



*Department
of Social Work*

**BSW FIELD
INSTRUCTION MANUAL
2018-2019**

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Accredited by the Council on Social Work Education

Table of Contents

Contact Information	1
Introduction	2
History of Winthrop University	2
Department of Social Work	3
History of the Social Work Program	3
Social Work Program Rationale.....	3
The BSW Program Mission	4
BSW Program Goals.....	4
The Mission of the Department within the Mission of the University.....	4
Relationship of the Program to the Ethics and Values of the Profession	5
Course Description	6
Field Instruction	6
Course Requirements	7
Course Competencies (Student Learning Outcomes) and Practice Behaviors.....	7
Learning Experiences/Integration of Class & Field.....	9
Learning Contract	10
Teaching and Supervision.....	11
Agency Orientation.....	12
Responsibilities and Rights of the Student.....	12
Responsibilities of the Agency Field Instructor/Task Supervisor	14
Responsibilities and Rights of the Field Directors/Field Faculty	15
Field Instruction Policies and Procedures	17
Selection of Field Agencies.....	17
Selection and Criteria of Agency Field Instructors and Task Supervisors.....	18
Field Placement Operating Hours & Location	19
Admission to Field Instruction.....	20
Field Instruction Application and Placement	20
Field Placement Interview	21
Students with Disabilities/Special Needs	23
Employment-based Field Placement.....	23
Credit for Previous or Current Work Experiences.....	24
Offers of Employment While in Field Courses.....	24
International-based Field Experiences	24
Field Hours.....	24
Special Circumstances and Incomplete Grading	25

Evaluation Procedures.....	25
Rating Student's Performance.....	25
Grading Policy.....	26
Evaluation of Field Director, Field Faculty, and Field Courses	26
Changing a Field Placement	27
Addressing Field Agency/Instructor Problems.....	28
Addressing Student Problems	28
Terminating a Field Placement Due to Student Performance	29
Department of Social Work Termination Policy.....	29
Appeal and Grievance Procedures	31
Inclement Weather and Field Placement/Field Seminar Class	31
Personal Safety/Risk Reduction.....	32
Insurance Coverage	33
Transportation.....	35
Sexual Harassment	35

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Introduction

The Department of Social Work offers a comprehensive undergraduate social work program that is accredited by the Council on Social Work Education (CSWE). The program is designed to prepare its graduates for entry level professional generalist social work practice with individuals, families, small groups, organizations, and communities. The curriculum combines a sound liberal arts base with professional social work education to prepare its graduates for professional practice, life-long learning, and a productive life in an ever-changing world. Graduates are qualified to work in a variety of social service settings including, but not limited to, child welfare, child and adult protective services, mental health, medical social services, school social work, adult and juvenile courts and corrections, nursing care facilities, drug and alcohol rehabilitation, and developmental disabilities.

This field instruction manual is designed to inform students, agency field instructors, agency administrators, and others in the community of the many important aspects of the field instruction program. It serves as a guide for planning, implementing, and evaluating students' experiences in their field placements, and outlining the expected nature and structure of the field experience by delineating responsibilities of all concerned parties while specifying student learning objectives and competencies required for successful completion of the field instruction course.

Program changes may necessitate revisions of this manual over time. Students, faculty and agency field instructors are encouraged to view this manual as a dynamic tool intended to meet the changing needs of the social work department as it strives to offer an undergraduate social work program of the highest quality, as reflected by national accreditation through the Council on Social Work Education. Suggestions to improve its overall content are encouraged.

History of Winthrop University

David Bancroft Johnson, then superintendent of schools in Columbia, S.C., founded Winthrop in 1886 as a training school for teachers. With the backing and support of the honorable Robert C. Winthrop, chair of the Peabody Educational Fund, the "Winthrop Training School for Teachers" was established and began operations on November 15, 1886. Using the Chapel of the former Presbyterian Theological Seminary in Columbia, 17 students were enrolled. Through the efforts of Governor John P. Richardson, the legislature in 1887 granted a charter to the school and provided scholarships for one student from each of the 34 counties of the state. In 1891, at the urging of President Johnson and with the support of Governor Benjamin Ryan Tillman, Winthrop became a state-supported institution, and the name was changed to "The South Carolina Industrial and Normal College." However, in 1893 the College became known as "The Winthrop Normal and Industrial College of South Carolina." In that same year, the decision was made to move the College to Rock Hill.

Winthrop continued to grow, eventually encompassing a beautiful 100-acre campus and 450-acre recreational area in the heart of the Carolinas. As the campus and enrollment grew, Winthrop's mission continued to broaden. The legislature recognized Winthrop's growth, achievements and statewide importance by granting university designation, effective in July of 1992. Winthrop

University has changed considerably over the past century, but what has not changed has been the University's commitment to excellence in education.

Winthrop University is a comprehensive, public institution granting baccalaureate and master's degrees. From its origins as a teachers' college, the mission of the University has been broadened to include the liberal arts and selected professional programs. Today, and in the foreseeable future, Winthrop University will emphasize a multi-purpose identity and will continue to offer challenging academic programs of national caliber.

All of the undergraduate programs at the University--whether or not pre-professional in orientation--are predicated upon the liberal arts and sciences. Students at Winthrop develop the skills and gain the understanding which marks the broadly educated person. Based upon this foundation, graduates are prepared to enter or develop in professional positions in business, industry, government, education, the arts, and human services, or to enter graduate and professional schools.

Department of Social Work

History of the Social Work Program

The Social Work Program at Winthrop University developed out of a history of social welfare course offerings dating back to the 1930s. The Council on Social Work Education (CSWE) in 1970 first approved it when the Council began to approve undergraduate social work programs. In 1974, the program (then housed in the Department of Sociology) was first accredited. In 1983, the Social Work Program was approved for departmental status and officially became the Department of Social Work. The program has a long history of accreditation and is currently in the process of review for reaffirmation by CSWE.

Social Work Program Rationale

The mission of the Winthrop University Department of Social Work is to educate students to become competent generalist practice (BSW level) and advanced practice (MSW level) social workers. This mission is grounded in the purpose of the social work profession, which is to promote human and community well-being, and guided by an empowerment perspective that affirms the strengths and capabilities of people, values human diversity, and promotes social and economic justice.

As a student-centered learning community, the Department follows the established core social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence. The mission is carried forth in an integrated learning context that values knowledge based on scientific inquiry, emerging information technology, and a commitment to evidence-based practice. Members of the Department apply their scholarship and professional expertise through leadership, collaboration, and service at local, state, national, and international levels.

The mission of the Department of Social Work is integrated with the larger Winthrop University mission. Winthrop University is South Carolina's distinctive public comprehensive university. The University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber and is committed to being among the very best institutions of its kind in the nation. In keeping with the University mission, social work graduates are prepared to professionally serve the broadly diverse geographic regions and the richly unique citizens within those regions of the Carolinas and beyond.

The BSW Program Mission

The mission of the BSW Program is to educate students to become competent generalist practice social workers. The BSW Program offers a **generalist practice** focus which is structured in the liberal arts, and the person and environment construct. Social workers prepared at this level use a range of prevention and intervention methods with individuals, families, groups, organizations, and communities. Baccalaureate level practitioners identify with the social work profession and apply ethical principles and critical thinking in practice. They recognize and honor diversity and advocate for human rights and social and economic justice. In addition, BSW prepared practitioners support and build on the strengths and resiliency of all people. They engage in research-informed practice and are proactive in responding to the influence of context on professional practice.

BSW Program Goals

Graduates of the BSW Program are prepared to:

1. Engage in entry-level generalist practice using a range of prevention and intervention methods that are empirically-based, multisystemic, and shaped from the profession's history, purposes, and values.
2. Demonstrate cultural competence in working affirmatively with diverse populations and across the life course.
3. Position themselves for successful entry into graduate social work programs.

The Mission of the Department within the Mission of the University

The Social Work Program strongly endorses the University's purpose of building upon a liberal arts and sciences foundation to help students develop the skills and understanding characteristic of "a broadly educated person." This is demonstrated through the program's requirement of a broad selection of general education courses which, in many cases, also serves to meet the University's general education distribution requirements. A high proportion of courses in the Social Work Program are drawn from eight traditional academic disciplines. The professional course work builds upon and integrates concepts drawn from the liberal arts and adds theory, research, and skill development from the social work profession.

The Social Work Program's primary objective of preparation for the first level of generalist professional social work practice is consistent with Winthrop University's overall commitment to professional preparation through "selected programs of national caliber." Winthrop has offered

undergraduate social work preparation since the mid-1930s. It consistently sought--since CSWE developed an interest in undergraduate programs--to keep its program in harmony with CSWE guidelines and standards.

The Social Work Program's primary objective to prepare its graduates for "disciplined use of social work knowledge, skills and values in promoting sensitivity to human diversity and positive regard for a pluralistic society" is directly related to a primary University goal of promoting "a culturally diverse environment" in which the University "cherishes the gifts of all its people of both genders and all races, religions, and ethnic origins." Social work faculty consistently challenge students to examine their values and attitudes regarding others. They challenge students to examine ways that they as individuals, and social work as a profession, might effectively bring about changes that would make our society and its institutions more humane and sensitive to the needs of others. Faculty must teach and students are expected to learn, understand, and adhere to these values, which are espoused in the NASW Code of Ethics. Commitment to these and other specified values reflect professional commitment and must be reflected in practice.

The curriculum also contains content throughout on human diversity and special populations. This content relates to the University goal ". . . to impart to its students the knowledge, skills, experiences, and values necessary to enrich their lives permanently, and to meet the needs and challenges of the society in which they will live as citizens and professionals."

Social work faculty actively engage in research and community service activities. In turn, they encourage students to engage in research and community service. Students also are encouraged to participate in activities such as the Social Work Club, professional meetings, and to otherwise prepare for life after Winthrop University. Students are required to participate in cultural events of the University prior to graduation and are required to have a volunteer service experience prior to entering into the senior year field instruction. These activities are designed to promote the development of students as well rounded persons.

Relationship of the Program to the Ethics and Values of the Profession

The social work program objectives are consistent with the ethics and values of the profession as they strive to help students examine their values, acquire the necessary knowledge base, and develop needed skills to become effective bachelor level social work practitioners. Social work values such as the inherent worth of the individual, the right to self-determination, individualization, confidentiality, concern for and responsibility for others, and the non-judgmental attitude are stressed in all social work courses.

Students are exposed to the damaging effects of ageism, homophobia, poverty, racism, sexism, and other forms of discrimination that unjustly penalize large numbers of human beings throughout the world. Commitment to equal opportunity and social justice is stressed. Students are helped to understand and appreciate lifestyles with which they are not familiar and to see that "different" does not necessarily mean better or not as good as. They are taught that people with other lifestyles, religious beliefs, sexual orientations, and viewpoints of life are of equal value

and should have the same rights as the majority. Social work students are shown the effects of the environment on the social functioning of individuals, families, small groups, organizations, and communities.

The professional responsibility of the social worker is discussed and examined at several levels of the program. All students are expected to be familiar with, and act in accordance with, the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) both in the classroom and in the field.

Field Instruction

Course Description

Field instruction is an educationally directed program that provides the student with learning opportunities to develop skills for generalist social work practice. Winthrop University's BSW program uses the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS) to establish program curriculum, including field instruction. For more information about CSWE, and the standards used, please visit their website at: <https://cswe.org/Accreditation/Standards-and-Policies>.

CSWE defines generalist social work practice as being:

.... grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices.

The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

CSWE has designated field education as social work's signature pedagogy stating:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 criteria by which students demonstrate the social work competencies. Field education may integrate forms of technology as a component of the program.

Course Requirements

Field instruction requires the student to complete a minimum of 450 field hours for the final semester of his/her senior year, commonly known as a “block” placement. Field instruction (SCWK 443) is taken in conjunction with a field seminar class (SCWK 463) and is offered in fall and spring semesters. All other undergraduate coursework is expected to have been completed prior to entering field.

All students are required to attend field orientation and other mandatory meetings prior to starting in the field. In addition, students are expected to be in his/her field placements Monday through Friday (agency operating hours), approximately 30-35 hours per week; supervised by an approved BSW/MSW field instructor at a university affiliated (contracted) field agency. In some settings, special client needs or agency schedules may suggest that adjustments in field schedules be made. For example, the agency field instructor in a residential setting may plan specific learning activities for the student which would require him/her to come to the agency at night, on the weekend, or at other "off hours".

In addition to the required field hours, students are also expected to demonstrate competent, ethical, and professional social work behaviors as outlined by the course competencies and practice behaviors listed below.

Students who are not prepared to meet these expectations will be delayed entry into the field until they can meet the obligations.

Course Competencies (Student Learning Outcomes) and Practice Behaviors

The student learning outcomes for field instruction are directly aligned with the Council on Social Work Education’s (CSWE) nine core competencies to ensure that the 2015 Educational Policy and Accreditation Standards (EPAS) are fulfilled and that BSW students acquire all of the skills deemed necessary for generalist social work practice. Therefore, as a result of successful completion of field, students are expected to demonstrate competency in the following areas:

Competency 1 – Demonstrate Ethical and Professional Behavior

Generalist Behaviors

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context. (a)
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (b)
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication. (c)
- Use technology ethically and appropriately to facilitate practice outcomes. (d)
- Use supervision and consultation to guide professional judgment and behavior. (e)

Competency 2 - Engage Diversity and Difference in Practice

Generalist Behaviors

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. (a)
- Present themselves as learners and engage client systems as experts of their own experiences in practice. (b)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems. (c)

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice Generalist Behaviors

- Apply their understanding of social, economic, and environmental justice to advocate for human rights. (a)
- Engage in practices that advance social, economic, and environmental justice. (b)

Competency 4 - Engage in Practice-informed Research and research-Informed Practice Generalist Behaviors

- Use practice experience to inform scientific inquiry and research. (a)
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (b)
- Use/ translate research findings to inform and improve practice, policy, and service delivery. (c)

Competency 5 - Engage in Policy Practice

Generalist Behaviors

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (a)
- Assess how social welfare and economic policies impact the delivery of and access to social services. (b)
- Apply critical thinking to analyze, formulate, advocate for policies that advance human rights and social, economic, and environmental justice. (c)

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

- Apply knowledge of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (a)
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (b)

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (a)
- 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. (b)

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (c)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (d)

Competency 8 - Intervene with individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (b)
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (c)
- Negotiate, mediate, and advocate on behalf of diverse clients and constituencies. (d)
- Facilitate effective transitions and endings that advance mutually agreed-on goals. (e)

Competency 9 - Evaluate Practice with individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

- Select and use appropriate methods for evaluation of outcomes. (a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (b)
- Critically analyze, monitor, and evaluate intervention processes and outcomes. (c)
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (d)

Learning Experiences/Integration of Class & Field

Field instruction for the BSW student is expected to provide the student with generalist practice opportunities to demonstrate the nine core competencies outlined above. In structuring the field experience for generalist students, the learning opportunities need to be as broad, diverse, and client-centered as possible. The following are considered to be minimum expectations for generalist field placements:

- Commitment by the agency and field instructor to the learning experience for the student. This includes making time for student orientation, developing a learning contract with the student, scheduling weekly supervisory meetings, communicating with the associate field director, and completing mid-term and final evaluations for the student.
- Substantial amount of client contact, with approximately 50% of the time at the field placement involving direct work with clients. The student is expected to eventually begin working with clients independently.
- Exposure to one or more theoretical practice frameworks (with individuals, couples, families, or groups), either directly or through observation.
- Experience with assessment, treatment planning, interventions, and evaluation.

- Experience in completing social work documentation, such as psychosocial assessments, treatment plans, or progress/client notes.
- Exposure to agency administrative meetings, policies and procedures, and case/client staffing.
- Exposure to interagency meetings or staffing.
- Exposure to clients with diverse backgrounds in terms of age, ethnicity, socioeconomic status, gender, sexual orientation, religion, and other characteristics.
- Exposure to advocacy experiences (macro or micro).
- Exposure to evaluative (outcome measures, quality assurance, etc.) practices completed at either the agency or client level.

Agencies and field instructors must remember that a student's role is not the same as an employee's role within the agency. CSWE prohibits substitution of employment as a field placement. Although students are expected to gain "real world" experience in the practice setting, and they perform similar tasks as employees, their educational assignments are structured to emphasize learning, not merely the completion of a task or job. Students will also be expected to complete a capstone assignment for their field seminar course (SCWK 463) that is connected to their field placement experiences.

Learning Contract

A learning contract is required for all students in field as it provides direction and structure for the field experience. This document not only provides guidance and structure for the field placement but it assists the field instructor and student with the evaluation process too. It is important that the field instructor and the student become very familiar with the student learning outcomes (competencies and practice behaviors) for the course to ensure learning activities for the student that will allow the student to clearly demonstrate the required practice behaviors. Since Winthrop University's Department of Social Work uses CSWE's nine core competencies to guide our field program, this means that the learning goals for field have already been established for the student. The role of the student and field instructor is to use the learning contract to further define how these goals and competencies can be translated into practice and learning tasks.

Learning contract templates for each field course are available on the Blackboard learning management system used for the student's assigned field course. The student must assume major responsibility for the development of his or her learning contract for the semester. While the field instructor and/or task supervisor may initially need to provide guidance in developing the learning contract due to the student's limited knowledge about the agency, as the student gains familiarity with the setting and its learning opportunities, he or she can contribute to the discussion and revision of the contract. The learning contract should be viewed as a living document and reviewed often, minimally at midterm and at the end of the semester. As the student completes activities, new ones can be added; others can be revised or deleted. Assistance and guidance for completing the learning contract is provided through field orientation. The field faculty is available to provide assistance to the student or field instructor as needed.

Teaching and Supervision

It is imperative that contact and communication be maintained with agencies during the time students are in field. The field director is responsible for coordinating and overseeing all field instruction within the BSW programs. In addition to the field director, additional field faculty assist with providing field course instruction, primarily through ongoing communication with students, field instructors and/or task supervisors, conducting agency site visits, and reviewing student field assignments.

The field agency should support sound ethical social work practice, professional education, and appropriate student instruction. All field placements will have an assigned field instructor to oversee a student's learning while in the field. Field instructors must have a BSW or MSW degree from a CSWE accredited program and a minimum of two years' post-graduate social work experience. Most field sites have employees who directly serve as a field instructor and primary supervisor for students in the field. However, some field sites are viable learning environments for students but lack employees or staffing resources to assign BSW-degreed field instructors to oversee the day-to day learning activities of the student. For such agencies, students are assigned an appropriate task supervisor to oversee the student's learning activities in conjunction with a field instructor. Students should be considered developing professionals and agencies should neither exploit students to meet staff needs, nor hold back appropriate assignments because of their student status. In fulfilling those responsibilities, contact will be maintained with agencies in the following manner:

1. All field instructors and/or task supervisors will be required to complete an initial supervisory training before their assigned BSW student begins the field course.
2. Field instructors and/or task supervisors assigned to students are invited to attend a field orientation on campus with their prospective student prior to the start of the field course.
3. All field placements will be closely monitored by the student's assigned field faculty. Agency site visits/meetings with the student, field instructor, and/or task supervisor will be conducted for all students enrolled in a field course. These will be conducted either through the use of technology (e.g. webcams or phone conferences), or in person with the faculty member going to the agency site. A minimum of two agency site visits will be conducted for all generalist field courses/placements (mid-term and final visit).
4. Field faculty will be available by phone and email to field instructors and students to assure that progress is being made, and to answer any field related questions that might arise.

The student and field instructor should waste no time in carrying out the activities listed in the learning contract. The student is an adult learner who is expected to take ownership over their own field experience, ensuring the fulfillment of course requirements. However, the student and field instructor must be partners in the learning process. The field instructor must use their practice wisdom to assist the student with the integration of theory and practice, foster the development of practice skills, and help the student develop the self-awareness crucial to social work practice. Using the learning contract as a guide, the student should begin the field

placement with supervised, simple, and uncomplicated tasks and progress to more complex tasks, allowing the student to work autonomously. Again, the field experience is expected to be “hands on” so the student needs to have learning opportunities that allow him or her to practice and *demonstrate* their social work skills.

Agencies and field instructors must remember that a student’s role is not the same as an employee’s role within the agency. CSWE prohibits substitution of employment as a field placement. In addition, all field agencies must adhere to the U.S. Department of Labor’s criteria for an unpaid internship (<https://www.dol.gov/whd/regs/compliance/whdfs71.htm>). Although students are expected to gain “real world” experience in the practice setting where they perform similar tasks as employees, their educational assignments are structured to emphasize learning, not merely the completion of a task or job.

Agency Orientation

At the beginning of the field placement, an orientation to the agency is expected to occur. A well-planned and structured orientation alleviates much of the anxiety the student experiences at the beginning of his or her internship. Orientation sessions should include information regarding the agency's staff, services, population served, mission or goals, policies, and procedures. Students should be made aware of the agency’s privacy guidelines for sharing and releasing information related to the activities of the field placement. Students are expected to adhere to all agency policies and procedures. Additionally, the orientation process should include discussion of the expectations for supervision and evaluation plans. Here are some suggested key materials/activities to consider in orienting students to the agency:

- Expected work schedule (start and end times for work day)
- Introduction to staff and information about their job roles/duties
- Agency mission, services, and values
- Examples of agency forms used (assessments, treatment plans, etc.)
- List of terms, acronyms, symbols, etc. commonly used within the agency
- Maps of the agency, communities served, etc.
- Policy and procedures manual
- Confidentiality and social media policies
- Safety guidelines and policies
- Dress code
- List of agency observed holidays/closings
- Inclement weather policy and procedures

Responsibilities and Rights of the Student

The student will:

1. Complete the mandatory field orientation requirements for the course and field agency site.
2. Conform to normal agency work hours and expectations. Students will attend field according to the schedule agreed upon by their field instructor and/or task supervisor. Placement days vary per student course and program. All students adhere to the attendance requirements outlined in the course syllabus.

3. Follow agency guidelines for reporting to work and remaining on duty throughout the entire workday. The student will notify the agency field instructor and/or task supervisor as soon as possible if for some urgent reason it is not possible to report as assigned. The student will make up any absences or hours missed at times convenient to, and agreed-upon by, the agency field instructor and/or task supervisor.
4. Demonstrate a professional fit with social work practice by consistently performing field duties in a manner that upholds Winthrop University's Student Code of Conduct and the NASW Code of Ethics.
5. Assume primary responsibility for the development of his or her learning contract.
6. Accurately report/document their internship hours on a weekly basis (i.e. turn in a time sheet/report for hours and activities completed in the field).
7. Learn about the services and programs of the agency setting and perform internship activities and duties within the framework of its policies and procedures. The student will also learn about community services outside his or her agency setting and represent the agency in a professional manner to clients, constituents, and colleagues.
8. Handle all information concerning clients with strict confidentiality and act in a manner consistent with the ethics, values, and principles of the social work profession.
9. Participate in all learning activities planned by the field instructor (i.e., conferences, seminars, workshops, and community activities). Outside activities or attendance at conferences can only be counted toward field hours if they are properly aligned with the course objectives and approved by the field instructor and/or task supervisor.
10. Participate in regularly scheduled supervision meetings with the field instructor and/or task supervisor.
11. Participate in the agency site visit meetings with the field instructor, task supervisor (if applicable), and field faculty as expected per field course and as needed.
12. Satisfactorily complete all course assignments.
13. Inform the field faculty of any problem or difficulties in his or her agency setting.
14. Complete the course evaluation.
15. Complete the student evaluation for their field placement experience in an online survey at the end of the field placement.

The student has a right to:

1. Be afforded appropriate learning opportunities.
2. Be treated with respect and fairness.
3. Have appropriate access to the field instructor, task supervisor (if applicable), and field faculty.

4. Receive adequate supervision from the field instructor and/or task supervisor to accomplish learning goals.
5. Receive timely, specific, and corrective feedback from field instructor and/or task supervisor, and field faculty regarding performance.
6. Document any disagreement with the midterm or final evaluation of the student's performance in field.
7. Be informed of problems/concerns that could jeopardize student's continuance in field.
8. Have access to needed information, materials, supplies, space, and resources to carry out field responsibilities.
9. Provide feedback to the field instructor, task supervisor (if applicable), and field faculty concerning the field program.
10. Report concerns regarding their field placement, field instructor, task supervisor (if applicable), field director, and/or field faculty.
11. Request termination or change of placement if his or her learning needs are not being met.
12. File a grievance regarding decisions that he or she believes have violated or disallowed his or her rights.

Responsibilities of the Agency Field Instructor/Task Supervisor

The field instructor and/or task supervisor will:

1. Complete the orientation training(s) required by the university to serve as a field instructor and/or task supervisor.
2. Orient the student to the agency's organization, structure, culture, policies and procedures, providing necessary resource and/or reference materials.
3. Assist with planning and developing the learning activities with the student by developing a learning contract that is in accordance with the student learning outcomes for the field instruction course.
4. Instruct and assist the student in integrating and applying the knowledge, values, skills, and cognitive and affective processes learned in the classroom.
5. Assist in arranging for the student to attend staff and board meetings, conferences, workshops, and community activities that are appropriate to the field experience and to the student's professional development.
6. Be physically present in the agency during a significant portion of the student's placement in order to provide appropriate oversight and evaluation of the student's learning experience.
7. Monitor and evaluate the student's practice activities, discussing with the student

how he or she is progressing and what his or her areas of strengths and limitations are. Regularly scheduled supervision meetings should be a part of this process.

8. Complete the required student evaluation forms for the course and meet with the student and field faculty for agency site visits that coincide with these evaluations. The evaluation form should be reviewed and discussed with the student *prior* to the agency site visit.
9. Notify the field faculty as soon as possible of any problems or concerns regarding the student's performance in the field that might result in an unsatisfactory grade and/or request to terminate the student's field placement. Complete and provide required documentation to support the concern/issue.
10. Provide feedback to the field office about their experience through an online survey at the end of the course.

The field instructor and/or task supervisor has a right to:

1. Receive needed support/advice/consultation from the field faculty.
2. Be afforded appropriate training in order to carry out field functions.
3. Be treated with respect and fairness.
4. Review and evaluate/critique student's performance in the field.
5. Expect students to fully engage themselves in field learning activities.
6. Have information that will keep them apprised of field course expectations, policies, procedures, etc.
7. Expect students to comply with agency and field policies/procedures/rules/regulations.
8. Terminate student placement if student learning is compromised either by the agency, field instructor, task supervisor, or student.
9. Have input into the field program and provide feedback to the program.

Responsibilities and Rights of the Field Directors/Field Faculty

The field director/field faculty will:

1. Identify, assess, and select agencies for the field instruction.
2. Approve all student field placements. This will involve providing the student with information about the prospective field placement, supplying relevant personal data about the student to the agency supervisor, and arranging for a pre-placement visit/interview for the student.
3. Explain, interpret, and give guidance regarding the objectives of the field education program to agency administrators, field instructors, task supervisors, students, and other

appropriate persons.

4. Provide orientation/training for field instructors, task supervisors, and students. Provide field manuals, evaluation forms, and other resource materials that are required for field instruction.
5. Maintain confidentiality regarding the agency clients. Student assignments or other written data will not contain actual client names or other information that could identify a client.
6. Provide ongoing instruction, consultation, and support to field instructors, task supervisors, and students. Be prepared to discuss and address any concerns presented.
7. Review and evaluate student assignments and correspondence, communicating and providing feedback as needed.
8. Be available to meet with the student, field instructor, and/or task supervisor as requested or needed.
9. Participate in decisions regarding the student's continued placement in the agency. The agency, student, or the field faculty may facilitate the need for a placement change or termination.
10. Terminate a field placement due to situations which compromise student learning. Students may also be removed for academic misconduct, unprofessional behavior, or unethical behavior.
11. Meet with the student, field instructor, and/or task supervisor for agency site visits as expected per course.
12. Assign the student's final grade, with consideration of the recommendation of the field instructor and/or task supervisor.

The field director/field faculty has a right to:

1. Be informed of student progress/performance in the field.
2. Be informed of concerns/problems that arise in the field.
3. Be treated with respect and fairness.
4. Be informed of plans for any significant changes in the student's field schedule or assignments.

5. Be afforded access to meet with student, field instructor, and/or task supervisor when requested.
6. Review and critique student field work and assignments.
7. Evaluate suitability of the field placement and the field instructor and/or task supervisor to meet programs goals and student needs.
8. Evaluate the performance of the student, field instructor, and/or task supervisor.
9. Expect that placements are educational in focus.
10. Expect cooperation from student, field instructor, and/or task supervisor in carrying out field responsibilities.
11. Change or terminate a field placement when student learning is compromised either through the agency, field instructor, task supervisor, or student.

Field Instruction Policies and Procedures

Selection of Field Agencies

Field instruction is an integral part of the preparation of professional social work practitioners. Therefore, it is important that the agency affiliates of the school reflect standards of professional practice that make it possible for the agency to contribute to student learning. If possible, a site visit to meet with potential field instructors, and to determine suitability for generalist and/or specialized placements, will be made prior to placing students in new field agencies. For agencies located outside of the university's geographic area (within a 75 mile radius of the campus located in Rock Hill, SC), the field office will use technology to conduct virtual site visits with new agencies (e.g. Google maps). Students will also be instructed on how to assist the field office in assessing new agencies to ensure they are safe and professional learning environments.

The following criteria are used in the selection of field agencies:

1. The agency is able to provide appropriate learning experiences/activities that are compatible with the learning objectives of the field instruction course(s).
2. The agency is able to provide a climate that encourages the student to pursue his or her professional interests and to develop professionally.
3. The agency is able to provide adequate work space, equipment, and appropriate supportive services to enable the student to carry out social work tasks.

4. The agency is willing to provide time for field instructors and/or task supervisors to complete the field orientation/training requirements, meet with faculty to evaluate and discuss student progress, and time to plan and supervise the student's field experience.
5. The agency has sufficient staff to carry out its program without dependence on a student to increase the quantity and quality of services. Student practice should contribute to the agency's primary purpose of service, but it should not be depended on as a substitute for regularly needed staff.
6. Students are not allowed to complete an internship in a field agency where a significant conflict of interest may exist, such as having a family member who owns or is employed in the agency. Students are obligated to notify the field office if a family member is employed in any capacity with the placement agency or of any other dual relationship that might exist.
7. The agency and Winthrop University complete an internship agreement to outline the expectations for the educational experience.

Selection and Criteria of Agency Field Instructors and Task Supervisors

Agency field instructors and/or task supervisors may be identified and recommended by community partners, students, self-referral, etc. However, the field directors make the final decision of the suitability of individuals who provide field instruction. All field instructors and task supervisors will be provided field instruction orientation and training. They will also have access to field course materials and information online. This will include a fully developed field manual. Field instructors and task supervisors are provided key information and dates related to the field course they are supervising. In addition, they will receive ongoing support from the field faculty throughout the course. The “primary model for field instruction” used at Winthrop University is for a student to be placed in an agency site where a BSW/MSW field instructor works directly with the student in the field.

If a field site does not have an employee who can serve as a qualified BSW/MSW field instructor for a student (fulfilling the criteria listed above), then an “alternative model for field instruction” may be considered, using an agency task supervisor and an off-site BSW/MSW field instructor. Considerations will only be made if there are viable reasons to do so for the student’s educational goals, and it will not be considered simply to provide students the ability to work evening and/or weekend hours. Some reasons to consider an alternative field instruction model might include a very rural community with limited BSW/MSW practitioners available to provide field instruction, or a small, grassroots agency that serves a unique niche of practice or client population. The field director will approve and assist with outlining any alternative model for field instruction used for a student’s field course. With an alternative field instruction model, efforts will be made to select a BSW/MSW who has an affiliation with the agency and/or knowledge of the program and population served (e.g. staff member in another department, board member, agency consultant). The off-site BSW/MSW field instructor is responsible for directing the student’s overall learning experiences and for guiding the task supervisor’s activities with the student. Key to the success of this partnership are clear expectations concerning roles, responsibilities, and the relationship to each other, the student, and to the school of social work.

When deciding to use an alternative model for field instruction, the following issues should also be considered:

- The student's prior experience and current learning needs.
- The unique qualifications of the task supervisor.
- The unique qualifications of the agency and its services.
- The program's ability to ensure that the emphasis on social work education is maintained within the field placement.

The following criteria are used in selecting and approving BSW field instructors and/or agency task supervisors to provide BSW field instruction for Winthrop University:

1. Individuals with CSWE-accredited BSW degrees and at least two years' post-graduate experience will be utilized as field instructors. There may occasionally be task supervisors with related degrees, but students will always be provided oversight and supervision by field instructors who meet the CSWE accreditation standards.
2. The field instructor and/or task supervisor is preferred to have been employed at the agency for a period of at least 6 months to one year prior to assuming responsibility for supervising the student.
3. The field instructor and/or task supervisor is committed to working with the student throughout the field experience.
4. The field instructor and/or task supervisor should be genuinely interested in teaching and have the capacity to relate warmly and effectively, stimulating and supporting the student in the learning process.
5. The field instructor and/or task supervisor must be willing to complete the field orientation training requirements for Winthrop University.

Field Placement Operating Hours & Location

All students need to be prepared to complete their required field hours during regular work day business hours (i.e., between 8:00 a.m. and 5:00 p.m. Monday through Friday). Agencies with evening and weekend hours available for field are extremely limited and cannot be guaranteed for any student. If a student is employed while completing their undergraduate studies, flexibility with one's employment is imperative to being able to successfully complete the field portion of the BSW program. If a student cannot complete their required field hours during regular business hours, and a suitable field placement (one that meets all of Winthrop's field/educational requirements) with evening/weekend hours is not found, he or she may be advised to withdraw from the BSW program.

The office of field instruction has established a variety of field placement sites within the geographical area (75-mile radius) of the campus located in Rock Hill, SC. For students seeking a field site within the campus' geographical area, referrals for existing field sites may be available from the field office. For students seeking a field placement site outside of the campus' geographical area, students will assist the field office in identifying and requesting

possible field sites. However, all students will work with the field office to establish their field placement sites, allowing the field office team to vet and ensure that all field sites meet the department's requirements to be an educational partner.

Admission to Field Instruction

Applicants must meet the following criteria in order to be admitted to field: have an overall GPA of 2.2; have a Social Work GPA of 2.4; have a C or better in all social work courses; and have completed all core social work courses prior to entry into field. Additional requirements for admission to field may be expected if individual situations so dictate. Examples of situations that may result in additional requirements are: questionable fit with the social work profession, a pattern of inappropriate/immature behavior, criminal behavior, convictions for criminal behavior and/or violations of the Student Conduct Code and/or the Student Academic Misconduct Code, violation of NASW Code of Ethics, a pattern of disruptive/problematic behavior, addictive behavior and psychological/mental instability.

The decision for the inclusion of additional requirements will be made in consultation with the individual student's faculty advisor, the field director, the BSW program director, and the department chair. The need for additional requirements will be presented to the student both orally and in writing. Entry into field will be made once the student has satisfactorily met all admission criteria. Denial of entry into the field can be made when that admission would seriously jeopardize the integrity of the social work program, the field agency, the profession, or be considered potentially harmful to the clients with whom the student would be working. The department faculty would make decisions of this nature.

Students who are required to meet additional admission criteria for entry into the field or who are denied entry into the field and feel that their rights have been violated or disallowed have a right to appeal the decision. Students wishing to do so will follow the appeals process as outlined in the Department of Social Work BSW Student Handbook.

Field Instruction Application and Placement

Once a student is considered eligible for admission to field, a sincere effort is made to place students in the agencies of their choice, or one that is compatible with their interests. Referrals to placements are made after an interview with the field director and consideration of work and educational background, interests, and availability of field placement agencies. However, the field director is responsible for making the final decision regarding students' placements.

The application process is as follows:

1. Students scheduled to enter SCWK 443/field will be required to submit an application packet for BSW field instruction.

All application forms are available online at the Winthrop website. Field application packets should include the following:

- a. A completed application for field which may be found online
- b. A professional résumé
- c. A signed disclosures document indicating the student's awareness of specific

program expectations related to field (e.g. acknowledgement of risk, expectations for conduct, etc.)

2. Students will be advised of their deadlines to submit the field application through their student program orientation. **Failure to comply with these deadlines and this placement process may jeopardize entry into field for the semester or term expected, causing you to start field/take your field course at its next availability/offering.** All application forms are available online at the Winthrop Department of Social Work website. Once submitted through the website, field applications are received by the field office administrative specialist. The field office administrative specialist will contact the student using their Winthrop student email address to schedule an appointment for a personal meeting/discussion with a field faculty member to establish your field placement plan. All students will need to be able to complete this meeting/discussion during a Mon-Friday 8am – 5pm (ET) timeframe. Phone and/or video meetings/discussions are available if a face-to-face meeting/discussion is not permissible.
3. Students are not allowed to establish field placements on their own.
4. Students are not allowed to complete an internship in a field agency where a significant conflict of interest may exist, such as having a family member who owns or is employed in the agency. Students are obligated to notify the field office if a family member is employed in any capacity with the placement agency.
5. Once a student is considered eligible for admission to field, a sincere effort is made to place students in an agency that is compatible with their interests. However, the university and department are unable to guarantee any specific agency site, client population, services, etc. for a student's field placement. All field placement sites and field instructors are volunteers who may choose or deny any student intern at their discretion.
6. During the initial interview with the field director, students will be provided with one possible placement to schedule an agency interview. If the agency interviews do not yield a match that the student and field office deem appropriate, the student and the field director will meet again to determine another possible placement. The student may be assigned a field placement by the field director to facilitate entry into field if the student is unable to obtain a placement independently.

Field Placement Interview

The student field placement interview by the agency field instructor is an important part of the pre-placement process utilized by the Winthrop University Department of Social Work. This process, in conjunction with the screening process conducted by the field director, is designed to ensure a good match between student, placement, and agency field instructor. The student's résumé is an important factor in the placement process. Therefore, it is recommended that students obtain assistance with the construction of their résumé from Winthrop's Center for Career and Civic Engagement (www.winthrop.edu/cce) if needed.

The field placement interview process is as follows:

1. Once a student obtains an agency referral from the field office, the student should contact the agency field instructor (or other agency representative responsible for interviewing students) to schedule a pre-placement interview. The student should provide their résumé to the field instructor prior to the face-to-face meeting.

Due to the competitive nature of field placements, and the busy schedules of agency field instructors, students are strongly encouraged to be persistent in their attempts to make contact while being mindful of professional conduct. If students are not able to make contact with the agency despite reasonable attempts, the student should contact the field director for assistance.

2. The student will inform the administrative specialist for the field office of all pre-placement interviews that are scheduled, and if needed, rescheduled.
3. After the interview, the student will inform the field office of whether or not the agency is acceptable to them, confirming their acceptance or denial of the placement site.
4. Upon receiving the student's decision, and an acceptance notification from the field instructor/agency, placement decision and confirmation will be made. All placements are made on the basis of mutual consent of the student, agency field instructor, and the field director. If the pre-placement interviews do not yield a match that the student and field director deem appropriate, the field director may assign the student placement.

In the event that the student interviews at more than one field agency that yields a match, the student will decide which agency is his or her first preference and contact the field instructor(s) not chosen to inform him or her of the decision made.

5. Some field agencies require that students meet additional requirements prior to admitting them to the agency for placement. These might include a criminal background check, immunization screenings, drug screenings, employee/volunteer training classes, etc. It is the student's responsibility to complete, and if needed, pay for these additional requirements. Some screenings can be obtained at student health services, at the student's cost. If the student is unable to successfully pass the criminal background check or additional screenings, neither the field director nor the Department of Social Work can guarantee that the student will be able to complete his/her field coursework or social work degree requirements.
6. The student and agency field instructor will be notified by email of the final decision regarding placement. **Once a placement is confirmed, it cannot be changed unless there are documented (verifiable) exigent circumstances approved by the field director.**
7. Students who have not completed their pre-placement interview, returned the appropriate forms and received approval from the field director for placement within the following time frames may be delayed entry into the field until the next semester.

Fall Semester: Last Day of November

Spring Semester: Last Day of April

8. Field education fees are charged to students for field. This fee acknowledges that maintenance of a field program involves special costs beyond those incurred in a classroom based program. Unfortunately, university allocations from the state make no allowances for meeting this cost. Field fees are used to meet expenses such as orientation expenses, travel reimbursement for site visits, equipment and supplies.

Students with Disabilities/Special Needs

The field program wants to ensure that all students have full access to field placements. It is recognized that students who have special needs due to a disability may require certain accommodations in order to participate in the field. Any student with a disability who requires an accommodation should contact the Program Director in the Office of Accessibility at 803-323-3290 to initiate the necessary protocol. The Professor Notification Letter, obtained through the Office of Accessibility, is required to establish accommodations in field. However, accommodations cannot be guaranteed if they would jeopardize the academic standards or integrity of the course. Students need to be proactive in contacting the field faculty to discuss their approved accommodations for each field course

Employment-based Field Placement

The Department of Social Work recognizes that some students want to explore field internship opportunities in their places of employment, either for financial, personal, and/or professional reasons. However, there is a difference between educational activities that meet certain learning objectives, and professional activities that are part of an agency's expectations of a particular job. In order to facilitate students' ability to complete their field placements at their place of employment, the department must have a way to be assured that the focus of field is student learning. The option to utilize a current employment site as a field placement site can be beneficial in making social work education possible to working students and increasing the level of professional resources within the agency. Crucial to the success of the student's experience is clear differentiation between employment and field placement assignments/roles. These arrangements, unless carefully developed and monitored, can diminish the quality and integrity of field education. In addition, the number of required hours for job and field activities will be clearly established and agreed upon by the student and agency prior to the field placement start date. This option may be considered when the following criteria are met:

- The internship responsibilities/learning activities must be different from the student's regular job role and duties.
- The learning activities for field will allow the student to achieve the course competencies and behaviors (generalist or specialized).
- The agency meets the requirements to serve as a field placement site, and has a field instructor and/or task supervisor who meets the department's requirements.
- The field instructor and/or task supervisor must be someone other than the student's regular work supervisor, reducing any potential conflicts of interests and allowing the student to be vulnerable in their role as a student while developing their BSW competencies.

Formal request for an employment-based field placement is initiated by the student in consultation with the field faculty during the field placement plan meeting/discussion. An application for an employment-based field placement must be completed and submitted to the field office as part of the student's field placement process. However, completion of the paperwork is not a guarantee of approval of the request.

Credit for Previous or Current Work Experiences

Students are not permitted to substitute current or previous work experience for field hours or field course credit.

Offers of Employment While in Field Courses

In the event that a student is offered employment at their field placement site while completing their field course/internship requirements, the field faculty/course instructor, student, and agency field instructor and/or task supervisor will evaluate the situation to ensure that the student's educational needs are not compromised. It is the student's responsibility to inform the field office if an employment offer is made while they are in their internship. In some situations, such an event might warrant the need for a field placement to be terminated and changed to ensure that the student's educational goals and learning outcomes are not compromised.

International-based Field Experiences

Winthrop University has a major interest in international study and partnerships. If a student is interested in an international field experience and/or placement site, he or she should advise the field office of this interest and intent as early as possible so options can be discussed for consideration across the department and university. All field placement sites, field instructors, and/or task supervisors must meet the department's requirements for field instruction.

Field Hours

The student will attend a mandatory field orientation the first week of class to meet with the field instructor and be informed of field policies and syllabus. Time spent in orientation and field seminar class will be counted towards field hours.

Credit for previous work or volunteer experience may not be counted toward field hours. Students who are required to complete trainings or orientation materials prior to their field course start date may use that time to count towards their field hours if the work is completed on-site at the agency.

No credit for field hours completed will be given to students who withdraw from the course, or who are terminated, and subsequently readmitted.

Students are required to complete 450 hours total for the semester. It averages to approximately 32 hours weekly.

Students are expected to follow agency guidelines for reporting to work and remaining on duty throughout the entire work day. The student will notify the field instructor as soon as possible if, for some urgent reason, it is not possible to report as assigned. Students are also expected to

indicate on their weekly productivity log if they complete field hours outside of their normally scheduled days (ex. working on a Saturday or Sunday when the student typically completes field hours Mon-Fri). The student will make up any absences or hours missed at times convenient to, and approved by, the field instructor. Lunch is not counted as field hours unless it is an agency required “working” luncheon meeting. Travel to and from the agency on a daily basis is not counted as field hours.

The course schedule for field is very tight, so it is imperative that a student take into consideration the working calendar to be able to take any time off from field. Federal and state holidays are not counted as part of the required number of field hours, and all field hours must be earned by the student. Students must make wise choices about taking time off while keeping the goal of course completion in mind. Any exceptional plans for time off while in field should be discussed with the field director as soon as possible.

Special Circumstances and Incomplete Grading

Occasionally exigent circumstances arise while a student is in field, preventing him or her from completing the required field hours as expected for the course. For example, an unforeseen accident or illness that might result in the student’s inability to complete the required hours within the time frame for the class. If such an event occurs, a “special circumstances” contractual agreement will be individually created for the student, and upon successful completion of the course requirements, the student will receive class credit as appropriate.

Evaluation Procedures

Evaluation provides direction and purpose to the teaching-learning experience, therefore, it is an integral part of the educational process. As stated previously, field education is the signature pedagogy for social work education, and the assessment and evaluation processes in field are crucial to the profession and Winthrop University’s social work programs. Field courses and field instructors serve as a gatekeeper for the profession, helping to ensure that only qualified and competent students are given the privilege to practice upon graduation. All field courses use a multi-dimensional assessment of knowledge, values, skills, and cognitive and affective processes to evaluate student performance in the field. Each field course has a unique rubric that has been established to assist all parties involved with the field evaluation process to have a clear understanding of what competent generalist or advanced practice looks like in the field. Evaluation should be a continuous process throughout the field course, focusing on students’ holistic performance. The student should receive feedback throughout the field experience as to how he or she is progressing in the development of course competencies and behaviors, and where improvements might be necessary prior to the course end date and/or final evaluation.

Rating Student's Performance

The field instruction course should be regarded as a continuum of instruction. The field instructor/task supervisor will complete a student evaluation form at midterm and at the end of the semester. The agency field instructor/task supervisor will complete the appropriate course evaluation and meet with the student and field director for conferences that coincide with these evaluations. The evaluation form should be reviewed and signed by the field instructor along with the student prior to the conference and can be found on blackboard.

Grading Policy

This a Pass/Fail course with an end grade assigned of either S (satisfactory) or U (unsatisfactory). The student's grade in the course is dependent upon receiving:

1. An overall satisfactory rating of "competent" on the final course evaluation.
2. Consistently performing in field in a manner that upholds the student responsibilities for field, Winthrop University's Student Code of Conduct, and the NASW Code of Ethics.
3. Satisfactory completion of all course assignments.
4. A passing grade in the field seminar course, SCWK 463.
5. Completion of the minimum required hours in the field agency.
6. The field director's confirmation that the student has demonstrated competency with course practice behaviors.

Falsifying any course assignments will result in an automatic failure for the course.

An incomplete grade is not automatic and will only be granted in the event of verifiable extenuating circumstances discussed with, and approved by, the field director in advance.

Receiving an "Incomplete" in field will delay your ability to graduate on time.

SCWK 443 (Field placement) and SCWK 463 (Field Seminar) are designed to work together as co-requisite courses. Therefore, if a student is unable to complete the field course due to exigent circumstances (resulting in a grade of incomplete) or decides to withdraw from SCWK 443, then they will also receive an incomplete grade for, or withdraw from, SCWK 463 (Field Seminar). If the student is terminated from SCWK 443 due to unsatisfactory and/or unethical performance in field, thus receiving a grade of U for the SCWK 443 course, then the student will also be terminated from SCWK 463 with a grade of F for the field seminar course, resulting in the student's need to apply for readmission to re-take both courses.

The field director retains responsibility for the final grade.

A student who receives an unsatisfactory grade in field instruction must apply to the field director and BSW program director for readmission to the course. Unless there are reasonable grounds to grant an exception, students are only allowed to repeat field two times. Students wishing to repeat field for a third time will need to provide their justification in writing to the BSW program director and field director as to why an exception should be granted.

Evaluation of Field Director, Field Faculty, and Field Courses

The evaluation of the field program and the field faculty (including the field director) is also a necessary part of ensuring the quality of any field program. In an effort to maintain and enhance the field program, the formal evaluation of the field faculty and the field course will consist of a three-part process.

1. Students enrolled in field courses will evaluate the performance of the field faculty/course instructor and overall field course using the university's standard end of semester procedure to conduct course evaluations. Course evaluations will be submitted directly to the department's administrative assistant. The administrative assistant will

tally the course evaluation results and provide them to the Department Chair and field faculty for review after the course is completed and all student grades are entered.

2. Field instructors and/or task supervisors will evaluate the field faculty and field program at the end of the course using an online survey. Again, in an effort to promote unguarded, open feedback, these evaluations will be submitted through the university's online survey system. They will be reviewed by the field director, and shared with the Department Chair.
3. The Chair's evaluation of field faculty will be performed yearly.

In addition to these formal evaluation measures, the field program will utilize the suggestions and feedback obtained through ongoing work with the Department of Social Work Community Advisory Committee, students, field instructors, task supervisors, faculty, and community members. Any suggestions for improvement to the social work field program are welcomed.

Changing a Field Placement

Any party (field instructor, task supervisor, field faculty, student, agency director), may request that a field placement be terminated or changed. If a student requests a change in field placement, the field director will review the request and decide if a change is warranted. **Field placements are only changed if the student is experiencing circumstances that would seriously impair the student's learning and the student has not done anything to warrant being terminated from field due to unsatisfactory and/or unethical field performance.** If an agency field instructor and/or task supervisor requests a change in placement/termination from the field that is not due to student performance, then the field director must honor this request, as all field agencies, agency field instructors and/or task supervisors are volunteer educational partners with Winthrop University.

The assigned field faculty and/or field director should be notified of the concern at the earliest opportunity so that a timely response can be made. Students will submit a written explanation of their concern using the document (Student's Report of Field Concerns) provided to them in their Blackboard learning management system and follow the instructions for turning it into the field office. Agency personnel will submit a written explanation of their concerns using the document (Agency Report of Field Concerns) provided to them through the field office webpage. If the field faculty is initiating the change of placement due to concerns regarding the overall fit, placement quality, or placement safety, the student and agency field instructor and/or task supervisor will be informed of this decision and discuss the steps needed to ensure the student ends the placement in a professional and ethical manner. If appropriate, a meeting with the student, field instructor and/or task supervisor, and field faculty will be arranged to discuss the need for a change of placement. The student is required to make up any elapsed time missed from the required number of field hours while the reassignment placement process is occurring. However, the time accrued for the field course will count towards the overall field course requirement, allowing students to simply finish out their remaining field course hours at a new field agency.

Any student who prematurely ends a field placement (i.e. quits their internship) without the

explicit approval of the field director risks not being approved for a new field placement site and failing their field course.

Addressing Field Agency/Instructor Problems

Students are encouraged to notify the field office as soon as possible if they have concerns/issues to arise in the field; waiting to address the concerns/issues could prevent the success of an intervention and/or resolution. If a student has a concern about their field placement setting, assigned task supervisor, and/or field instructor, they should pursue the following procedures as soon as the problem is identified:

1. The student should inform their assigned field faculty of their concern and seek advice on how to address the issue(s). For concerns or issues that are not illegal or unethical in nature, the student will typically be advised to initiate the problem resolution through an open conversation with their field instructor and/or task supervisor. Students should also maintain records/documentation to support their concerns, and efforts to address them, and share them with field faculty.
2. If the reported concern is serious in nature (i.e. illegal, unethical, or potentially harmful to the student), then the field faculty member will report it immediately to the field director to seek consultation on how to address the concern and protect the student. These reports will be investigated by the field faculty and/or field director to determine if the field placement site and/or field instructor/task supervisor are eligible to remain as an educational partner with Winthrop University.
3. If the student believes that the problem or concern remains unresolved after the first attempt to correct it, they will inform the field faculty again of their ongoing concern(s) and effort(s) for resolution. At this time, the field faculty will schedule a face to face meeting with the student and field instructor and/or task supervisor to further discuss the concern(s). The field faculty will consult the field director as needed to develop a plan of action (this may occur before and/or after the meeting). Documentation of this conference and plan of action (which may be a plan for field placement termination depending on the nature of the concern) will be completed and retained by the field faculty. If the field faculty and field director agree that the field placement and/or field instructor/task supervisor are not able to provide the student an adequate and appropriate learning environment, then the field director will make the final decision to terminate the field placement and assist the student in obtaining a new placement as soon as possible. The field instructor/task supervisor will be informed of this decision and discuss the steps needed to ensure the student ends the placement in a professional and ethical manner.

Addressing Student Problems

If field instructors are having a problem with a student's performance in field they should pursue the following procedures as soon as a problem is identified:

1. If the concern/problem is not deemed a serious issue to be addressed immediately, the field instructor/task supervisor should first verbally address his or her concern with the student and document the incident, meeting, and outcome. The field instructor/task

supervisor should clearly identify the concern and actively engage the student in problem solving to reach a resolution for that concern. The field instructor/task supervisor will also inform the assigned field faculty of the concern(s) in writing using the document (Agency Report of Field Concerns) found online through the field office webpage.

2. If the first offense is considered to be a serious issue, the field instructor will immediately contact the field director to alert them to the nature of the concern. The field instructor will notify the student that the field director is being informed of the concern. If appropriate, the field director, field instructor, and student will hold a joint meeting to discuss resolution of the problem. Documentation of this conference and plan of action (which may be a plan for field placement termination depending on the nature of the concern) will be completed and retained by the field director.
3. If the student remains in field and continues to perform unsatisfactorily, the field instructor should continue to document the concern(s). The field instructor will notify the field director of the continued problems so that further discussion and plans can be developed to address these concerns.
4. If the field instructor requests that the student be terminated from the field placement as a result of poor performance, unprofessional behavior, or misconduct, the field director must honor this request. However, the field director and BSW program director will review the student's performance in field and jointly make the decision regarding the student's grade for field and termination from the BSW program.

Terminating a Field Placement Due to Student Performance

The behavior of students in field is an area for critical review and may be a reflection of a student's fit with the social work profession. Certain behaviors can be so damaging or disruptive to the field agency and its clients that the behaviors cannot be tolerated. If a student is found to be performing unsatisfactorily in field, the field faculty may provide guidance and support to help the student improve his or her performance to a satisfactory level. However, if a resolution cannot be achieved and student behavior is not improved, students may be advised to withdraw from the field program, or be terminated. It is recognized that each situation is unique and may indicate different types of resolutions/discretionary action. These resolutions may include, but are not limited to: informing a student of the concern and working out a verbal corrective plan of action, initiating a written corrective plan of action, or immediately removing the student from field (terminating the field placement) resulting in the student receiving an unsatisfactory grade for the course (failing the field course). If termination becomes necessary, readmission into field will be upon approval of the program director and field director.

Department of Social Work Termination Policy

Admission to the BSW Program does not guarantee continuance as a social work student. A student's participation in the social work program may be terminated when there is reason to believe the student's academic and professional performance represents non-compatibility with the social work profession. Some of the reasons for which termination may be considered include the following:

1. Failure to maintain the required grade point average for the program.
2. Inadequate communication skills suitable to the practice of social work.
3. Inadequate writing skills suitable to the practice of social work.
4. Lying, cheating, or plagiarizing in course work or field work.
5. Persistent inadequate performance of assigned field activities.
6. Excessive tardiness or absenteeism.
7. Persistent inability to meet deadline dates on assignments, projects, and field reporting.

Evidence of poor 'professional fit' for social work involves lack of adherence to professional social work values and/or the NASW Code of Ethics. Examples include the following:

1. Personal values consistently interfere with upholding the values of the social work profession.
2. Disrespect toward faculty, field instructors, clients, and professional staff and colleagues.
3. Lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
4. Sexual/romantic involvement with persons served professionally.
5. Confidentiality violations.
6. Unresolved personal issues which impair performance or safety in the classroom or in the field.
7. Substance misuse or abuse.
8. Criminal conviction (students are expected to inform the Program Director of any criminal convictions).

Conferences may be held with the student as needed to address and resolve academic and professional competence problems. Initial concerns are addressed whenever appropriate at the student-instructor level. Continuing concerns are then addressed at the Program Director level. If academic and professional competence problems remain unresolved, or are severe in nature, the student may, upon recommendation of the Program Director and approval by the Department Chair, be terminated from the program.

Appeal and Grievance Procedures

In cases in which a student believes that his or her rights have been disallowed or violated in field, he or she may pursue the following steps:

1. Consult with the field faculty if the grievance is against the field instructor. Based on the decision from the consultation, the student will either request a meeting with the field instructor to discuss the issue and seek a resolution individually, or with the field faculty present. If the grievance is against the field director, the student can follow the appeal and grievance procedures outlined in the BSW Student Handbook, found online at the Winthrop Social Work web page.
2. If the student sought a resolution with the field instructor individually and believes that a satisfactory resolution has not been reached, the student should inform the field director and the field director will request a meeting with the student and field instructor to seek a satisfactory resolution.
3. If the student believes the resolution at the field director level was in error, he or she may appeal the matter in writing to the program director for resolution. The program director may request a meeting with the persons involved. At the student's request, his or her academic advisor may also participate in the meeting. The program director will then formulate a written disposition to the student. (Note: If the program director is the person against whom the grievance is being brought, the student may proceed directly to the next level.
4. If the student believes the resolution at the program director level was in error, he or she may appeal the matter in writing to the department chair who will then review the case and formulate a written disposition to the student. (Note: If the department chair is the person against whom the grievance is being brought, the student may proceed directly to the next level.)
5. If the student believes the resolution at the department chair level was in error, he or she may appeal the matter in writing to the Office of the Dean of the College of Arts and Sciences. Decisions at this level shall be considered final.

Inclement Weather and Field Placement/Field Seminar Class

Students should consider personal safety first when making decisions to travel to and from their field agency and seminar class during inclement weather. In the event of inclement weather resulting in a student's inability to attend field or seminar class as scheduled (regardless if the agency is open or not), the student will be expected to make up the field hours missed and complete the minimum number of field hours required for the course. Field instructors/task supervisors are strongly encouraged to be flexible with students in planning for activities that would make up this missed time. It is the student's responsibility to notify their field instructor/task supervisor as early as possible if they will not be in attendance at the agency due to inclement weather and to inquire about strategies to make up the work and field hours missed. Student or field instructor/task supervisor questions about individual circumstances should be

directed to the student's assigned field faculty member or the field director.

Personal Safety/Risk Reduction

The safety of students in field is of utmost importance to the University and to field agencies. It is imperative that students feel safe in order to carry out their responsibilities in the field. Additionally, many agencies conduct home visits for clients and students are expected to participate in making home visits if they are part of the agency's service delivery. If safety concerns arise for the student, it is important that the student discuss these concerns with the field instructor. If, after gathering information to realistically assess the situation and learn how to provide appropriate protection, the student still does not feel safe in order to carry out assignments, the student should contact the field director for further assistance. If the field director believes that a student's safety in the field agency is compromised, the field placement will be terminated and the student will be provided an opportunity to complete their field course in another agency setting.

It is very difficult to predict when dangerous behavior will occur. The factors most often considered to be predictors are: history of violent behavior, male clients, and abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, overstress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular or current situation. However, the best protection in a threatened or actual assault is to follow your intuition. Students should receive a specific orientation to agency policies and procedures related to risk management. If the Field Instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risky situations.

General Risk Reduction Guidelines for Field

This list is not exhaustive on the subject of safety, but rather acts as a catalyst for increased attention to the area of personal safety while in the field.

- Walk with a sense of purpose. Be aware of body language.
- Be aware of your surroundings at all times and alert to people around you.
- Wear sensible, appropriate clothing - low heeled shoes and no jewelry that could be snatched off or wrapped around your neck.
- Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
- Keep your car doors locked at all times, whether you are in or out of the car.
- Keep car windows rolled up enough at all times that a person cannot get his/her hand/arm inside of the car.
- If stopped in your car by a person (no matter whom) stay in your car with the engine running.
- When you are on a home visit, never enter a residence unless the occupant has acknowledged your presence.
- When doing a home visit, if the door is ajar, knock and call out the client's name. If no response is forthcoming, leave.

- When on a home visit and you suspect that the occupant is home but s/he doesn't answer the door, do not walk around the house peering in windows or knocking on other doors or windows; leave and try to call the client by phone.
- After having direct or indirect contact with a client, wash your hands. If on a home visit, use hand sanitizer.
- When on a home visit, look before you sit in order to avoid sitting on sharp objects; try to sit on hard chairs rather than cushioned chairs.
- When in a client's home, use your judgment in accepting food or drink.
- Do not attempt to pick up a client who has fallen - call for emergency personnel.
- Do not give clients medication, even if it is their own.
- Do not accept money from clients unless you give them a receipt. The receipt should indicate the amount given to you, reason given to you and amount (if any) returned to the client. Always keep a copy of the receipt for yourself and give a copy to the client. Be sure to document this event in the client's case record.
- Before you transport a client, check agency policy to determine if allowed. Also check your car insurance policy to determine if the client would be covered in the event of an accident.
- If threatened by a dog, do not run, make any sudden movements, or loud noises. Stand still and do not stare at the dog, but keep the dog in your sight. Slowly begin to back away from the dog. Do not turn your back to the dog or reach your hand out to it.
- Know/locate safety zones in an area and use them when needed. Safety zones would be a school, church, gas station, convenience store, fire department, police station, hospital, or any area that is public and has people around.
- Do not stay in a situation where you feel your personal safety is compromised. Remove yourself as soon, and as tactfully, as possible.
- Avoid sudden movements, take a non-threatening posture, and try to remain calm when dealing with agitated or aggressive clients.
- Do not touch an individual who is angry or agitated.

If a student is attacked or seriously threatened during field:

- Follow agency procedures to manage the immediate situation and report the incident informally.
- Get any needed medical care and debrief with your Field Instructor.
- Immediately notify the field director
- Recognize that the physical attack or the threatening behavior is frightening and that you may respond emotionally to the stress. Seek professional help to address these feelings.

Insurance Coverage

Winthrop University covers all non-paid students who are enrolled in Field Instruction with General Tort Liability and Workers' Compensation insurance. Students who are being paid for their field placement are not covered by the University.

Workers' Compensation

Any student who receives even a minor injury while performing their internship duties or develops a work-related illness must immediately report the injury or illness to their Field

Instructor. Failure to report an injury or illness may result in insurance benefits being denied should medical treatment be needed at a later time.

When medical treatment is needed, the Field Instructor must contact Winthrop University Environmental Health and Safety at (803) 323-2392 or Compendium Services at (877) 709-2667 to file a “First Report of Injury” and receive authorization for the treatment. If the Field Instructor calls Compendium Services first, he or she must also report the injury or illness to Winthrop University Environmental Health and Safety at (803) 323-2392.

In the event of a serious or life-threatening injury that requires immediate or emergency medical attention, **call 911** or the appropriate EMS number. The field director should be notified immediately. Compendium Services and Winthrop University Environmental Health and Safety should be contacted as soon as the situation allows. If the student is transported to an emergency treatment facility for care, the Field Instructor and/or the field director should accompany them to the facility and remain until the student has been admitted or released. The treating facility should be informed that Workers’ Compensation may be filed for the injured student and provide the following insurance information, if needed:

For case management and treatment authorization:

Compendium Services, Inc.

TEL (877) 709-2667

FAX (877) 710-2667

For billing and payment information:

State Accident Fund

P.O. Box 102100

Columbia, SC 29221-5000

TEL (800) 521-6576

For verification of internship enrollment and insurance coverage:

Winthrop University

Environmental Health & Safety

Campus Administrator:

Gregory “Thadd” Bridges TEL

(803) 323-2392

General Tort Liability

General Tort Liability protects the University against negligent acts resulting in physical injury to campus employees, students, and visitors and damage to their property. In the event that a claim should need to be made under the University’s General Tort Liability insurance, the claimant should first go to the Winthrop University Campus Police Department to complete an incident report. After the incident report has been completed, contact Claims Director Teresa Sexton in the Risk Management Office at 803-323-2143, ext. 6026 for further assistance.

Professional liability insurance can be purchased individually by students through the National Association of Social Workers (NASW) for members and non-members at an affordable annual rate. For more information visit NASW online at:

http://www.naswassurance.org/insurance_center.php?page_id=9.

Transportation

Students are responsible for transportation to and from the field agency. However, it is expected that the agency assumes the expenses for agency-delegated activities that include travel. In the event that the agency requests students to transport clients to facilities outside the location of the agency, the student and the agency need to discuss the financial issues pertaining to provision of client transportation, such as mileage reimbursement and insurance coverage. Some agencies provide reimbursement for student use of their own cars and insurance coverage for that activity in carrying out an agency assignment. Some agencies have their own fleet of automobiles for which the student may qualify as a driver if they are to have assignments requiring home visits or some other trip requiring the use of an automobile. Many other agencies do not have these resources available. These issues should be clarified by the agency prior to the student providing any transportation services. In any event, students cannot be required to transport clients in their automobiles. If they choose to do so, they should be sure that their insurance carrier will cover them or that the agency has provided for their insurance coverage in case of an automobile accident. Otherwise, students transport clients at their own risk. The Department of Social Work does not reimburse students for field travel expenses.

Sexual Harassment

It is the policy of the Winthrop University Department of Social Work that sexual harassment of students will not be condoned in any field placement. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other offensive physical, verbal, or visual conduct based on sex. These acts constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly as a term or condition of a student's continued internship; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions or assessments affecting the student's welfare within the field agency; or (3) such conduct has the purpose or effect of unreasonably interfering with the student's field performance or creating an intimidating, hostile or offensive work or educational environment. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," "practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material, and physical contact such as hugging, patting, pinching or brushing against another's body.

Any student who believes he or she is being, or has been, sexually harassed by a field instructor, his or her designee, or another agency staff member should notify the field director immediately. The field director will work with the student and the field agency to stop the harassment and protect the student from possible negative repercussions. Students will be removed from the field agency if the student and field director deem necessary. All reports of sexual harassment at this level will be reported to the Director of Winthrop University's Human Resources Department. Students who believe that the sexual harassment is being committed by a Winthrop faculty or staff member; that the above actions have not resolved the harassment; or that their rights have been violated or disallowed would then immediately contact the Director of Winthrop University's Human Resources Department in 303 Tillman, ext. 2273.

If a student reports that the sexual harassment is being committed by a fellow Winthrop student, the field director will report the incident to the Dean of Students office at 246 DiGiorgio Campus Center, ext. #4503. University procedures regarding sexual harassment at this level can be located under the Sexual Harassment Policy in the Winthrop University Division of Student Life Student Handbook found online at: <http://www.winthrop.edu/student-affairs/>.