and implementation plans for each practice behavior should be reviewed during field supervision throughout the field period to assure that learning is progressing.
- Near the conclusion of each field period, the student and Field Instructor each assess and evaluate the student's learning and progress.
- Only those objectives and tasks documented within the Learning Agreement can be reflected in the field education time sheets and counted as approved field hours.
- The Learning Agreement is a primary requirement of each field period. Failure to complete or meet deadlines for the completion of the Learning Agreement by the due dates outlined in the syllabus may result in the suspension of field hours.

Traditional students in the Online format complete four (4) Learning Agreements (SASS 651, 652, 653 and 654). Advanced Standing Students complete three (2) Learning Agreements (SASS 653 and 654).

FIELD EDUCATION EVALUATION AND GRADING CRITERIA

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

Generalist Rating Scale

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



RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	Demonstrates <u>advanced</u> competence 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>competence</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</u> competence 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</u> competence 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</u> competence 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 653, SASS 654 and their equivalents.

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	Demonstrates <u>advanced</u>	Consistently demonstrates an <u>advanced level of competence</u> at the specialized level of social work practice. Activities are consistently

	competence at the SPECIALIZED level	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>competence</u> at the SPECIALIZED level	Demonstrates competent performance at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a specialized level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
2	<u>Developing</u> competence at the SPECIALIZED level	Developing competence or beginning to perform at the specialized level. Some activities are managed in a competent manner consistent with what would be expected of a 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 inconsistent competence and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the specialized level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	<u>Does not demonstrate</u> competence at the SPECIALIZED level	Does not demonstrate competence 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 Advisor by the required due date specified each semester. Each completed document is then assessed and reviewed by the student's Field Advisor. The Field Advisor assigns grades for each field period. The final grade is earned by the student based on a synthesis of:

- Successful completion of the Learning Agreement and Evaluation by the required due date.

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

Modal Learning Agreement Ratings

Students are expected to continually advance their skills and areas of competence over the course of each field period. In the generalist curriculum, students take the first two field education practicum courses, SASS 651 and SASS 652 or their equivalents. Students begin to develop the required generalist skills and competencies in SASS 651. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 652, students are required to have achieved competence at the generalist level. The modal rating that reflects competency at the generalist level is a 3-4, as described in the above table and dependent on each student’s individual progress and performance.

In the specialized curriculum, students take field education practicum courses SASS 653 and SASS 654 or their equivalents. Students begin to develop the required specialized skills and competencies in SASS 653. Modal ratings that reflect emerging competence at the specialized level range from 0-2, as described in the table above. By the conclusion of SASS 654, students are required to achieve competence at the specialized level. The modal rating that reflects competency at the specialized level is a 3-4, as described in the above table and dependent on each student’s individual progress and performance.

The grading rubric for each field course 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 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:

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

The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field 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 Advisor. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "NP" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the MSSA Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>.

PROFESSIONAL DEVELOPMENT HOURS (PD)

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. Please refer to the Field Hours charts above for the number of field hours required. The rationale for establishing this requirement supports the development of the student as a "life-long learner" and recognizes the richness of opportunities available within field organizations, academic environments, and the community. Students are encouraged to pursue a diverse range of

activities to satisfy this requirement, thus fostering exposure to practice areas beyond the scope of their particular field experience or area of concentration.

Examples of potential Professional Development activities include:

- Attendance at professional conferences
- Special trainings, presentations and colloquia at field organizations, the Mandel School, other university settings and the community.
- Participation in meetings and trainings that are a normal part of the field agencies operations should be counted as field hours rather than professional development hours.

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

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

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

Members of the Mandel Council and Executive Members of Student Organizations may earn up to 6 PD hours in each field period for activities related to the Mandel Council. Students may also petition the 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 Advisor.

Students record all Professional Development activities on the Learning Agreement. Professional Development hours cannot be used as field hours and should not be reflected on the 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 Advisor.

FIELD ABSENCES

All absences from field must be made up in order to reach the required hours necessary for the completion of each field period. Students who are absent from their field placements for any reason must incorporate a plan to address the deficit hours. Reasons for absences may include circumstances such as illness, death of a family member, family emergencies, school or agency closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor. In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage.

Field placement absences and the reason for the absences should be reflected on time sheets. Students who fall behind on field hours due to absences or any other reason should notify their Field Advisor immediately so that they can ensure that a plan has been developed and approved to make up hours. Field Advisors can assist in the development of this plan if students and/or Field Instructors wish assistance.

Students who are habitually absent from the field placement or who do not appropriately notify the placement of plans to be absent may be suspended or dismissed from the placement and may be referred to the Dean's Consultation Committee and/or the Committee on Students based on review of the circumstances by the Field Advisor and 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 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.

CONFLICT OF INTEREST

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

SAFETY IN THE FIELD

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

- Students are not permitted to restrain clients under any circumstances nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an agency supervisor while completing home visits or other off-site activities. The field placement agency must always be aware of the student's location when conducting home or community based activities.
- Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.
- Students are not permitted to handle or distribute medications.
- Students are not permitted to drive clients in their personal or agency automobiles without the proper insurance coverage.
- Students are not permitted to work with potentially violent clients without the proper supervision and oversight.
- Students are not permitted to work with clients who have demonstrated a history of violence or aggression towards staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work.

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

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

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

HOME VISITS

Home visits are a regular part of many field placements. Even if they are not, a home visit may be clinically indicated in certain situations. All field placement agencies are expected to take appropriate measures to ensure the safety of all students. At a minimum, the same safeguards provided to staff must be provided to students. Students may also require additional support and security provisions. Students are expected to receive the appropriate training and preparation before engaging in any home visits. When completing home visits or other off-site field placement activities, students must be able to access the Field Instructor or another agency supervisor by phone. The field placement agency must always be aware of the student's location when conducting home or community based activities. Refer to the section of this manual titled Safety in the Field for additional information regarding expectations and precautions for students 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 vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the agency should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. An Insurance Rider may be required. Students are encouraged to contact their

insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or agency clientele involving personal vehicles or the transportation of clients.

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

USE OF TECHNOLOGY IN SOCIAL WORK PRACTICE

The Mandel School encourages students to carefully review the NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice, which can be located on the NASW website at:

https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINALPOSTING.pdf

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

Social Media Policies

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

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

STUDENT DRESS CODE

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

NONDISCRIMINATION STATEMENT

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

DISABILITY ACCOMMODATIONS

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

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, students should contact the Office of Disability Resources (ESS, Sears 470). The staff there will work with each student to verify the need for specific accommodations. When an accommodation is approved, the Office of Disability Resources will provide the student with the appropriate information to share with the Field Advisor. Once receiving an accommodation, the student should make an appointment to meet with the Field Instructor and Field 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 Advisor and Field Instructor in order to apply to field education courses or field placement activities and requirements. The Field Advisor and Field Instructor will work collaboratively with the student to develop a plan to best meet the identified learning needs. Information regarding the nature of a student's disability is confidential and is not shared by the Office of Disability Resources with the Field Advisor or Field Instructor.

Accommodations cannot be implemented retroactively; therefore, it is in the best interest of the student to notify the Field Advisor and Field Instructor of approved accommodations in a timely manner. For additional information regarding disability resources and the process of obtaining

an accommodation, please contact the Office of Disability Resources or visit: <https://students.case.edu/academic/disability/>.

RELIGIOUS HOLIDAYS

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

CULTURALLY COMPETENT PRACTICE

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

MANDATORY REPORTING/DUTY TO WARN

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

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

DIFFICULTY IN THE FIELD

There are several ways in which the Mandel School supports students who experience difficulty in the field. The major effort is through consultation, advising and support. In the field placement

setting, students experiencing difficulty are encouraged to discuss concerns directly with the Field Instructor and Task Supervisor (as appropriate), and in the School setting: the Field Advisor, Assistant Dean of Field Education, Director of International Affairs or the Associate Dean of Student Services.

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

Students Concerns

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

Placement's Concerns

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

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives, required field practicum hours or in acquiring the required social work competencies.
- Inadequate concern and sensitivity for human needs.
- Violating professional boundaries with clients/client groups and/or staff.
- Inability to integrate theoretical concepts into practice.

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

In some cases, a significant extension of time in the field placement may be indicated to appropriately address a remediation plan. If performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete may be requested at the end of the semester, in accordance with Mandel School policy. The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor and Field Advisor must agree to the plan. The 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 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 all field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the MSSA Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>. Refer to the section of this manual titled Field Education Grading Criteria for additional information.

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

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

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

CHANGE OF FIELD ADVISOR REQUEST

Students requesting a change in their assigned Mandel School Field Advisor must make the request in writing to the 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 or designee will consult with the

student and Field Advisor prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Advisor will meet to discuss the need for a change of advisement before making the written request to the 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 Advisor to the Assistant Dean of Field Education.
3. If the request for a change is granted, the Assistant Dean of Field Education or designee will inform the student, the current Field Advisor, and the newly assigned Field Advisor of the change. The current and new Field Advisors will consult with each other regarding the advisement that has occurred. Approved changes in Field Advisors can only be implemented at the conclusion of a field period, as Field Advisors serve as the instructors for field education courses. Instructors may not be changed while a course is in progress.
4. If the request for a change is denied, the Assistant Dean of Field Education or designee will notify the student and Field Advisor of the decision and the rationale for preserving the original assignment.
5. An appeal of the Director's decision must be made to the Office of the Associate Dean in writing within five days of notification.

Students should be aware that a request for a change of Field Advisor will be impacted by the availability of an alternate Field Advisor who is teaching the field course that the student requires. If no alternate Field Advisor is teaching the students required field course, a change can not be made and an alternate plan will be determined.

FIELD PLACEMENT WITHDRAWAL

Field education is distinct from most other courses in that field placement in the community entails not only the educational objectives of the student, but also professional responsibilities to clients, organizations and the community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of the Field Instructor to balance the educational needs of the student with those of the placement agency and the clients, client groups and communities that 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 Advisor and the Field Instructor to discuss the intent to withdraw. Together, the student, Field Advisor and Field Instructor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be

successfully completed before moving onto subsequent field periods. The student should follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar's Office.

PROFESSIONAL CODE OF CONDUCT

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

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

Any student, whose performance within the field placement site constitutes a breach of the NASW Code of Ethics, and/or the Mandel School Professional Code of Conduct, will be referred to the Dean's Consultation Committee and/or the Committee on Students. Students can access the Mandel School Code of Conduct within the Student Manual. Students should also carefully review the NASW Code of Ethics, which can be accessed at:

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

All students are responsible for reading, understanding and complying with the required standards.

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

Professional Commitment

- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics, as well as the Ohio Counselor, Social Worker and Marriage & Family Therapist (CSWMFT) Board or appropriate State

Licensing Code, may result in a consultative review and/or administrative action by the Committee on Students.

- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

Professional Behavior

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

Personal Behavior

Stress Management

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

Emotional Problems

- Seeks and effectively utilizes personal and/or professional supports for problems that interfere with academic and professional performance.

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

Harassment

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