



*Department
of Social Work*

**MSW 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 MSW Program Mission	4
MSW Program Goals	4
Relationship of the Program to the Ethics and Values of the Profession	4
Field Instruction	5
Course Description.....	5
Course Requirements (Field Instruction I, II, and III)	7
Course Competencies (Student Learning Outcomes) and Practice Behaviors	8
Learning Experiences/Integration of Class & Field.....	11
Learning Contract	12
Teaching and Supervision.....	12
Agency Orientation.....	14
Responsibilities and Rights of the Student	14
Responsibilities and Rights of the Agency Field Instructor	16
Responsibilities and Rights of the Field Directors/Field Faculty	17
Field Instruction Policies and Procedures	19
Selection of Field Agencies	19
Selection and Criteria of Agency Field Instructors.....	20
Field Placement Operating Hours & Location.....	22
Admission to Field Instruction.....	22
Students with Disabilities/Special Needs.....	24
Employment-based Field Placement.....	25
International-based Field Experiences	26
Field Hours.....	26
Special Circumstances	27
Evaluation Procedures	27
Rating Student's Performance.....	28

Grading Policy	28
Evaluation of Field Instructor/Field Agency	28
Evaluation of Field Director/Field Faculty and Field Course.....	29
Changing a Field Placement	30
Addressing Student Problems	31
Terminating a Field Placement Due to Student Performance.....	32
Department of Social Work Termination Policy	32
Appeal and Grievance Procedure.....	33
Inclement Weather	34
Personal Safety/Risk Reduction.....	34
Insurance Coverage.....	36
Transportation	37
Sexual Harassment.....	38

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Introduction

The Department of Social Work offers a comprehensive graduate social work program that is accredited by the Council on Social Work Education (CSWE). The program is designed to prepare its graduates for professional generalist and specialized 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, 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; 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 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 a graduate 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, S.C.

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 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 MSW Program Mission

The mission of the MSW Program is to educate students to become competent advanced practice social workers. This mission is fulfilled through the program concentration in **empowerment practice.** Empowerment practice utilizes critical thinking skills to assess the influence of multiple and interlocking personal, structural, and societal systems of power on vulnerable and oppressed populations. It incorporates the use of specialized social work theories and methodologies for culturally relevant assessment, intervention, and evaluation at multiple levels of complexity and across systems in order to promote human and social well-being. Empowerment practice affirms the strengths and capabilities of people, values human diversity, and promotes social justice.

MSW Program Goals

Graduates of the MSW Program are prepared to:

1. Engage in advanced practice that is constructed from a professional foundation of social work knowledge, skills, and values.
2. Use empowerment practice principles as a guiding framework for selecting, applying, and evaluating evidence-based advanced theories and methods in ways that promote human and social well-being.
3. Provide leadership in influencing societal systems of power to become more responsive and culturally relevant toward helping people improve their current situations and quality of life.

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 master 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 nonjudgmental 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 and specialized social work practice. Winthrop University’s MSW program uses the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) to establish program curriculum, including field instruction, that is competency-based. For more information about CSWE and the standards used, please visit their website at: <https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>.

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 defines specialized social work practice as:

...building on generalist practice, adapting and extending the social work competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in specialized practice an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of

interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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.

The MSW program is available to students through six different options: 1) a full-time, campus based traditional 60 credit hour program; 2) a weekend, campus based traditional 60 credit hour program; 3) a full-time, campus based advanced standing 39 credit hour program; 4) a weekend, campus based advanced standing 39 credit hour program; 5) an online, traditional 60 credit hour program; and 6) an online, advanced standing 39 credit hour program. Three field courses are offered in the MSW program: SCWK 612 for generalist practice experience, and SCWK 622 and SCWK 632 for specialized practice experience. Students in the 60 credit hour programs are expected to have one generalist field experience for SCWK 612, and a second specialized field experience for SCWK 622 & SCWK 632; thus providing each student with two field experiences. Students in the 39 credit hour programs are considered “advanced standing” and are exempt from taking the generalist field course (SCWK 612); thus requiring these students to complete one specialized field experience for SCWK 622 & 632 while in the program.

Expectations for each field course are based on the curriculum design to ensure that through the satisfactory completion of the course, the student is able to demonstrate specific course competencies and practice behaviors. In SCWK 612 (Field Instruction I), students must apply generalist theoretical knowledge and skills to practice situations in supervised field settings. Field experiences also afford students the opportunity to learn about, and work within, an agency structure, interpreting and implementing policies, programs, and services. In addition, students apply generalist practice knowledge and skills for engaging, assessing, intervening, and evaluating in a field practice setting. By the end of this field course, students should be able to demonstrate generalist practice competence in the nine core competencies provided by CSWE.

In SCWK 622 (Field Instruction II), students begin to apply knowledge and skills taught in the specialized empowerment practice courses. Students will complete their field learning activities in an agency setting that provides them with an opportunity to engage in specialized empowerment practice. By the end of this course, students should be able to demonstrate

beginning specialized practice competence, securing a solid foundation for completing SCWK 632.

In SCWK 632 (Field Instruction III), students continue in the same specialized field placement to build on the development of specialized practice skills accomplished in SCWK 622. By the end of this course, students should be able to demonstrate specialized practice competence in all nine course competencies in an independent manner that illustrates their ability to enter the profession of social work as a competent, MSW practitioner.

Course Requirements (Field Instruction I, II, and III)

Campus Based Field Course Structure

The field courses for the campus based MSW program require students to complete a minimum of 905 field hours: a minimum of 225 hours during Field Instruction I – SCWK 612; a minimum of 345 hours during Field Instruction II – SCWK 622; and a minimum of 335 hours during Field Instruction III – SCWK 632. Advanced standing MSW students only complete the specialized field placement courses of SCWK 622 & SCWK 632 for a total of 680 field hours. Students in the weekend program will complete Field Instruction I during an “extended” 20 week semester that occurs spring semester of their first year (January – June). In addition, students in the weekend program will have two semesters to complete Field Instruction II. These students will complete 175 hours in fall semester and 170 hours in spring semester to total the required 345 for SCWK 622. For Field Instruction III, students in the weekend program will again have two semesters to complete the required course hours. Students will complete 170 hours in fall semester and 165 in spring semester to total the required 335 hours. In each of the three field instruction courses, the syllabus provides the student with the minimum number of required field hours to be completed, and provides the date range for which field hours are to be started and finished.

Online MSW Field Course Structure

The field courses for the online MSW program requires students to complete a minimum of 924 field hours: a minimum of 210 hours during Field Instruction I – SCWK 612; a minimum of 238 hours during Field Instruction II – SCWK 622; and a minimum of 476 hours during Field Instruction III – SCWK 632. Advanced standing online MSW students only complete the specialized field placement courses of SCWK 622 & SCWK 632 for a total of 714 field hours. Students will have two terms to complete each field course. In addition, all field courses will be taken in conjunction with specified co-requisite courses. In each of the three field instruction courses, the syllabus provides the student with the minimum number of required field hours to be completed, and provides the date range for which field hours are to be started and finished.

Other Course Requirements/Expectations for All Field Students

All field hours are to be started and completed during the designated semester/term dates, in accordance with the course syllabus. Students who are unable to complete the minimum number of field hours during the course are subject to receiving an “unsatisfactory” grade for the field

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.

All students are required to complete field orientation training and pre-placement requirements prior to starting their field course; to complete a learning contract specifying how the objectives of the course will be met during the course; maintain a record of their field hours and activities completed; and to complete other field assignments as required per course/syllabus.

In addition to obtaining the required field hours for the course, students are also expected to demonstrate competent, ethical, and professional social work behaviors as outlined by the university, department and NASW Code of Ethics, along with 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

All MSW students are evaluated/assessed using the generalist and specialized student learning outcomes for field instruction that are directly aligned with the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). 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)

Specialized Behaviors

Incorporate empowerment perspectives—including attention to personal, structural, and societal systems of power—when engaging ethical decision-making skills. (a)

- Integrate the values and principles of ethical social work practice, including the ability to independently assess and resolve ethical dilemmas, consistent with the NASW Code of Ethics. (b)
- Understand relevant social work credentialing and engage in lifelong learning to remain current with evidence-informed practice. (c)

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)

Specialized Behaviors

- Select and apply strategies that promote client and constituency empowerment by addressing inequalities and disparities shaped by cultural structures, institutional systems, and societal values. (a)
- Analyze and compare different social constructions of privilege, oppression, and empowerment and their implications. (b)

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)

Specialized Behaviors

- Recognize, analyze, and address the interconnections of oppression and discrimination and use social change and leadership skills to promote human and civil rights. (a)
- Select and apply integrated empowerment practice approaches that promote 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)

Specialized Behaviors

- Select and apply evidence-based theories and methods that are congruent with empowerment practice; and (a)
- Work collaboratively with community-based systems to assess intervention effectiveness. (b)

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)

Specialized Behaviors

- Apply empowerment-based policy practice skills across systems to influence and facilitate social welfare and economic policies that promote human rights and advance social, economic, and environmental justice. (a)

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)

Specialized Behaviors

- Understand theories and methods of engagement and apply engagement methods that support empowerment principles of identifying and building client strengths and capabilities. (a)
- Apply engagement methods across systems in ways that alleviate oppression and discrimination and promote social, economic, and environmental justice. (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)

Specialized Behaviors

- Understand theories and methods of assessment and apply empowerment-based assessment strategies in support of identifying and building client strengths and capabilities. (a)
- Apply assessment methods across systems in ways that alleviate oppression and discrimination and promote social, economic, and environmental justice. (b)

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)

Specialized Behaviors

- Understand theories and methods of intervention and apply empowerment-based intervention strategies in support of identifying and building client strengths and capabilities. (a)
- Apply intervention methods across systems in ways that alleviate oppression and discrimination and promote social, economic, and environmental justice. (b)

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)

Specialized Behaviors

- Understand theories and methods of evaluation that are congruent with an empowerment perspective and engage in relevant evidence-informed practice evaluation approaches. (a)
- Communicate and disseminate evaluation results appropriate to the intended audience and in ways that contribute to building evidence-informed practice. (b)

Learning Experiences/Integration of Class & Field

The field education program is fully integrated as a critical part of the total curriculum. As reviewed in the previous section, the course competencies for the three sections of field support the overall program goals and objectives. In the introduction of their book, *Learning to Teach/Teaching to Learn, A Guide for Social Work Field Education*, Hendricks, Finch and Franks (2005) summarize:

“Field education is the playing field where the knowledge, skills, and values of a profession are transmitted. It is the place to understand, apply, and integrate theory and practice, and where fundamentals of practice, policy, human behavior, and research taught

in the classroom are tested and consolidated. It is in this context that educational principles are balanced with the reality of agency-based and community-based practice and the demands of service delivery to a range of client systems” (Introduction, pg. xiv).

Field placements should be selected that can promote the development of professional identity and allow the student to develop practice competence. Students will be expected to demonstrate this competence in their field setting, and apply their classroom knowledge while in the field. Field Instruction I will focus on providing generalist practice opportunities and Field Instruction II and III will focus on developing the capacity to implement the specialized concentration of empowerment. The design of the MSW programs at Winthrop University requires that students complete field courses concurrent with their other coursework. MSW courses outside of field may have assignments that require the student to use their field experiences and knowledge to adequately complete those assignments.

Learning Contract

A learning contract is a required initial assignment for all students in the 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 behaviors) for the course to ensure that learning activities are developed that will allow the student to clearly demonstrate the required practice behaviors. Since Winthrop University’s Department of Social Work uses CSWE’s 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 specific 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. However, 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 MSW 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 an 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 MSW-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 MSW student begins the field course.
2. Field instructors and/or task supervisors assigned to campus based MSW students are invited to attend a field orientation on campus with their prospective student prior to the start of the field course.
3. Field instructors and/or task supervisors assigned to online MSW students will be provided orientation training through a web-based, online course.
4. All field placements will be closely monitored by the students' 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). For students enrolled in the full-time campus based programs, a minimum of three agency site visits will be conducted during the specialized field courses/placement. For students enrolled in the weekend, campus based programs and online programs, a minimum of four agency site visits will be conducted during the specialized field courses/placement.
5. 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's expected to take ownership over their 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 in 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 and Rights 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, evaluate, and critique the 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 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 the program's 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 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. A part of field education is breadth of experience within the separate generalist and specialized placement opportunities. For this reason, students are discouraged from completing their advanced/specialized placement at the same agency where they have completed their generalist field placement. This is to enhance the ability to transfer skills, knowledge and critical thinking from one practice setting to another. If there is a compelling reason to have both field experiences within the same organization, the student can request to the field director for an exception to be made. Exceptions will only be considered if the student is able to fully demonstrate how the field placement can provide specialized learning activities to allow the student to achieve competency in the specialized behaviors.
7. 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.
8. 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 an 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 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 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 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 an 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 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 is 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 identification of an effective off-site MSW field instructor.
- 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 MSW field instructors and/or agency task supervisors to provide MSW field instruction for Winthrop University:

1. Individuals with CSWE-accredited MSW 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 graduate studies, flexibility with one's employment is imperative to being able to successfully complete the field portion of the MSW 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 MSW 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

All students must complete all prerequisite courses prior to starting their field course(s). Students will be informed during their program orientation on how to apply for admission to the field. Students may be denied entry into the field when that admission would seriously jeopardize the integrity of the social work program, the field agency, the profession and/or be considered potentially harmful to clients, colleagues, and/or constituents. 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 field director and program director would make the final decision regarding the denial of a student's admission to field. Students have a right to appeal a denial decision and may follow the appeals process outlined in the MSW Student Handbook.

Field Instruction Application and Placement Process

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. 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. In addition, the field office cannot guarantee that a student will have a "clinical" field placement. Not all private practice or behavioral health agencies are appropriate learning environments for students, and availability is limited. In the event a student requests a "clinical" field placement, the field director will work diligently to ensure that the student's placement can provide direct practice

experiences with clients so that the clinical skills for an MSW practitioner can be acquired through other learning activities and experiences. Referrals and decisions for field placement requests are made *after* the student has submitted a field application and established a field placement plan with a faculty member from the department's field team. Development of the field placement plan will be an individualized process where consideration of the student's work and educational backgrounds, interests, and availability of field placement agencies in their community is explored. Students are not allowed to establish field placements on their own; it is a reciprocal process where students and the field office team work together to secure an educationally appropriate field placement site and instructor. The field placement process is outlined below:

1. A student must complete a field application packet prior to entering Field Instruction I (SCWK 612), or in the case of an advanced standing student, prior to entering Field Instruction II (SCWK 622). 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 new student program orientation. For campus based advanced standing students, a field application deadline and instructions will accompany your letter of acceptance to the MSW program. **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 to schedule an appointment for a personal meeting/discussion with a field faculty member to establish your field placement plan. All students (campus based and online) 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. The field office is committed to partnering with students to find a suitable field placement. Following the initial meeting/discussion with the field faculty, a field placement plan will be established with no more than three field placement site referrals or requests. If a student has requested a field placement site, the field office will contact the site to vet its suitability to serve as a field placement site for the specified field course(s) (i.e. generalist or specialized placement) and the university. Once the requested field placement site has been vetted and approved by the field office, students will be instructed to contact the site to schedule a field interview. For existing field placement sites that have been vetted in the past, students will receive referral information from the field office to contact the site to schedule a field interview.

4. Once the student has been approved by the field office to contact a field site for a field interview, the student will contact the specified agency representative (the field office will provide this information to the student) to schedule an interview/face-to-face meeting. The student should provide their résumé to the agency representative prior to the interview. Due to the competitive nature of field placements, and the busy schedules of agency representatives, 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 representative despite reasonable attempts, the student should contact the field office for assistance.
5. The student will inform the field office administrative specialist of all field placement interviews that are scheduled, and if needed, rescheduled.
6. 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 field placement site. If the student is not able to identify and/or successfully interview with a field placement site after three referrals or approved requests, the student may be assigned a field placement by the field director to facilitate entry into field on time, or the student will have to wait and enter the field at the next available course offering.
7. Upon receiving the student's decision, and an acceptance notification from the field placement site, an internship confirmation and agreement will be completed. All placements are made on the basis of mutual consent of the student, agency, and field office. In the event that the student interviews at more than one field placement site that yields a match, the student will decide which site is his or her first preference and contact the agency representative(s) not chosen to inform him or her of the decision made. The student and agency representative 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.**
8. Some field placement sites require that students meet additional requirements prior to admitting them to the site 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 required by an agency, neither the field office nor the Department of Social Work can guarantee that the student will be able to complete his or her field coursework or social work degree requirements.

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, or accessibility@winthrop.edu, 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 increase 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 MSW 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

Field days are not assigned in the MSW programs, though the campus based full-time and weekend programs must be planned around required class times and days. Placement days vary with each field course and MSW program. Students should expect that in many field placement sites, special client needs and/or agency schedules might require adjustments and flexibility in students' weekly field schedules.

Total hours for campus based field courses are a minimum of 905 hours, distributed as follows:

- Field Instruction I – SCWK 612: a minimum of 225 hours
- Field Instruction II – SCWK 622: a minimum of 345 hours
- Field Instruction III – SCWK 632: a minimum of 335 hours

Total hours for online field courses are a minimum of 924 hours, distributed as follows:

- Field Instruction I – SCWK 612: a minimum of 210 hours
- Field Instruction II – SCWK 622: a minimum of 238 hours
- Field Instruction III – SCWK 632: a minimum of 476 hours

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 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 approved by, the field instructor and/or task supervisor. The student will inform the field faculty of any significant changes to the student's field schedule where field hours will be impacted (i.e. being out of field for an extended absence). 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. However, travel necessary to complete the work of the agency (e.g. client visits, agency meetings, etc.) may be counted as field hours.

Course schedules for field are very tight, so it is imperative that a student take into consideration the field agency operating hours and calendar before scheduling 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 (i.e. there is no personal time off, sick time, or inclement weather forgiveness provided for field courses). Students must make wise choices about taking time off while keeping the goal of course completion in mind. Any plans for substantial amounts of time off while in field should be discussed with the field faculty as soon as possible.

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 the 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 do not satisfactorily complete their course. Therefore, students who withdraw, or who are terminated from a field course with a grade of unsatisfactory, will be required to re-take the field course in its entirety if readmitted.

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. However, incomplete field grades may still limit a student's ability to progress in their MSW program due to prerequisite course requirements.

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 specialist practice looks like in the field. Evaluation should be a continuous process throughout the field course(s), 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 instructor (and possibly task supervisor) will complete a mid-term and final evaluation for Field Instruction I, II, and III. Each due date for these evaluations will be specific to the MSW program, course and section. The field instructor will complete the written/electronic evaluation and meet with the student and field faculty for conferences that coincide with these evaluations. The evaluation should be reviewed with the student prior to the conference with field faculty, and can be found in the LiveText database.

Grading Policy

Field courses are Pass/Fail courses with a final 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 course competencies listed in the final evaluation tool/rubric.
2. Consistently performing in a manner that upholds the student responsibilities for field, Winthrop University's Student Code of Conduct, and the NASW Code of Ethics.
3. A satisfactory rating on all course assignments.
4. Completion of the minimum required hours for the course.
5. The field faculty's confirmation that the student has demonstrated competency as required for the field course and outlined in the final evaluation tool/rubric.

Falsifying any course assignments (including the reporting of field hours/time worked) 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 may delay your ability to move forward in your MSW program, and graduate on time.

Winthrop University's Department of Social Work field faculty and field director retain full responsibility for all final grades assigned in field courses.

A student who receives an unsatisfactory grade in a field course must reapply to the field director and MSW program director for readmission to the course, and perhaps readmission to the MSW program, depending on the reason for the unsatisfactory grade. Unless there are reasonable grounds to grant an exception, students who have completed a field course and received a grade of unsatisfactory, are allowed to repeat that field course no more than two times. Students wishing to repeat a field course for a third time will need to provide their justification in writing to the MSW program director and field director as to why an exception should be granted.

Evaluation of Field Instructor, Task Supervisor, and Field Agency

As a means of ensuring program quality, the evaluation of program personnel is a routine and expected procedure. The evaluation of agencies, field instructors, and task supervisors are no less important than the evaluation of classroom faculty and courses in maintaining the integrity of the field program.

At the end of a generalist and/or specialized field placement, students will be asked to complete an online survey regarding their field experience and field instruction within that placement site/agency. This evaluation is only one aspect of a comprehensive process, which includes both formal and informal procedures, as well as periodic and ongoing procedures.

The Department of Social Work will provide for a two-fold evaluation of its agency field instructors, task supervisors, and field agencies:

1. The formal evaluation above will be completed by students at the end of a field placement (generalist or specialized) and will be reviewed by the field director.
2. The field faculty will perform an informal evaluation of the agency, field instructor, and task supervisor based upon observations and interactions with the student, field instructor, task supervisor and other agency personnel during the field course(s) and placement. Feedback will be shared with the field director on an annual basis regarding these informal evaluations.

The field director will provide feedback to field instructors and/or task supervisor regarding his or her performance. However, the raw data from student evaluations will not be provided to agency field instructors and/or task supervisors.

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 that 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 using the document (Student's Report of Field Concerns) provided to them in their Blackboard

learning management system 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 a field instructor and/or task supervisor 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, needing to be addressed immediately, the field instructor/task supervisor will directly contact the field faculty to alert him or her to the nature of the concern. The field instructor/task supervisor will notify the student that the field faculty is being informed of the concern. If appropriate, the field faculty, 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 faculty.

3. If the student remains in field and continues to perform unsatisfactorily, the field instructor/task supervisor should continue to document the concern(s). The field instructor/task supervisor will notify the field faculty of the continued problems so that further discussion and plans may be considered to address the concern(s).
4. If the field instructor/task supervisor 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 MSW program director will review the student's performance in field and jointly make the decision regarding the student's final grade for field and continued participation in the MSW 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 (i.e. failing the field course). If termination becomes necessary, readmission into field will be upon approval of the MSW program director and field director.

Department of Social Work Termination Policy

Admission to the MSW 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 of 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 Procedure

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 and/or task supervisor. Based on the decision from the consultation, the student will either request a

meeting with the field instructor/task supervisor to discuss the issue and seek a resolution individually, or with the field faculty present. If the grievance is against the field faculty or field director, the student can follow the appeal and grievance procedures outlined in the MSW student handbook, found online at the Winthrop social work webpage.

2. If the student sought a resolution with the field instructor/task supervisor individually and believes that a satisfactory resolution has not been reached, the student should inform the field faculty and the field faculty will request a meeting with the student, field instructor/task supervisor, and field faculty to seek a satisfactory resolution.
3. If the student believes the resolution at the field faculty 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

Students should consider personal safety first when making decisions to travel to and from their field agency during inclement weather. In the event of inclement weather resulting in a student's inability to attend field 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 field director.

Personal Safety/Risk Reduction

The safety of students in field is of utmost importance to the university and department. It is imperative that students feel safe and prepared 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 model. If safety concerns arise for the student, it is important that the student discuss these concerns with the field instructor and/or task supervisor. If, after gathering information to realistically assess the situation and learn how to provide appropriate protection, the student still does not feel safe to carry out assignments, the student should contact their assigned field faculty for further assistance. If the field faculty believe 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 field agency.

All students should receive a specific orientation to agency policies and procedures related to risk management while completing their field course activities and assignments. Students are expected to take responsibility in discussing field safety issues using the safety checklist and guidelines provided by the field office.

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 he or she 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 the 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.
- Get any needed medical care and debrief with your field instructor.
- Immediately notify the field director/field office.

Insurance Coverage

Winthrop University covers all non-paid students who are enrolled in field courses with General Tort Liability and Workers' Compensation insurance. Students in paid internships are not covered by the university's insurance, but are instead covered by that employer (this may include an employment-based field placement).

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

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 Winthrop 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 the Claims Director in the Risk Management Office at 803-323-2143 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 their own 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 students choose to do so, they should be sure that their personal automobile

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 and use their personal vehicles at their own risk. Winthrop University and the Department of Social Work do not reimburse students for field travel expenses or costs incurred while using personal vehicles in the field.

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, task supervisor, or another agency staff member should notify the field faculty or 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 such action necessary to ensure the student's safety and overall well-being. All reports of sexual harassment at this level will be reported by the field director 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 at office 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/>.