

Nazareth College  
Master of Social Work Program



# Field Education Manual

2021-2022  
School Year

[www.naz.edu/mswfield](http://www.naz.edu/mswfield)

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- Nomination for Outstanding Field Instructor Form (used in March and April)
- Time Sheet (to record field hours)
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### **Field Application Materials**

- Employment-Based Field Application (to request field placement at place of employment)
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- Student Agreement (included in the online field application)

The field practicum provides students with opportunities to apply theoretical knowledge, skills, and to integrate values and ethics learned in course work through structured guidance in real world practice settings. It also provides students with opportunities to develop identification with the profession and to develop competence as they advance toward autonomous social work practice. We appreciate the commitment and support that agencies and agency field instructors provide in our joint efforts to prepare professional social workers for advanced social work practice.

This Field Education Manual is presented as a guide for our cooperative work in the preparation of our students for professional social work practice. If you have any questions about this Manual, please do not hesitate to contact us. Thank you for your commitment and support of our program and for the critical role you play in our students' professional development.

The Nazareth College MSW Program field education program has a multifaceted approach to ensuring that students in the program meet this objective. The approach relies on the Nazareth MSW Program, the field agency, the Director of Field Education and/or the Satellite Site Coordinator, the field educator, the faculty liaison, and the student themselves.

Field liaisons field instructors, students, and practice course instructors are prepared and oriented to the CSWE EPAS requirement that students across all program options in the field education program demonstrate all the social work competencies through in person contact with clients and constituencies, across all social system levels and incorporating all the dimensions of knowledge, values, skills and cognitive and affective processes. These are accomplished through field orientations for faculty liaisons, field instructors, and students; the development and implementation, and monitoring of the field contract in a 3 way process of field liaison, field instructor, and student, with oversight by the Field Director and Satellite Field Coordinator. Field seminar discussions focus on the integration of knowledge of theoretical concepts with skills and values in students' weekly in person contact with client systems. Advanced practice course instructors incorporate assignments which require students to apply their practice skill discussion and analysis to individuals or families with whom they are working in their field agencies, protecting confidentiality, and integrating group, organization, and community contexts. These assignments and discussions, in courses and in field seminars, require students to apply theories, concepts, and skills to in-person contact with clients and constituencies. Thus, there is

continuous demand for the interface of in-person experiences with application and integration of knowledge and skills.

## Overview of Nazareth College MSW Field Education

**There are two paths to getting an MSW at Nazareth:**

1. **60 credit Plan of Study** includes two field placements—a 400 hour Generalist/Foundation year field placement and a 500 hour Advanced year field placement. The 60 credit plan is for students who do not have a BSW degree from an accredited social work program.
2. **36 credit program (Advanced Standing)** for students who have a BSW degree from an accredited program within the past 8 years and meet other qualifications. Students in this program have only one field placement—a 500 hour Advanced year field placement

### **Roles:**

**Field Instructor:** This is an agency-based licensed LMSW or LCSW with two years of post MSW practice experience who has earned an MSW degree from an accredited social work program. The Field Instructor provides weekly supervision to the social work intern. The Field Instructor is also sometimes referred to as the Field Educator or Field Supervisor.

**Task Supervisor:** In certain cases, an agency will appoint a Task Supervisor, who provides the day-to-day supervision of the student, while a licensed social worker is the Field Instructor, providing the weekly social work supervision. In cases where there is no licensed social worker at the agency, there may be an Itinerant Supervisor involved. (See below)

**Itinerant Supervisor:** In rare situations, when an agency provides a Task Supervisor but does not have a licensed social worker for the Field Instructor, the Nazareth College MSW Program may be able to provide the social work supervision that meets the accreditation standards.

**Faculty Liaison:** Every student who is in a field placement, is also in a field seminar class. The Nazareth faculty member who teaches this class is known to as the Faculty Liaison. The Faculty Liaison has responsibility for meeting with the student and Field Instructor at least once a semester. The Faculty Liaison is also the primary person to contact if the student or Field Instructor is experiencing a problem with the field placement experience.

**Field Education Director:** The faculty member who has the responsibility for finding and matching field placements for students in the program. In cases where there are identified difficulties in the student's performance or field placement, the Director becomes involved if the Faculty Liaison, Field Supervisor and student are unable to resolve the difficulty.

### **Documents:**

**Employment-Based Field Policy and Application:** This is a document that is used when students are requesting a field placement at the agency where they work. There are many requirements that must be met for this to be approved, and these are outlined in this document.

**Field Hour Exception Request Form:** This is completed to request an exception to one or more expectations about field hours, such as requesting an extended semester to provide more weeks to complete the required field hours.

**Learning Contract:** Using a form provided, the student and Field Instructor develop this individualized contract to show how each competency will be demonstrated in the field placement. A preliminary (or draft) Learning Contract is submitted to the Faculty Liaison within the first few weeks of the semester, and a final Learning Contract is submitted about 2/3 through the semester. This assists in the student evaluation process at the end of each semester.

**Field Education Manual:** This document, designed for Field Instructors and students, contains a variety of important materials related to the field placement. It builds on other documents such as the Student Handbook and other materials on the Nazareth MSW website. It also connects to another document called the Field Application Guide, which is designed for a student applying for an internship.

**Student Agreement:** This document is part of the online Field Application. Through an electronic signature, the student gives the program permission to send the student's resume and cover letter to the potential field placement agency and to communicate about the student's interests, needs and performance.

**Field Evaluations:** These are used at the end of each semester to evaluate the student's progress on demonstrating the necessary competencies. There are different versions for the Generalist and Advanced years.

**Timesheet:** Students use this to record their hours in field placements. Both the student and field instructor need to sign off on a weekly basis. The signed timesheets are due to the faculty liaison at mid-semester, and the final signed timesheets are due at the end of the semester, attached to the Field Evaluations.

### **Insurance Issues:**

#### **Insurance Coverage and Liability for driving related to field placements.**

It is important for both students and Field Instructors to know the following related to driving and the field placement. These statements are from the Student Agreement which the student signs as part of the field placement application.

- The student shall assume full responsibility for his/her traveling, parking and associated expenses while assigned to Affiliate.
- The student acknowledges understanding that Nazareth College has no liability for the student's transportation; the student further acknowledges that he or she assumes responsibility through their own liability automobile insurance for any traveling, including but not limited to transporting field practicum clients in the student's vehicle during field practicum.
  - The student acknowledges knowledge that some field agencies will require the student to provide proof that they have at least \$300,000 of auto insurance liability coverage for field placement consideration.
  - Students who are under the insurance of another party must have signatures from the insuring party that they understand that there is no liability assumed by Nazareth College for students who choose to drive clients.
- The student shall assume responsibility to ask the affiliate about their policies and procedures regarding client transportation during the field practicum interview process, prior to accepting the field practicum.

**Insurance Coverage:** Please refer to The Nazareth College Graduate Social Work Field Practicum Affiliation Agreement for liability insurance coverage.

**Accident:** The College does NOT carry insurance that would cover students transporting of agency client/patients on agency business, or student travel to and from the agency field placements.

## Frequently Asked Questions:

**Q: Can students set up their own field placements?**

A: No. The Director of Field Education and/or the Satellite Site Coordinator, in consultation with the student, needs to arrange this.

**Q: What is the expected frequency of contact between the Faculty Liaison and the Field Instructor?**

A: The Faculty Liaison is expected to make a minimum of 2 visits/year, and phone contacts as necessary.

**Q: What should students and/or Field Instructors do if there are problems with the field placement?**

A: First, they should discuss this between themselves. Second, if this discussion does not resolve the issue, they should contact the Faculty Liaison. Third, if the Faculty Liaison and the Field Instructor and student are unable to resolve the issue, the Director of Field Education and/or the Satellite Site Coordinator should be brought into the conversation.

**Q: What do students need to do before starting their field placements?**

A: Prior to the start of the field placement, students need to contact their agency to find out if there are any pre-placement requirements, such as criminal background check, drug/alcohol screen, or getting a tuberculosis test. They also need to work out with their Field Instructor a schedule for days and times they will be at the field placement.

**Q: Is the Nazareth College MSW curriculum approved by the NYS Education Department to meet the clinical course requirement for the LCSW Licensing requirement?**

A: Yes, it fully meets this requirement.

### Policy on Field Hours--Expectations and Exceptions

***These are the expectations for field hours and exceptions must have an "approved plan" as described at the end of this policy:***

**Generalist Year:** A minimum of 200 hours/semester for 2 semesters, for a total of 400 hours. For a 15-week semester, this averages 14.0 hours/week. Students are required to complete at least 12 hours/week and no more than 18 hours/week as their regular schedule.

**Advanced Year:** A minimum of 250 hours/semester for 2 semesters, for a total of 500 hours. For a 15-week semester, this averages 17 hours/week. Students are required to complete at least 14 hours/week and no more than 22 hours/week as their regular schedule.

**Note:** Some agencies require students to complete a few more hours/week than NAZARETH COLLEGE requires, such as 20 hours/week for an Advanced Year placement. Students placed in those agencies must meet the agency's requirement.

**Standard hours/week:** Students should plan to complete approximately the same number of hours per week throughout the semester, with a set schedule approved by the field instructor. In addition, students may not complete the field placement prior to the end of the semester, even if they have completed the required number of hours.

**Additional projects or training:** Projects such as Homeless Connect and trainings may be counted toward field hours if they relate to the area of field and are approved by the field instructor. Trainings required or encouraged by the field agency as part of the field placement can be counted.

**Hours prior to the fall semester:** For the fall semester, the only hours that can be counted prior to the start of the semester are agency pre-service training and/or agency orientation hours. Nazareth College field orientation hours are not counted towards the fall semester hours.

**Extended Semester:** If students need to complete their field hours after the fall semester ends, during semester break, and/or after the spring semester ends, they need to have an approved plan (described below.) Students may request up to 4 additional weeks, so that they have up to 18 weeks to complete the field hours.

Generalist Year Example: In the regular 15 week semester the student needs to complete an average of 14.0 hours/week. In round numbers, if extended to 17 or 18 weeks, the student needs to complete an average of 12 hours/week (the minimum allowed.)

Advanced Year Example: In the regular 15 week semester the student needs to complete an average of 17 hours/week. In round numbers, if extended to 16 weeks, the student needs to complete an average of 16 hours/week, and if extended to 18 weeks, the student need to complete an average of 14 hours/week.

**Field hours during semester break:** Students should not be in field during the week between Christmas and New Year's Day, as the college is closed at that time. However, the following may be possible with an approved plan (described below.)

- Students needing to extend their field hours during the fall semester, may complete these hours during the semester break.
- Students who have completed their fall semester hours, and there is a need for continuity of care for clients being served, may complete up to 8 hours/week between semesters that can count toward their spring semester hours.

**Grading:** Students who have an approved plan (described below) which allows them to take up to 18 weeks to complete the field hours for the semester, will receive an "IP" (In Progress) grade if the final grade is due before the hours are completed. The IP grade can be changed when all the field hours and requirements for the course are completed. Fall field hours must be completed one week before the spring semester begins with the grade submitted in order for a student to begin the spring field placement and seminar course.

An "I" (Incomplete) grade is used where circumstances beyond the student's control prevent the student from completing a minor part of the required work for the course. (See Nazareth's policy on Incomplete Grades for further information.)

**Grading and Graduation:** Students who are set to graduate in May, must complete all their field hours by the third week in May to be considered May graduates.

**Field Timesheets:** Students are to complete and get their field instructor's signature on their timesheets each week. This is in the IPT system, so recording each week is important. Students and their field instructors need to sign the final timesheet and the student's field evaluation at the end of the semester.

**Interruption of Field Placement:** In rare circumstances, a field placement may need to be interrupted and changed due to environmental, situational or performance-related factors. In this event, and in order to ensure that the student receives an adequate orientation to the new field placement, the equivalent of an additional 2 weeks (30 hours for generalist placements; 40 hours for advanced placements) will be required at the new placement.

**Approved plan for Exceptions:** This document approves an exception to any of the general expectations described above. A student who needs an exception should discuss this with the field instructor. The student then completes the **Field Hour Exception Request Form**. Both the student and field instructor sign the form, and the student submits the form to the faculty liaison (field seminar instructor) for approval. If approving, the faculty liaison signs it, and the approved plan is submitted as an addendum to the Learning Contract. If the request is being made prior to the start of the fall semester, or when the faculty liaison is unavailable, the student submits the request directly to the Field Director or Site Director (for Auburn and Watertown.)

Note: No exceptions can be made to reduce the number of field hours needed each semester, as this is an accreditation requirement.

### **These are websites that contain important information for students:**

**Course of Study plans:** Describes the course requirements and their sequence for full-time and part-time students. <https://www2.naz.edu/dept/social-work/nazareth-msw-current-students/>

**General Information for Current Students:** Provides general information about the NAZARETH COLLEGE MSW program

<https://www2.naz.edu/dept/social-work/nazareth-msw-current-students/>

**Course listing from the current catalog:** Describes the courses being offered  
[http://catalog.naz.edu/preview\\_program.php?catoid=79&poid=8873&returnto=2116](http://catalog.naz.edu/preview_program.php?catoid=79&poid=8873&returnto=2116)

### **Course of Study detail information related to Field Education and Electives**

\* Field Practicum I and II require completion of field practicum for two semesters. Students complete both semesters in the same field setting. Students are required to complete 200 hours per semester for a total 400 hours of field practicum in the Generalist year. Field Practicum hours are almost always completed during the business daytime hours to provide students with opportunities to participate in team meetings, trainings, and to make connections with collateral agencies. The Generalist year field practicum is generalist in focus.

\*\* Field Practicum III and IV require completion of field practicum for two semesters. Students complete both semesters in the same field setting. Students complete 250 hours of field practicum per semester for a total of 500 hours of advanced year field practicum hours. Field practicum hours are almost always completed during the business daytime hours to provide students with opportunities to participate in team meetings, training, and to make connections with collateral agencies. The total number of field practicum hours for the 60- credit Program is 900 hours.

\*\*\*Electives may be taken in earlier semesters if approved by the academic advisor and as reflected in the student's approved plan of study. Students receiving financial aid are encouraged to discuss this option with their academic advisor.

## **MSW Field Education**

**The Council on Social Work Education has determined field education is the signature pedagogy for social work education.**

**Signature Pedagogy** represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field-are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on the criteria by which students demonstrate the achievement of program competencies.

### **Nazareth College MSW Field Overview**

The Nazareth College MSW program enjoys strong community support. Community support is one of the strongest assets of the Program. This is in part due to the program's commitment to a vital and extensive field education component that includes 900 hours of field practicum and the involvement of the community in participating in the development of the integrated community-based practice model that engages with the community in collaborative partnerships.

The field education component of the MSW Program curriculum consists of a Generalist year and an advanced second-year (Advanced year) field experience. Field practicum in both the Generalist and the Advanced year provide structured learning opportunities guided by established field education goals. The Field practicum and seminars provide opportunities for students to integrate theory and knowledge into practice through skill development and skill refinement within the context of professional values and ethics. Students also contrast field experiences in field seminar discussions, and engage in scholarly work to expand their knowledge beyond the scope of their practicum settings.

The field education goals reflect the Nazareth College MSW Mission Statement, which is to educate social work students to be ethical and competent advanced practitioners who respect diversity and promote justice, dignity, health, and wellness through integrative, collaborative, and interprofessional practice.

The agency/organization site with experienced professional supervision serves as the training ground for student development. Expectations are that the student develops practice competencies from a generalist perspective in the Generalist year. In the advanced year practicum, it is expected that students focus on their skill and knowledge enhancement. Students as advanced practitioners must demonstrate an ability to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical. They must synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill. They must be able to refine and advance the quality of their practice as well as that of the larger social work profession.

## **Structure of Field Instruction**

The field instruction component of the curriculum is designed with a two-semester generalist level concurrent field placement and two-semester concurrent advanced level field placement. The generalist and advanced field placement provide students with opportunities to integrate social work knowledge, values and skills in the application of professional practice at progressive levels.

### **Generalist Year Field Practicum**

The Generalist year field practicum extends over two semesters, for fifteen weeks each semester, or 400 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 504 Field Practicum I and Seminar I (fall semester), and SWK 505 Field Practicum II and Seminar II (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters.

In the generalist year field practicum, the application of generalist knowledge and skills is emphasized through the integration of the problem-solving process. Ecological, systems, and strengths-based empowerment models of practice are utilized. Generalist year field education objectives serve as the reference points for students and field instructors as they collaborate together to develop the students' learning contracts. The Generalist year field education objectives provide clear practice and evaluation goals for the field practicum. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contracts and field education outcome objectives. At the conclusion of the field practicum, students complete an agency and field instructor evaluation. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

### **Advanced Year Field Practicum**

The advanced year field practicum extends over two semesters, for fifteen weeks each semester, for a total of 500 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 608 Field Practicum III and Seminar III (fall semester), and SWK 609 Field Practicum IV and Seminar IV (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

The integrated practice model in the second year of the program builds on the generalist

perspective. Expected competencies are: the ability to synthesize and apply a broad range of knowledge, the ability to practice with a high degree of autonomy and skill, and the ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical assure coherence between the Generalist year and the Advanced year. During the Advanced year, students' course work and field practicum experiences provide knowledge and skill development focusing on interdisciplinary team leadership and conflict resolution. Advanced year field education objectives provide the basis for students and field instructors as they work together to develop learning contracts. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contract with field education outcome objectives. The Advanced year field outcome objectives provide clear practice and evaluation goals by providing the framework for the field practicum evaluation. In addition, at the conclusion of field practicum, students' complete an agency evaluation. They are asked to rank opportunities provided in the field practicum in terms of how well these opportunities meet the required field practicum objectives.

### **Availability during normal business hours of the agency**

All students should expect that field placements require daytime availability. Although our part-time program courses are held in the evenings to accommodate working professionals, part-time students should recognize that daytime field placements are required. Generalist and advanced practice level field sites require students to complete their field hours during the normal business hours of the agency (typically 8-5, Mon-Friday) when LMSW or LCSW field instructors are available, and client appointments and staff meetings are scheduled.

### **Field Hour Exception for an Extended Semester**

The expectations and exception process is detailed in the Field Hour section of this document. A typical exception request is to extend the semester by a few weeks to complete the required number of hours. Students would use the Field Hour Exception Request form to request an extended semester, or some other request related to the general expectations.

***Requirements for Approval:*** In order for an *Extended Semester Field Placement Exception* to be granted by the Office Field Education when the placement is confirmed, the agency field instructor must be in agreement that the practicum extended semester provides continuity and quality field learning opportunities congruent with core competencies and practice behaviors. The plan must be approved by both field instructor and Faculty Liaison. If approved, the exception plan is attached to the Learning Contract with the dates and field hours clearly listed.

***Grading:*** Students approved for an *Extended Semester Field Placement Exception* receive an "In Process" grade (IP) at the end of the traditional semester. The IP grade is converted to a final grade by the faculty liaison (Field Seminar Professor) upon the student's completion of the required field hours and field practicum evaluation. All IP grades must be converted to a final grade at a satisfactory level (see field grading) before the student begins the second semester of field practicum. Please note: The IP grade does not remain on the student's transcript and is replaced by the final semester grade.

### **Interruption of Field Placement**

Under certain circumstances, a given field placement experience may need to be interrupted and

changed (i.e., due to environmental, situational or performance related factors). In this event, in order to ensure that the student receives an adequate orientation to the new field practicum context, the equivalent of an additional 2 weeks of field internship with the new placement agency will be required. Students may apply for an extended semester field placement exception in order to support their successful completion of the field internship.

### **MSW Field Education Goals**

It is expected that field practicum will provide students with:

- Practice opportunities that enhance student learning by integration of previous classroom experiences and direct application of social work knowledge and skills within a community-based practice setting.
- Opportunities for collaborative learning and practice through a variety of professional interdisciplinary settings that offer direct experiences at the micro, mezzo, and macro levels of practice.
- A learning environment that allows student development and maturity within the framework of professional values and ethics.
- An experiential setting that allows students to explore their professional utilization of self to promote change.
- An environment for practice that enhances the value of diversity and social justice.
- On-site supervision by an experienced MSW field instructor who is a licensed social work practitioner in New York State.
- Opportunities for student exploration of the professional context of practice including: social welfare policies and programs, agency structure and policies for operation, utilization of current research, and advocacy for populations-at-risk.
- Opportunities for application of evaluation methods to practice and/or program effectiveness.

### **MSW FIELD EDUCATION Competencies and Practice**

#### **Behaviors Generalist Year Core Competencies and**

##### **Practice Behaviors**

By the completion of the Generalist year field of practice field practicum, the student is expected to achieve competence as a generalist level social worker through demonstration of the following practice behaviors. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

##### **Generalist level competencies and corresponding practice behaviors**

The social work curriculum is competency-based and follows the CSWE 2015 Educational Policy which states:

*Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency.... followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content*

*and processes that inform the behaviors.*

## **Generalist Competencies**

### **Competency 1–Demonstrate Ethical and Professional Behavior**

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2 –Engage Diversity and Difference in Practice**

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5 –Engage in Policy Practice**

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Advanced Year Field Expectations for Demonstrating Competencies**

By the completion of the Advanced year field of practice field practicum, the student is expected to achieve competence in their field of practice through demonstration of specific practice behaviors. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

### **Competency 1–Demonstrate Ethical and Professional Behavior**

Integrated practice social workers differentially use theories, evidence-based practice knowledge social work skills and use an ethical reasoning framework to inform decisions related to ethical tensions and challenges. They apply the values base of the profession, its ethical standards as well as relevant laws, and regulations to their practice while using a self-reflective stance and initiating use of consultation and supervision. The advanced integrated practice social worker uses practice interventions to enhance the well-being of individuals, families, groups and communities in an ethical manner and recognize the importance of the therapeutic and collaborative relationship, the person-in-environment and strengths perspectives. Social Workers:

- initiate and effectively use supervision and consultation while maintaining a self-reflective stance;
- manage personal values and maintain therapeutic and collaborative relationships with client systems, supervisors, peers and interprofessional teams;
- effectively and ethically, integrate and communicate professional judgments to other social workers and to professionals from other disciplines in oral, written and electronic formats and
- demonstrate professionalism in behavior, appearance, communications, punctuality, time management and attendance.

### **Competency 2 –Engage Diversity and Difference in Practice**

Integrated practice social workers apply knowledge of diversity and difference in understanding the intersectionality's of power, privilege, oppression, discrimination, marginalization, disparities and their impact on human experiences. Social workers practice using a cultural humility framework, incorporating self-reflection and discovery to build positive relationships while also challenging power imbalances. Social workers engage in multidimensional understanding in policy, practice to promote institutional accountability. Social workers recognize that no single solution may work equally well for all clients and therefore seek and integrate many facets of difference in planning interventions. Social workers know about the ways in which various dimensions of diversity impact social determinants of health and wellness, help-seeking behaviors and healing practices. Social workers:

- understand the cultural humility framework and its impact on social work practice;
- recognize one's own experience with power and privilege;
- demonstrate cultural humility and
- assess for relevant social determinants of health and well-being.

### **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

Integrated practice social workers advocate for inclusion of clients and collaborating with partners to plan and develop programs, policies and laws related to serving clients and their families. To effect advocacy and needed change, social workers communicate effectively with

partners. Advanced integrated practice social workers understand the discrimination and marginalization associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. Social workers:

- Identify and use knowledge of relationship dynamics including power differentials to advocate at multiple levels for social, economic, employment, health, education, housing and human rights;
- understand the potentially challenging effects of economic, social, environmental and cultural factors in the lives of clients and client systems and
- Engage in practices to positively impact social determinants of health and promote well-being.

#### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

Integrated practice social workers consult the empirical and evidence-based forms of evidence to inform their understanding and guide practice decisions. Integrated practice social workers use critical thinking to examine the applicability of the research and evidence to diverse populations and obtain feedback from client systems using a cultural humility framework. In considering interventions, the social worker is able to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations and use research findings to improve practice, policy and social service delivery. Social workers:

- identify, analyze and synthesis evidence to inform social work practice;
- demonstrate how evidence informs understanding of the multi-dimensions of integrated practice and the social determinants of health;
- demonstrate the knowledge of program evaluation in achieving intended outcomes and
- use research including evidence-based practice to evaluate and enhance the effectiveness of social work practice.

#### **Competency 5 –Engage in Policy Practice**

Integrated practice social workers analyze, formulate, and advocate for policies that advance social well-being, and are knowledgeable and use advocacy methods to contribute to policies in promoting human rights and social justice. Integrated practice social workers collaborate and partner with client systems of all sizes to promote effective policy action. Social workers:

- Identify the connection of policy on client systems and practice;
- understand the role social determinates of health play in policy;
- assess what changes are needed in policy;
- formulate an action plan and
- advocate to influence policies that improve the lives of clients.

#### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

Integrated practice social workers engage client systems and constituencies by understanding and applying a range of appropriate theories. To foster this engagement, social workers recognize the dynamic, interactive and reciprocal process of engagement with diverse populations. Integrated practice social workers apply principles of relationship building and collaboration to facilitate engagement. Integrated social workers consider the contexts of those experiences using a cultural humility perspective. Integrated practice social workers also

recognize how their own life trajectory influences their engagement with diverse client systems and are self-reflective about their own reactions.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks to engage with clients and constituencies;
- use empathy, reflection, interpersonal skills and cultural humility to engage diverse clients and constituencies;
- manage the dynamics and contextual factors that both strengthen and potentially threaten the relationship and
- develop rapport that encourages client(s) to be equal participants in the working relationship

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

Integrated practice social workers have the knowledge and skills to conduct comprehensive bio-psycho-social-spiritual assessments. Assessment includes an understanding of intersectionality issues as they impact the client experience. Social workers understand that assessment is an ongoing process and includes input from clients and others. Social workers select appropriate methods for assessment based on client need and specific context. Social workers consider multiple sources of data and actively collaborate with others in the assessment process. Social workers:

- Conduct comprehensive assessments;
- Collaborate with others to gather necessary information;
- Include data and information from other relevant sources;
- Ensure that the client is an active participant;
- Continuously reassess based on client need and changing circumstances;
- Develop mutually agreed upon goals and intervention strategies based on continuous assessment and
- Ensure that social work perspectives are present in interprofessional team meetings.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

Integrated practice social workers use empirical and theoretical knowledge to develop assessment-based interventions. In working with client systems, integrated practice social workers draw from multiple modalities and strategies and can match the intervention to the assessed need and client goal. Integrated practice social workers are skilled at choosing and implementing interventions to achieve client goals and enhance capacities of client systems. Social workers develop intervention plans in collaboration with client systems, interprofessional teams and partners using a strengths-based approach. Social workers:

- apply critical thinking and understanding of theoretical frameworks in identifying interventions;
- using evidence, choose interventions that match the assessed need and client goal;
- develop appropriate intervention plans with measurable objectives and outcome;
- modify interventions as needed, based on evaluation findings
- effectively collaborate with others to achieve practice outcomes and
- mobilize resources and assets to enhance client system capacity

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and**

## **Communities**

Integrated practice social workers apply skills to establish evidence-based evaluations founded on measurable goals, objectives and outcomes. Whether working collaboratively with or independently of other practitioners, social workers aim to ascertain the intended and unintended effects of interventions. Integrated practice social workers regularly evaluate the effectiveness of chosen interventions and modify them as needed. Integrated practice social workers communicate and disseminate evaluation results to intended audiences. Social workers:

- regularly evaluate the effectiveness of chosen interventions;
- demonstrate the knowledge of practice evaluation in achieving intended outcomes and
- based upon the results of practice evaluation, adjust intervention plans on a continuing basis and
- appropriately disseminate findings.

## **Integration of Field Seminar and Field Practicum**

The Generalist and Advanced year competencies and practice behaviors are realized operationally through the Field Practicum and Field Seminar experiences. The overall design of the MSW program is such that the achievement of program outcomes begins with an understanding of the mission of the program, demonstration of knowledge and skill acquisition in all courses, and culminates in an assessment of field objectives in the Generalist year and Advanced year field component. The formal evaluation procedure is an integral part of the Practicum requirement and is conducted at the end of each semester with the field instructor, faculty liaison, and student.

Field seminars are structured to facilitate integration of course content with field practicum learning experiences. Seminar requirements are designed to facilitate this integration through class discussion, exercises, writing, presenting, and participating in group activities. The field seminar is taken concurrently with each practicum. The Field Practicum/Field Seminar courses are designed as four consecutive courses. SWK 504 is the first course, followed by SWK 505 in the Generalist year, and SWK 610 followed by SWK 611 in the Advanced year. Each course is structured with both field practicum and field seminar components.

## **FIELD EDUCATION OPERATIONAL PROCESS AND PROCEDURES**

### **Supporting Student Safety**

The MSW Director of Field Education and/or the Satellite Site Coordinator discuss and insure that:

- The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: how to conduct oneself when in the field, how to interact with potentially dangerous individuals, unsafe locations to avoid, and other generally accepted actions to be followed in specific situations. The agency will insure that students

are appropriately partnered with agency staff for home visits in the community or client appointments which may present risk.

- The agency allows the student sufficient exposure to and participation in agency training and in-service opportunities to insure the student is knowledgeable of policies and safety issues.
- The agency provides staff for regular and timely individualized supervision where additional issues can be addressed regarding safety concerns in client situations in which the student has direct involvement.
- Insurance covering professional liability is part of the agency affiliation agreement. Both the agency and Nazareth College provide each other with proof of professional liability insurance in order to enter into actual field placements for any students.

The MSW Faculty has also developed a safety checklist for each student to complete with their field instructor. The student is asked to review the completed checklist in field seminar to ensure that the student has solid knowledge of the agency's safety plan and is looking out for the student's safety as a number one priority. The safety checklist includes the following:

#### Field Safety Checklist:

1. fire drills and escape routes
2. active shooter plan
3. aggressive client plan
4. trainings for de-escalation or restraining as appropriate
5. if home visits, do they go in pairs
6. agency protocol for signing out for home visits and reporting back
7. parking plans, walk to car after dark and on site security
8. hazardous materials, exposure
9. infectious diseases protocols
10. how to avoid bed bugs on home visits or off site
11. agency policy regarding being alone in the building with a client
12. 911 protocol for the agency

Safety in field placement settings, in the community, and on home visits is the starting topic for all generalist and advanced field seminars in the fall. Prior to the first class, students are asked to read literature around the topic of safety to prepare for the discussion. Students also watch a YouTube video about workplace violence. This leads to a 90-minute class discussion on safety in the first seminar meeting on safety in the practice setting, in transporting clients, in home visitation, and in the office and workplace setting.

Safety is brought up in the field seminar throughout the school year. Students are asked to share their experiences and their concerns on a regular basis as they develop into social work practitioners. Students are reminded that safety cannot be taken for granted no matter how much experience a social worker has. Continual awareness of settings, spaces, client behaviors, neighborhoods, and client history are to be considered and taken seriously. If a student is involved in a safety-related incident in the agency, the faculty liaison includes this experience in the discussion during the site visit, if not critical to discussing immediately, with the student and the

field instructor. The agency process for debriefing after a safety-related incident is discussed.

### **Selection Process for Practicum Sites**

The field experience should maximize development of social work professional and practice skills. The collaborative nature of the MSW program philosophy and structure is a model for the design of the field practicum relationship with community agencies and organizations. The selection of appropriate internship sites is based on the desire to have excellent educational practice opportunities available for student learning.

Agencies and organizations contribute substantial resources to student education through the provision of teaching and the creation of learning situations that foster integration of knowledge and skill development. The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the objectives, values, and mission of the program, college, and profession. The agency must be able to provide a qualified field instructor and agency experiences that align with the program's learning outcomes for the Generalist year, and/or the Advanced year.

### **Criteria utilized to assess agency practicum sites include:**

1. The agency must have a demonstrated commitment to excellence in the provision of services and professional development of students.
2. The agency goals and objectives must align with the program mission and goals.
3. The values and ethics of the profession should be demonstrated through agency structure and functions.
4. The value of the agency-based experience is recognized and educational activities developed within a supportive (learning) environment.
5. Agency-based learning opportunities are provided and are designed to expand student participation within various systems and at different system levels.
6. The agency must provide adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions.
7. The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted actions to be followed in specific situations.
8. The agency allows the student maximum exposure to and participation in agency training and in- service opportunities.
9. The agency provides staff for regular and timely individualized supervision with an experienced MSW licensed as an LMSW or LCSW in the State of New York.
10. The agency agrees to ongoing and frequent participation in the evaluation process.
11. The agency agrees to provide up-to-date information on agency services, organization, and student placement procedures and opportunities.

### **Criteria for Selection of Field Instructors**

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student - field instructor relationship provides a unique opportunity in the learning

process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional action-based process. The field instructor becomes pivotal in guiding students' skill development and refinement. Field instructors are expected to:

1. Possess an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning.
2. Possess a Master's Degree in Social Work from an accredited MSW Program with a minimum two years post MSW experience, and be licensed to practice social work in NYS. It is recommended that the field instructor have at least one-year experience at the agency site.
3. Have an ability to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
4. Be able to recognize and accommodate teaching responsibilities at a generalist and advanced integrative level of practice.
5. Be able to creatively provide practicum experiences that enable the student to integrate social work knowledge, skills, values, awareness of diversity, and all other classroom learning into the field experience.
6. Possess a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills. Possess a desire to participate in a college/agency collaborative effort to offer a sound educational experience for the student by providing feedback and input into new practice directions and trends.
7. Possess a willingness to attend field instruction orientations, seminars, and field instruction site selection activities organized by the Office of Field Education.
8. Possess the willingness to provide structured supervisory time on a regular minimum one-hour per week basis.

## **Roles and Responsibilities**

The roles and responsibilities of the participating people and designated units of the MSW Program and agency are outlined below:

### **MSW Program Responsibilities**

1. Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
2. Selection of agencies and placement of students in an appropriate practicum setting.
3. Monitoring of the student's practicum to ensure and maintain a sound educational experience based on student need and learning contract.
4. Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
5. Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.
6. Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
7. Maintain the mechanism and procedures for termination of a student's field practicum when either the student or agency is unable to fulfill the obligations of the field contract.

8. Provision of joint opportunities to discuss, evaluate, and implement improvement to field education.

### **Agency Responsibilities**

1. Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
2. Provision of adequate space and resources for the student to comfortably engage in agency work.
3. Engaging in the selection and placement process of students.
4. Understanding and participating in the educational and evaluation process of the student.
5. Provision of a qualified field instructor for each student assigned to the agency.
6. Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
7. Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
8. Completion of all college affiliation and agency agreements and related documents.

### **Director of Field Education and/or the Satellite Site Coordinator Role and Responsibilities**

The Nazareth College MSW Program Director of Field Education and/or the Satellite Site Coordinator is responsible for the administration of the Field Practicum. The Field Education Director works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

1. Administers the Field Education component of the MSW Program in consultation with Social Work Department Chair, including but not limited to student placement in field practicum settings.
2. Provides information to various constituents regarding accreditation related issues pertaining to Field Education.
3. Contracts with agencies and organizations to establish field education sites.
4. Explicates and represents field policies and procedures required for the practicum process.
5. Provides annual student field instruction orientation and annual field instructor orientation covering curriculum and other Program changes and relevant field instructor trainings.
6. Compiles and maintains current information on agency affiliations.
7. Maintains and makes available an updated *Field Education Manual* to appropriate parties.
8. Collaborates and meets on an as needed basis, with faculty liaisons/seminar instructors.
9. Provides oversight of the Program and policies process for field education awards.
10. Serves as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
11. Monitors all field practicum sites, including student and faculty liaison evaluations and feedback.
12. Provides leadership for MSW Program field instruction committees, sub-committees, and other appropriate groups.

## **Field Instructor Responsibilities:**

### **Participate in the student practicum interview and assignment process.**

1. Participate in the orientation process of the student to establish the framework for agency work.
2. Provide guidance and feedback to the student as the student writes her or his field learning contract, identifying the tasks and responsibilities of the student in the agency.
4. Develop and create Generalist or Advanced year experiences that enable the student to learn and practice social work skills.
5. Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student's performance and progress toward stated learning objectives.
6. Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student's capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
7. Attend required workshop/seminars/field practicum training events sponsored by the Program.
8. Assist the student in the integration of classroom learning into the field experience.
9. Provide joint management of student time and monitoring of field practicum requirements.
10. Participate in student conferences with the faculty liaison, student and field education director as necessary.
11. Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
12. Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

### **Task Supervisor assignment by some agencies to complement Field Instructor**

In addition to being assigned a licensed social worker as field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day- to-day supervision. A task supervisor may have a Master's Degree in another discipline as field instructor supervision is required to be provided by licensed social worker meeting the requirements specified. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.

## **Faculty Liaison Responsibilities**

1. Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Director of Field Education and/or the Satellite Site Coordinator).
2. Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
3. Monitor student progress toward accomplishment of learning objectives for the field practicum.
4. Maintain consistent contact with the field instructor and student through visits to the agency a minimum of two times during the year and phone contacts as necessary.
5. Provide classroom opportunities for integration of course material and field experience.
6. Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
7. Evaluate student progress in the agency through the field seminar experience.

8. Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.
9. Complete agency liaison summary reports and submit summary report with evaluation forms, along with student time sheets to the Director of Field Education and/or the Satellite Site Coordinator.
10. Participate in the semester evaluation process and recording of the final grade for the practicum experience.
11. Maintain regular contact as needed with the Director of Field Education and/or the Satellite Site Coordinator

### **Student Responsibilities**

1. Prepare self for an agency-based professional social work educational experience, integrating course material, life experiences, and skill development.
2. Complete all field instruction paperwork in a timely fashion and work collaboratively with the MSW field office to assist in the process of field practicum assignment.
3. Review, sign, and submit the Social Work Field Practicum Student Training Agreement to the Director of Field Education and/or the Satellite Site Coordinator prior to beginning field practicum.
4. Complete all requirements for agency placement.
5. Understand the operational procedures, structure, and functions of the agency.
6. Act responsibly in all activities undertaken in the agency maintaining confidentially and ethical practice standards.
7. Act in a professional manner as a representative of the agency to the wider community.
8. Adhere to the NASW Social Work Code of Ethics.
9. Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
10. Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
11. Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
12. Maintain a schedule for attendance and prompt notification of any absences.
13. Maintain field practicum time sheet including obtaining field instructor's weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
14. Be open to critical analysis and feedback of performance behaviors and integration of learning.
15. Complete the required evaluation forms within required timeframes.
16. Actively participate in the field evaluation process of student learning.

## **FIELD EDUCATION POLICIES**

### **Field Placement Assignment**

The Nazareth College MSW field office (Director of Field Education and/or the Satellite Site Coordinator), upon review of the student's field application, has the responsibility to negotiate

field practicum opportunities for each student. Within the established procedures, the MSW field office in consultation with the student will arrange for agency placement. Under no circumstances will students negotiate their own practicum placement.

The Nazareth College MSW field office uses Moodle for the online Field Placement Application process. There are three separate Moodle “courses” for students depending on whether they are attending the Rochester, Auburn or Watertown locations. Each Field Application Moodle “course” includes:

- Information about completing the field application process
- Preview of the application form itself (including the Student Agreement)
- Link for the online application
- Sample resume and cover letter
- Information about Traineeships and Fellowships available
- Employment Based Field Education Policy and Application
- Videos and information to prepare students for the Preplacement Interview
- Student Response Form after Preplacement Interview
- Drop boxes for all required documents

### **Generalist Level Placement Planning:**

In the Generalist year, the placement assignment is made by the program’s field office. Generalist level students eligible for field practicum may have a phone or in-person consultation with the Director of Field Education and/or the Satellite Site Coordinator or designated field office faculty to discuss possible field placement opportunities. These consultations occur after the completion of the online application and submission of required documents in the drop boxes provided.

Generalist level field placement assignments will be made by the field office by taking in to consideration the student’s field of practice interests, previous work experiences, and educational plan. Generalist level placements are structured to provide generalist level practice experiences.

### **The Process for Generalist level field assignments**

1. Students complete online application, and submit resume and cover letter into the drop boxes provided.
2. A phone or in-person consultation will be scheduled with the Field Education Office.
3. Following this consultation, the field office will select an appropriate site to send the student’s resume and cover letter.
4. If the agency agrees to interview the student for a field placement, the student will be notified and will set up the interview.
5. Following the interview, the student will complete the ***Pre-Placement Interview-Student Response Form*** and upload this document on the Field Application site in Moodle.
6. After the interview, the agency lets the student and/or the field office know their decision.
7. In the event that the student is not accepted for the internship, the Director of Field Education and/or the Satellite Site Coordinator or designee will discuss the reasons for the decision with the agency. There are times that agencies choose between several field candidates. There are other times when agencies determine a student is not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The field education office will discuss the reason for the agency decision with the student, and as necessary, assist students identify potential barriers impeding field placement assignment

8. Students may decline a field placement offer only for compelling reasons and should discuss these reasons with the Director of Field Education and/or the Satellite Site Coordinator in advance.
9. A Generalist level student typically interviews at one agency setting at a time.
10. Students turned down by an agency will be allowed to interview at another agency; however if the student is declined by two agencies an academic review will be scheduled.
11. It is the responsibility of the field office to make the final pairing based on students' educational plans, agency ability to provide a quality field practicum, and program needs.

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### **Advanced Level Placement Process**

For the Advanced year field placement, students eligible for field practicum may have a phone or in-person consultation with the Director of Field Education and/or the Satellite Site Coordinator or designated field office faculty to discuss possible field placement opportunities. These consultations occur after the completion of the online application and submission of required documents in the drop boxes provided.

The field office is not able to guarantee placement in a specific agency setting, however, advanced level students' field of practice interest and choice will guide the field planning process. In discussing placement opportunities in the individual field planning meetings, experiences offered by agency settings related to students' practice will be discussed. By the end of this planning meeting, a plan will be developed identifying the student's field placement preferences. The field office will contact the identified agency and explore field placement opportunities and will forward the students field materials to agency settings in order of student ranking. (If the first choice option is not available, the field materials will be forwarded to the second agency ranked etc.)

This pre-agency interview planning process is helpful in identifying a good advanced field placement match pending the formal interview process. Occasionally, an advanced level student desires an alternative interview to ensure a good match between interest and placement opportunity, when this occurs, the student is responsible to talk with the Director of Field Education and/or the Satellite Site Coordinator or designee to process and plan next steps.

### **The Process for Advanced level field assignments**

1. Students complete online application, and submit resume and cover letter into the drop boxes provided.
2. A phone or in-person consultation will be scheduled with the Field Education Office.
3. Following this consultation, the field office will select an appropriate site to send the student's resume and cover letter.
4. If the agency agrees to interview the student for a field placement, the student will be notified and will set up the interview.
5. Following the interview, the student will complete the ***Pre-Placement Interview-Student Response Form*** and upload this document on the Field Application site in Moodle.
6. Following the interview, the agency will let the student and/or the field office know of their decision.
7. In the event that the student is not accepted for the internship, the Director of Field Education and/or the Satellite Site Coordinator or designee will discuss the reasons for the decision with the agency. There are times that agencies choose between several field

candidates. There are other times when agencies determine a student is not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The field education office will discuss the reason for the agency decision with the student, and as necessary, assist students identify potential barriers impeding field placement assignment.

8. If a student is not successful in obtaining a field placement after two interviews, and the reasons are related to the student's presentation of self and readiness for field placement, a formal Field Review is held.
9. Students may decline a field placement offer only for compelling reasons and should discuss the reason with the Director of Field Education and/or the Satellite Site Coordinator advance.
10. An Advanced level student typically interviews at one agency setting at time. Students turned down by an agency will be allowed to interview at another agency; However, if the student is declined by two agencies an academic review will be scheduled.
11. It is the responsibility of the field office to make the final pairing based on students' educational plans, agency ability to provide a quality field practicum, and program needs.

### **Employment-Based Field Instruction**

In certain circumstances, students may be permitted to complete one year of field education in their place of employment. The field office may grant this exception on a case by case review. In such cases the following criteria must be met:

1. The field practicum must be structured in a way that ensures separation of the student's responsibilities as employee and that of student.
2. In order to ensure new learning opportunities, the field placement must be in an area that is different from current, and past work assignments and responsibilities
3. The agency must:
  - a. Relieve the student from employment obligations and assign different responsibilities to the student that meet student learning objectives **or**
  - b. Provide a separate field experience not related to the employment obligations outside of normal work hours.
  - c. Agree that the work-based field placement will have an educational focus.
  - d. Establish affiliation agreements with Nazareth College MSW Program
  - e. Assign a different licensed social worker to provide field instruction supervision than her or his job supervisor and assign a different caseload.
    - i. The assigned licensed social worker must meet the MSW Program's criteria for qualification as a field instructor.

Students requesting an employment-based field instruction are required to submit a formal request using the Employment Based Field Placement Application which outlines what's required including

1. A detailed description of current employment duties.
2. A plan for completing field instruction in a formal way separate from existing work responsibilities.
3. A detailed description of the proposed employment-based re-assignment for field instruction including: the name and contact information of the proposed field

instructor.

4. Provide a copy of current job description.
5. Provide approval from the agency executive director or his or her appropriate designee that includes:
  - a. The agency is willing to provide a field placement opportunity that meets required criteria.
  - b. The letter should also state whether the field placement is requested for a Generalist or Advanced year placement.
  - c. The agency letter should specify if the student is being released from his or her regular employment responsibilities or whether field hours will be completed separate from paid work hours
  - d. Specify that the employment-based internship will have a learning focus.

Final approval of the employment-based field placement will be made by the Director of Field Education and/or the Satellite Site Coordinator or designee upon review of the required supporting documents.

***Important Note:***

In the event a student accepts or pursues employment in the same agency in which he/she is a field practicum during the period of the field placement, the student needs to consult with the Director of Field Education and/or the Satellite Site Coordinator prior to accepting the job to ensure that the learning environment is maintained in accordance with the student's learning contract.

**Field Learning Contract**

At the beginning of the placement, the student must develop a Learning Contract with input, discussion and review with field instructor. The learning contract is to be submitted to the faculty liaison as defined in the Field Seminar syllabus. The Learning Contract is designed to facilitate the contracting process. It provides a framework for ensuring that all field learning in relationship to the nine core competencies and corresponding practice behaviors. By identifying specific field practicum activities or tasks that will provide the student with the opportunity to develop competence in each of the practice behaviors and achieve competence in each core competency domain. The Learning Contract is directly linked to the evaluation process and ensures that all students are given the opportunity to fully actualize the educational opportunities required. The document is designed to be fluid over the course of the field placement, and should be amended and re-submitted to the faculty liaison when substantive changes are made. The Faculty Liaison reviews, comments (recommends changes) and approves the Learning Contract. The final spring semester learning contract is submitted to the field office by the faculty liaison for submission to students' permanent field file.

The Learning Contract includes the following components

- Determining appropriate learning activities and assignments.
- Link learning activities and assignments to specific competencies and practice behaviors.
- Clarify specific performance expectations that may be relevant (refer to field evaluation for performance criteria developed by program).

## **Grading**

A minimum of 3.0 quality points or higher is considered passing for work for the MSW field practicum/field seminar courses. Student's receiving 3.0 quality points or higher in field seminar/practicum courses are given a letter grade of "S" S letter grades represents a Satisfactory Grade level. Satisfactory Letter Grades are used to measure student achievement in specified designated courses such as internship. Students' earning below 3.0 quality points in field seminar/practicum courses are given a letter grade of "U" U letter grades represent an "Unsatisfactory" grade. Credit hours are earned for satisfactory work but such grades are not included in the grade point average.

The faculty liaison is formally responsible for determining the student's grade in consultation with the field instructor. It is the expected that generally there will be consistency between the field performance and the seminar performance. To the degree that there is discrepancy in these areas, the faculty liaison/seminar instructor makes the final decision regarding the student's grade as outlined in the field practicum/field seminar syllabus.

A student who receives an unsatisfactory or "U" grade in a field practicum/seminar course will require an automatic Field Review. (Please refer to the Field Review Policy and Procedure for additional information).

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In rare circumstances, a student may be given a grade of "*In Process*" (IP). This is usually done when a student's field hours are being extended as part of their learning agreement. The "IP" grade must convert to an "S" satisfactory grade within six weeks of the end of semester grading cycle and prior to the beginning of the next semester. The grade of "IP" cannot be used as a substitution for a failing grade (U grade).

A grade of "I" for incomplete work will be arranged through the student and faculty liaison. This grade is given only in extenuating circumstances such as family or personal emergencies that have occurred during the semester and preclude course completion. Students are eligible for an incomplete grade only if they have completed a major portion of the course work requirements. Incomplete grades must be resolved within six weeks of the end of semester grading cycle. While the "I" grade does not impact the cumulative grade point average, the "I" grade remains on the student's transcript, along with the final grade earned in the course. The procedure to petition for an "I" grade, as outlined in the Nazareth College Graduate Catalog must be followed.

### **Academic Field Review: Pre-Academic Field Review Activities**

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting field objectives. In the event the student is not meeting field objectives, the field instructor, in consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g. agency and or field instructor related);
2. situational (e.g. interpersonal, illness, family, or similar circumstances); or
3. performance related (e.g. illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned tasks, inability to develop appropriate social work skills, or inability to meet other field objectives).

It should be noted that some situations included under performance related are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency or MSW Program, and violations of institutional policies or procedures. In these cases, the Academic Field Review Policies and Procedures will be followed without pre-review activities. If the situation also involves other areas of the academic performance a full Academic Review will be held.

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.

In the event of poor field performance, which will likely result in the student not meeting the criteria for a grade of “S” (Satisfactory) the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
  2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).
  3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
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4. The faculty liaison will schedule a meeting with the student and field instructor and notify the Director of Field Education and/or the Satellite Site Coordinator.
  5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student and faculty liaison will receive copies.
  6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the Director of Field Education and/or the Satellite Site Coordinator and faculty advisor.
  7. A Field Review must be conducted if the student receives a grade of Unsatisfactory “U”.

### **Field Review Procedures:**

The review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

- The review is convened by the Director of Field Education and/or the Satellite Site Coordinator and will include the student, the student's advisor, the field instructor, field liaison. If either the Director of Field Education and/or the Satellite Site Coordinator or the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- If the field review is for the inability to obtain a field placement, the student, the MSW Director of Field Education and/or the Satellite Site Coordinator will attend.
- The faculty liaison will summarize in writing the contracts and actions taken and will provide copies to all parties involved in the review.
- The Director of Field Education and/or the Satellite Site Coordinator will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.
- The student can request the presence of a supportive Nazareth College Community member at the review.

- The review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the Director of Field Education and/or the Satellite Site Coordinator, faculty liaison, faculty advisor and Program Director may elect to go into executive session.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of decisions must be made within ten business days of the Review.
- Remedial actions to address the concerns may include the following:
  - a. The student may be required to complete additional field hours.
  - b. A change of placement may be made.
  - c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
  - d. The student may choose to withdraw from the program.
  - e. The student may be recommended for termination from the program.

**Field Review Appeal:**

A student who believes that the case has not been handled appropriately or resolved to her or his satisfaction may appeal in writing, utilizing the appropriate procedures of Nazareth College. These procedures are outlined in the graduate student catalog.

## **FIELD EDUCATION EVALUATIONS**

The field education evaluations are best viewed as a part of an ongoing dialogue between field instructor and student, with the involvement of the faculty field liaison/seminar instructor. The objectives that form the basis of this evaluation come directly from the program objectives. An attempt has been made to anchor the behaviors expected.

The evaluation process for the practicum experience consists of three specific evaluation components: (Each component requirement for completion is specified on the forms). Self-evaluation by the student consisting of the student completing the same evaluation instrument used by the field instructor at the end of each semester and discussing the self-evaluation with the field instructor during the evaluation process.

1. An evaluation of the student by the field instructor at the end of fall and spring semesters reflecting the field instructors assessment of the students level of achievement in demonstrating field objectives at a satisfactory level.
2. Student evaluation by the field instructor and agency site and learning opportunities at the end of the second semester of field practicum.

***Using the Field Evaluation Form within a Process***

- Within the first three weeks, the student will need to develop a preliminary learning contract in consultation with his or her field instructor. The field learning contract should be refined throughout the first semester, and updated at the beginning of the second semester.

Dates of submission to the faculty liaison are outlined in the field practicum/field seminar syllabi. The field evaluation should be utilized as one tool in developing the contract. This tool can be used to help clarify expectations (both in terms of opportunities presented/available and on expectations for performance).

- At about the mid-point of the semester (around the end of the 2<sup>nd</sup> month), it is suggested that as part of the weekly supervision session, time be scheduled for the field instructor and student to look at the evaluation form and explore how the student is doing. Ideally, this is accomplished before the semester three-way meeting between field instructor, student and faculty field liaison/seminar instructor. Any major areas of disagreement or potential problems should be discussed prior to the three-way so that problem solving can be engaged in.
- By the end of each semester, an evaluation form must be completed and signed by all parties. It is suggested that the student complete a self-evaluation using the same evaluation instrument used by the field instructor and discuss the self-evaluation with the field instructor during the evaluation process. This provides a tool to explore discrepancies or hidden areas and facilitates discussion between student and field instructor. The field instructor is responsible for the final assessment of the student's field practicum performance in his or her evaluation of the student using the field practicum evaluation form.
- Students will complete an agency and field instructor evaluation at the end of the second semester of the placement.

## **Nazareth College MSW Reciprocity Policy and Procedure**

*Revised 4-24-17*

This is a description of the NAZARETH COLLEGE MSW Program's reciprocity policy for field instructors who supervise NAZARETH COLLEGE MSW students:

**Choice:** \$200 Nazareth College Arts Center voucher for providing field instruction for a student.

Requests for either of these can only be made at the end of the spring semester and no later than May 30<sup>th</sup>.

**Eligibility:** The field instructor must provide field instruction to a student for both fall and spring semesters to be eligible for the tuition waiver. However, there is an opportunity for a prorated \$100 Arts Center voucher for an individual who provided just one semester of field instruction.

**Supervising 2 students:** If someone provides field supervision for two students for both semesters, the instructor would be eligible for 2 vouchers.

### **Nazareth College Arts Voucher**

- It is issued the Field Instructor on record, but can be transferred to a day-to-day task supervisor if the Field Instructor declines or is not eligible.
- It provides an opportunity to attend Arts Center performances up to the value of the voucher.
- If the field instructor requests the voucher, there will be an account opened at the Arts Center for the value of the voucher, and as tickets are requested, the value of the tickets will be deducted from their account.
- The voucher is valid for one year.

- It is good for most performances, but there are some exclusions.
- The link for requesting the voucher is found in the *Field Instructor Resource* section of the NAZARETH COLLEGE MSW webpage at [www.naz.edu/mswfield](http://www.naz.edu/mswfield) and is labeled “*Nazareth Arts Center Voucher.*” (available April-May).

## **Library Privileges for Field Instructors**

Nazareth MSW Field Instructors have complimentary loan privileges at Nazareth College.

### **Nazareth College:**

A pamphlet about library borrowing privileges for clinical instructors and cooperating teachers is distributed to all field instructors during the field instructor orientation and is available from the NAZARETH COLLEGE MSW Field office. To access the Lorette Wilmot Library at Nazareth College, bring the pamphlet and a driver’s license to the Circulation Desk to be signed up for the current academic year.

## **Nazareth College MSW Insurance and Accident Information:**

### **Insurance Coverage (taken from Affiliation Agreement with each agency)**

**Insurance.** *a. By Nazareth.* During the term of this Agreement, and for two (2) years thereafter, Nazareth will maintain professional liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate, with insurers reasonably acceptable to the Site. Upon written request, Nazareth will provide the Site with proof of insurance. *b. By the Site.* During the term of this Agreement, and for two (2) years thereafter, the Site will maintain professional liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate, general liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate, and statutory workers' compensation insurance, all with insurers reasonably acceptable to Nazareth. Upon written request, the Site will provide Nazareth with proof of insurance.

### **Accident**

The College does NOT carry insurance that would cover students transporting of agency client/patients on agency business, or student travel to and from agency field placements.

## **Appendices**

### **Appendix A: NASW Code of Ethics**

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

### **Appendix B: International Code of Ethics**

<http://ifsw.org/policies/statement-of-ethical-principles/>

### **Appendix C: Council on Social Work Education: Educational Policy and Accreditation Standards 2015**

<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

**Appendix D: New York State Laws and Regulations for Social Work Practice**  
<http://www.op.nysed.gov/prof/sw/>

**Appendix E: New York State Practice Guidelines for Mental Health Care**  
<http://www.op.nysed.gov/prof/sw/swcarestandards.htm>

**Appendix F: Council on Social Work Education: Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight--February 25, 2014**  
<https://www.cswe.org/getattachment/Accreditation/2014-02-25AnnouncementreDOLandField-EF.pdf.aspx>

**Appendix G: Non-Discrimination Policy—Nazareth College**  
<http://catalog.naz.edu/content.php?catoid=68&navoid=1796>

**Appendix H: Nazareth College Contract of Affiliation: Social Work**  
<https://www2.naz.edu/academics/grad/msw-social-work-degree-program/current-students/field-education/>

**Appendix I: Field Education Forms for Students**  
<https://www2.naz.edu/dept/social-work/nazareth-msw-current-students/>

**Appendix J: Field Education Forms**  
<https://www2.naz.edu/dept/social-work/nazareth-msw-current-students/>

- Field Evaluation-Generalist Year (2015 EPAS Competencies)
- Field Evaluation-Advanced Year (2015 EPAS Competencies)
- Field Hour Exception Request Form
- Learning Contract-Generalist Year (2015 EPAS Competencies)
- Learning Contract- Advanced Year (2015 EPAS Competencies)
- Nomination for Outstanding Field Instructor Form (used in March and April)
- Time Sheet (to record field hours)
- Student Evaluation of the Field Placement (completed at the end of the spring semester)

**Field Application Materials**

- Employment-Based Field Application (to request field placement at place of employment)
- Field Placement Application Preview (content of the online field application)
- Student Agreement (included in the online field application)

