

**Field Education Manual  
MSW Program**

**2019-2020**

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Dean and Professor**

# THE COMPLETE GUIDE TO FIELD EDUCATION

## CURRICULUM, POLICY AND PROCEDURES

Fordham University's Graduate School of Social Service (GSS) provides a formal Field Education Manual to explain the integral role of field education to the social work educational curriculum. The Field Education manual outlines educational standards, requirements and protocols for helping students prepare for and successfully fulfill their field education requirements. Field education policies within the manual exist to clearly articulate expectations for quality field experiences for students, learning objectives and the evaluation of competency of practice as outlined by the Council on Social Work Education's Educational Policy and Accreditation Standards (CSWE 2015). The Field Education department serves as the operating body that upholds field education policies and monitors the quality and integrity of students' educational experiences in field, while also striving to protect students from injury and harm while in field.

The Field Education Manual is reviewed annually by the Dean of the Graduate School of Social Service. Policies are approved by the GSS Field and Curriculum committees. The Graduate School of Social Service is grateful to the many field agency partners that permit Fordham University social work students to conduct field practicum internships at their organizations every year. We also thank the many field instructors for their tireless efforts to educate students through field practice about the emerging issues in social work practice.

Council on Social Work Education (2015). *Educational Policy and Accreditation Standards*. Alexandria, VA.

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## **MISSION OF FORDHAM UNIVERSITY'S GRADUATE SCHOOL OF SOCIAL SERVICE**

The mission of the Fordham University Graduate School of Social Service (GSS) is to provide social work students with the skills and theoretical knowledge that will promote human rights and social justice. The School strives to improve the well-being of people and communities through teaching culturally responsive, evidence-informed practice and engaging in research, policy, advocacy and community partnership.

The School's commitment to excellence in education and scholarship are grounded in professional social work values, as indicated in the NASW Code of Ethics, and the Jesuit educational tradition with its focus on social justice. Within the social work educational curriculum, the School exercises these values by instilling a commitment to professional social work practice that addresses the needs of vulnerable and historically marginalized populations.

### **THE MSW PROGRAM**

Students enrolled in the MSW Program at Fordham University prepare to become leaders of clinical and/or administrative practice that facilitate social change at the individual, organizational, community and/or social policy levels. The MSW Program is subsequently a professional graduate degree program that requires the demonstration of knowledge and skills through coursework and field practicum. At Fordham, students have the option of enrolling in an **Online** program (providing both asynchronous and synchronous instruction) or an **On-campus and Hybrid** programs (providing in-person classroom instruction or a blended in-class/asynchronous instruction format). The field practicum experience involves learning through a student's direct practice of social work skills in real-world organizational and community environments.

### **FIELD EDUCATION CURRICULUM**

The field education curriculum aligns with the university's mission and the accreditation standards outlined in the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). Field education is the signature pedagogy of social work education. Signature pedagogy represents the central form of instruction and learning from which a professional education program prepares and measures competency of practice for its students. The intent of field education is to provide synergy of learning by helping students integrate theoretical and practice skill concepts from coursework with real-world applied practice with client systems. It is a basic precept of social work education that the two interrelated components of curriculum – class and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies necessary for professional practice. Field education is designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of a social work program's competencies.

In accordance with the CSWE EPAS, field education is a critical part of the explicit curriculum outlined for any CSWE-accredited social work program. The explicit curriculum in the EPAS is defined as a social work program's formal educational structure that is comprised of classroom instruction and field

education as credit-bearing courses required to earn the MSW degree. The MSW degree is a 66-credit program, consisting of 48 credits earned from coursework and 18 credits earned for field practicum. Through the field experience, the Graduate School of Social Service seeks to graduate MSW students skilled in the following areas: prepare MSW graduates who will:

- Practice within the lens of human rights and social justice.
- Practice with and advocate for vulnerable/diverse populations towards promoting individual, familial, organizational and community well-being.
- Critically and systematically apply an empirical lens and use of other sources of evidence to deliver relevant practice knowledge and skills.
- Deliver services that are guided by a professional identity, values and ethical standards of behavior,
- Recognize the need for ongoing professional development and utilize applicable learning resources for continuing growth and expertise of practice.

The setting for the field education practicum is in a social service agency/organization or regulated institution approved by the Graduate School of Social Service to provide appropriate learning experiences for students required to achieve competency of social work practice skills.

#### Legacy and New Curricula – Implications for Field

Beginning Fall 2018, the Graduate School of Social Service instituted its **New** curriculum for incoming students. Students admitted prior to Fall 2018 will continue coursework and corresponding field requirements under what is called, the **Legacy** curriculum. For both the New and Legacy curricula, students are required to complete field practica that expose them to a range of social work practice at the requisite levels of generalist and/or specialist practice. For the **Foundation/Generalist** year field practicum, students engage in practice with client systems and apply the CSWE social work competencies in work with individuals, families and groups within agency settings.

In the **Legacy** curriculum, the Advanced field practicum is designated by concentrations that align field experiences with corresponding coursework. The field practicum is called **Advanced** field, and students select field tracks in concentrations of clinical, macro, clinical/macro and research. Within the **New** curriculum, there are no field concentrations in the advanced year. Students have the option of doing field in specialized areas of practice that may not be linked with advanced practice coursework. The field practicum under the **New** curriculum is called **Specialist** field.

## **FIELD EDUCATION DEPARTMENT**

Under the leadership of the Director of Field Education, the Field Education Department plans, implements, and evaluates the field practicum experience for MSW students in the Graduate School of Social Service. All field education curricular standards are approved and evaluated under the auspices of the Field Curriculum Committee, a subcommittee of the Curriculum Committee within the Graduate School of Social Service. The chair of the Field Curriculum Committee and the Director of Field Education serve on the Curriculum Committee.

### **The Role of the Director of Field Education**

The Director of Field Education has responsibility for the overall administration of the department and articulates field education curricula before School governance committees. The Director of Field Education ensures that the educational standards for field education uphold both the mission of Fordham University and the educational standards of the School's accrediting body, the Council on Social Work Education. The Director of Field Education serves under the leadership of the Dean of the Graduate School of Social Service and is the instructor of record for all field education coursework in the MSW program.

### **The Role of Field Education Department Staff**

The Field Education department consists of associate and assistant directors, and administrative support staff whose responsibilities are to uphold field education standards through: 1) the field placement process, 2) field agency site development and compliance, 3) intervention strategies for field placements, and 4) evaluation protocols to ensure quality of field learning. The field education staff members are instrumental in supporting the learning and professional development of students and field instructors, and they build strong collaborative partnerships with social work practice field agency sites. For our Online MSW program, these responsibilities are managed by 2U®, a contracted partner with Fordham University that provides comparable field support staff to serve the field educational needs of students in the Online program.

### **The Role of Field Advisors (formerly called *Faculty Advisors*)**

Field advisors are contracted social work professionals with the requisite skills and practice experience to provide instructional guidance over students' field practicum experiences. Field advisors are hired by the Director of Field Education.

Field advisors serve as the first point of contact when challenges emerge in field. They are resources for students and field instructors to ensure the quality of learning for the students' field experiences. They can be utilized to:

- Provide career guidance for students.
- Develop and review of students' learning plans for field.
- Support the field instructor in the completion of field evaluations and other field documents.
- Provide guidance on social work practice and ethical dilemmas.
- Mediate challenges in field in a timely manner by working with the student, field instructor and Field Education Department to resolve problems in field.

- Assess the quality of field instruction at each assigned field site and make recommendations for maintaining a partnership with field sites for future students.
- **The field advisor works with the student, field instructor and field dept to resolve problems in the field**
- **The field advisor is involved in evaluating the field instructor and field placement.**

It is the responsibility of field advisors to contact the field instructor and student a minimum of once per semester. One of those contacts must be an in-person meeting with the student and field instructor at the field site during the first semester of the field practicum. The field advisor may schedule additional in-person meetings based on assessment of challenges requiring direct intervention for the field practicum. Students and field instructors may contact field advisors at any time to request support or guidance.

The field advisor also facilitates the Field Seminar. Each field advisor is assigned up to 15 students in either the Generalist/Foundation year or Specialist/Advanced year field seminar cohorts, and is required to monitor attendance, ensure completion of field seminar assignments and evaluate through the field seminar, students' progress in the field. The field advisor is also responsible for ensuring that all field evaluation paperwork and other field documents are submitted for their assigned students when due. When field evaluation documents are not submitted when due, field advisors may consult with their assigned "Assistant Director", whom will assist the field advisor implement a plan to ensure the immediate submission of field evaluation paperwork.

After review of student evaluations, attendance records and performance in field seminar, field advisors should summarize in their field advisor logs if students have satisfactorily fulfilled all requirements for the field work course. The Director of Field Education reviews these summaries to determine the final grade for the Field Work course.



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## **THE SEQUENCE OF LEARNING IN THE FIELD EDUCATION CURRICULUM**

Field learning objectives are guided by: 1) the field education curriculum, 2) the structure and program of the service organization in which the student is placed, and 3) the social determinants and conditions that necessitate service delivery in the social and political environment to vulnerable populations. Students will apply conceptualized skills learned through coursework to their direct practice with diverse populations and in various scopes of social work practice.

Within the MSW degree program, students are required to take two field practicums. Students must complete 1200 hours of field total in both field practicums. Students must be in good academic standing to remain in each field practicum. Good academic standing is defined as maintaining an overall GPA of 3.0 in the MSW program.

For the Advanced Standing program, students must complete 600 hours of field and demonstrate satisfactory completion of a field practicum course as part of their undergraduate social work degree. To satisfactorily complete field education coursework, students must complete the required number of hours AND satisfactorily achieve competency of all social work practice skills. Evaluation of competency is measured by ratings of all social work competencies in the field evaluation instruments and completion of all requirements outlined for the field seminar. Field seminar is taken over two semesters concurrently with field.

The first field practicum is classified as Generalist/Foundation year field and requires the completion of up to 600 hours of field. In Generalist/Foundation year field, students learn social work practice skills that are applicable to work with client systems (individual, family, and group), organizations and communities. Generalist/Foundation year field usually occurs over two semesters (for on campus students) or several course sessions (for online students) within an academic year. Successful completion of the field practicum courses provides nine (9) credit hours. Students are required to participate in a field seminar, which is taken concurrently with the field practicum. The courses that students must register for when taking Generalist/Foundation year field are:

Field Work I (SWGS 6901) – 5 credits (SWKO 6901 for Online Field)

Field Work I (SWGS 6901) – 4 credits (SWKO 6901 for Online Field)

The second field practicum is classified as Specialist/Advanced year field and requires completion of up to 600 hours of field. In Specialist/Advanced year field, students apply skills learned from Generalist/Foundation field towards the development of advanced practice skills in work with more complex systems and client populations. Specialist/Advanced year field also occurs over two semesters for on campus students or over several course sessions for online students. After completion, students earn another nine (9) credits towards the MSW degree. Specialist/Advanced year field also requires participation in a field seminar while in field. The courses that students must register under the Specialist field practicum are:

Field Work II (SWGS 6902) – 5 credits (SWKO 6902 for Online Field)

Field Work II (SWGS 6902) – 4 credits (SWKO 6902 for Online Field)

Combined Field Work (SWGS 6908) - For EESSP students

Students are permitted to begin Specialist/Advanced year field only after successful completion of Generalist/Foundation year field. Students must earn satisfactory grades for both Generalist/Foundation field courses and be approved at an assigned Specialist/Advanced field practicum before being permitted to advance to Specialist/Advanced field. The one exception is for students admitted to the Advanced Standing program. Admission to the Advanced Standing program indicates satisfactory completion of a Generalist field practicum during the senior year of an undergraduate program and achievement of a bachelor's degree in social work from a CSWE-accredited social work program. Students receive credit for the undergraduate field practicum and begin Specialist field in the first year of the program if full time or second year of the program if part-time. Students in the EESSP begin field in the third year of the program and are required to be in good academic standing before beginning Specialist/Advanced year field.

## **FIELD EDUCATION PROTOCOLS**

### **Field Education Schedules**

To support the diversity of students' life circumstances, the Graduate School of Social Services provides several program field schedule options toward completion of the MSW degree. The year of taking the field practicums is contingent upon the plan of study for which students are enrolled. Based on plans of study, students have the option of selecting their field schedules based on their desired timeframe for completing the MSW program.

Field sites that accept students based on a pre-approved field schedule rely on students remaining in field throughout the academic year on the agreed-upon schedule. **Therefore, once a schedule is selected for the field practicum, it should not be changed after field officially starts.**

### **Standard Field Schedule (Requirements for both Online and On-campus programs)**

Students may choose a 21-hour (3 full days) per week schedule for a total of up to 600 hours for each field practicum course. Electing to do three full days of field (field hours must be during the day and within the work week primarily between the hours of 8:00 a.m. through 8:00 p.m) will result in the completion of field within seven to nine months of their academic programs.

### **Extended Field Schedule**

Another option for on-campus students is a 14-hour per week (16-hour per week for students in the Online program) schedule, which results in field hours extending into the summer months and completing the required 600 hours field by the first week of August if starting field in September. **A 14 or 16-hour schedule will take up to 10-11 months to complete field, and this schedule can extend student's academic programs beyond the traditional May degree completion timeline.** To achieve the most optimal field experience, students should be available two full days per week for this schedule. However, students may be approved to flex field hours under this schedule. The flexibility accorded under this schedule requires that students be available, at a minimum, one half day (4 hours) during the work week of Mondays through Fridays. To optimize on learning opportunities in practice with client systems and agency staff, most agencies prefer that students be available for at least one full 7-hour day per week. This level of availability for field ensures that students have opportunities to engage in social work practice during periods of time when organizational systems are actively engaged with clients and agency staff at multiple levels within the organization. The remaining hours per week may be split in increments of 3 or more consecutive hours during other days of the week, but this can only be accommodated if approved by the field agency site. A primary objective for scheduling alternative field hours outside the work week is the provision of quality social work practice experiences for students. Requests for hours that do not provide quality social work practice experiences and do not provide qualified supervision of learning at the Generalist and Specialist levels will not be approved.

The Field Education Department recognizes that many students work while pursuing graduate study in social work. Students employed full-time must navigate complex schedules to accommodate being in field during the work week. The Field Education Department often receives requests for field placements that offer evening and weekend hours exclusively. There are very few field sites that offer quality field learning experiences that meet the educational standards of the Graduate School of Social

Service during evenings and weekends. Many of our partnering field sites affirm that the breadth and scope of quality social work practice experiences occurs primarily during weekdays. To reiterate, the goal of field education is to expose students to quality field learning experiences that will prepare them for professional social work practice. The Field Education team tries to accommodate students' schedules, but also must uphold the educational standards for students' quality field educational experiences. Students who work are asked to plan early in their educational programs to prepare for field. Students are encouraged to discuss their educational goals with their employers and request accommodations in their work schedules to be available for field.

## **Field Education Timeline for Different Plans of Study**

### **Online MSW Program**

The Graduate School of Social Service offers several plans of study for students pursuing the online MSW degree. Students have the option of selecting:

- 4-term (Accelerated) program that takes 16 months to complete
- 6-term (Full-time) program that takes 24 months to complete
- 8-term (Part-time) program that takes 32 months to complete

The program allows students to take Generalist field in their 1<sup>st</sup> term and Specialist field in their 2<sup>nd</sup> term. Students selecting the 6 or 8-term plans of study will take Generalist field in their 3<sup>rd</sup> term and Specialist field in the 4<sup>th</sup> term of study. To ensure timely completion of degree programs, students are strongly encouraged to follow their program plans of study and prepare proactively for beginning field in the designated terms.

### **On Campus and Online Hybrid MSW Program**

Fordham University's Graduate School of Social Service also offers options for different plans of study for on campus and online hybrid students. These options include:

- Full-time – 2-year program
- Part-time – 3 or 4-year program
- Advanced Standing – Full-time program
- Advanced Standing – Part-time program

Students enrolled in the full-time program take Generalist/Foundation year field in the 1<sup>st</sup> year of study and the Specialist/Advanced year field practicum in the 2<sup>nd</sup> year of study. Part-time students take Generalist/Foundation field in the 2<sup>nd</sup> year of study and Specialist/Advanced year field in the 3<sup>rd</sup> year of study.

### **Advanced Standing MSW Program**

The Advanced Standing program is an accelerated MSW program that allows students who have earned an undergraduate social work degree from a CSWE-accredited social work program to earn the MSW degree with fewer credits and coursework requirements. Students receive credit for coursework and field practicum taken at the undergraduate level, and these credits count towards the total number of credits required to earn the MSW degree at Fordham University. Advanced Standing students subsequently take one year of Specialist field, towards the completion of up to 600 hours of field.

For the Advanced Standing program, full-time students take Specialist field in their 1<sup>st</sup> and only year of study. Part-time students in the Advanced Standing program take Specialist field in their 2<sup>nd</sup> year of study.

## **FIELD PRACTICUM OPTIONS**

### **Generalist (formerly called *Foundation*) Field**

The Generalist year field placement exposes students to a cross section of social work experiences, serving to ground them in foundational practice skills necessary for advanced practice in specialized fields of practice. Students learn about and apply the Planned Stages of Change in Social Work Practice (i.e. Engagement, Communication, Assessment, Intervention, Evaluation and Termination) in work with individuals, families and/or groups. Students also develop practice skills within the context of macro practice implications on direct practice.

In the Generalist year field practicum, examples of appropriate practice experiences include, on average: assignment of three to five client systems (individuals, families and/or groups); provide overall management and linkage to collateral resources for client systems served; engage with staff from other disciplines to optimize outcomes for service delivery; contribute to program development and implementation through macro practice activities; gain awareness of how social policy and regulatory standards impact how services are provided to client systems served. Some examples of appropriate field placements that provide practice opportunities at the Generalist level include, but are not exclusive to: child welfare agencies, schools, settlement houses, substance abuse outpatient settings and nursing homes.

### **Specialist (formerly called *Advanced*) Field**

Specialist year field is taken after completing the Generalist field practicum. Students admitted into the Advanced Standing program are required to complete one full Specialist year field practicum. In Specialist field, students apply skills learned in Generalist field to learning advanced practice skills with more complex clients and social policy/organizational systems. Specialist field placements may involve direct practice with client systems; macro practice in administration, social policy and/or evaluation of practice; or a combination of direct and macro practice at the advanced level of learning in field.

Students interested in developing skills in direct practice may be assigned, on average, five to ten client systems (individuals, families and/or groups). Practice opportunities may involve diagnosis and treatment for mental health disorders, applying evidenced-based treatment in specialized practice areas and/or evaluating clinical outcomes for client systems within interdisciplinary teams. Macro or administrative opportunities at the Specialist level may include program evaluation and implementation, event planning, grant writing and management, event planning, fundraising, legislative and/or policy advocacy, community outreach and collaboration, and/or practice research. Examples of appropriate Specialist year field placements that provide practice opportunities at the Specialist level include, but are not limited to: inpatient hospitalization wards, outpatient clinical settings servicing different client systems, government institutions, nonprofit human service agencies and global service institutions.

## **Legacy Curriculum Field Advanced Concentrations**

Students in the Legacy curriculum have the option of choosing a field placement in a concentrated area of practice for the advanced year field practicum. Students who select one of the available concentrations must also take the corresponding field seminar for each track. The options for field concentrations are outlined below.

### **Clinical**

The Clinical concentration helps students apply knowledge and skills of human behavior, social systems and intervention processes that address social and emotional problems for client systems at the individual, group, family and/or community levels. Similar to the Specialist year field, students develop skills in diagnosis of mental health disorders, evidence-based treatment at the individual or group levels and evaluate efficacy of clinical practice. Examples include, but are not limited to: inpatient hospitalization wards, outpatient clinical settings servicing different client systems.

### **Leadership**

The Leadership track offers students field learning opportunities for developing skills in administration of and leadership within social service organizations. Examples of administrative/leadership assignments include:

- Work with the agency's Board of Directors
- Participation in fund-raising or quality improvement initiatives
- Management of personnel and financial processes
- Partnering with private and public agencies and community resources
- Plan and write a proposal
- Plan and undertake a program evaluation
- Plan and implement a new program component
- Plan and implement an advisory board
- Plan and write a procedures manual
- Coordinate a conference or special event, or an agency evaluation.

### **Human Service Leadership (Track A)**

Track A field assignments prepare students to apply social work practice skills to advance organizational and social policy objectives through administrative leadership. There is no direct practice with client systems, but students develop skills for critically analyzing how strategic planning towards organizational and social policy objectives impact client systems served by those objectives. Macro or administrative opportunities at the Specialist level may include program evaluation and implementation, event planning, grant writing and management, event planning, fundraising, legislative and/or policy advocacy, community outreach and collaboration, and/or practice research. Examples include, but are not limited to: government institutions, nonprofit human service agencies and global service institutions.

### **Community-based Practice and Leadership (Track B)**

Through Track B field placements, students develop advanced practice skills in work with client systems and through engagement in macro practice within organizational systems. Students in Track B field placement are expected to demonstrate advanced direct practice skills with individuals, families and/or groups, as well as advanced skills in administration. An example of learning within Track B field placements would involve providing treatment to a caseload of clients with diagnosed mental health conditions, while also developing evaluation models of population-based treatment outcomes to measure program efficiency.

### Research

Students selecting this concentration will have field placements that develop knowledge and skills in social work practice research within organizational settings. Examples of qualified field placements that expose students to research opportunities included municipal and state Departments of Health, nonprofit institutions that engage in continuous quality improvement programs and community assessment needs.

### Employed and Experienced Social Work Plan (EESSP)

Students employed full-time in a social service agency for at least six months may consider applying to the EESSP during the admissions application process. To qualify for this plan of study, students must verify that as part of their employment, they are engaged in some level of social work practice under the supervision of an MSW-level practitioner. The student must also obtain authorization from the employer to allow release time from their employment duties to conduct a 28-hour per week year-long Specialist field practicum at the work site. The Specialist field practicum must be in an area of practice that is different from the employment responsibilities and is supervised by a different MSW-level practitioner than the employing supervisor. **To reiterate, enrollment into the EESSP must occur at the time of application to the MSW program.**

Students in the EESSP receive credit for field through their related employment experiences. They complete only one Specialist field practicum in their final year of study. The field schedule is four days per week over the course of the academic year for a total of 900 hours. In the first year of study, students also participate in an EESSP lab course.

### Work/Study (Employment-based Field Placements)

Work/Study represents field placement assignments that occur at students' places of employment. Students employed full-time at a social service agency may be eligible to complete their field placement assignments at their place of employment. The proposed field instructor must be different than that the student's employing supervisor. **Students considering Work/Study must be employed full-time at a social service agency for at least six months prior to the designated due date of the Work/Study proposal.** This timeline serves to protect the student's employment status by ensuring enough time has accrued for the satisfactory performance of the employment responsibilities before considering the additional role of student learner within an employment site. The employed social service agency must provide direct practice or macro social work practice services that align with GSS's educational standards for field education.

For consideration of a Work/Study field assignment, students must complete a field application and a Work/Study proposal that is signed by the student, employing supervisor, proposed supervisor and



agency authorizing official. The Work/Study proposal must outline the social work practice learning opportunities at the level of field practicum (Generalist/Foundation vs. Specialist/Advanced). Additionally, the proposal must distinguish the differences between the student's employment responsibilities and field learning objectives for the field practicum. Additionally, the field instructor must be different from the student's employment supervisor.

Once submitted, a formal review and decision regarding approval of the Work/Study proposal is made by the Field Education Department. If a Work/Study proposal is not approved, the Field Education department will process the student's field application and proceed to assign a field placement for the student.

### **Specialized Field Placements for Specialist/Advanced Year Field**

The Graduate School of Social Service provides specialized field placements for Specialist/Advanced year field in work with specialized populations and/or within advanced practice modalities. These programs are managed by faculty and become eligible each year based on available funding and field placements. There may be an application process for the programs. Depending on the program, accepted students may also receive a small stipend. In preparation for the Specialist/Advanced year placement cycle, the Field Education Department and respective faculty managing the programs provide instructions for application through the Field Placement Process Info Sessions.

### **Substance Abuse – CASAC-T Certification**

Students who are interested in direct practice in the field of substance abuse may elect to take the CASAC-T Certification track, which allows them to integrate content and skill-building in both a method and a specialized area of practice. To learn and apply advanced practice skills in this area of practices, students are assigned to a specialized substance abuse field placement that engages in evidence-based practice in the field. Students also take a special substance abuse course and field seminar that focuses on substance abuse in preparation for the CASAC-T certification. After completing the CASAC-T track course of study, graduates will be eligible to apply for their CASAC-T.

### **NYS Office of Mental Health**

The NYS Office of Mental Health, in conjunction with Fordham University, offers specialist field placements in evidence-based practice with adult clients with severe and persistent mental illness. There are six evidence-based practice models within organizations providing mental health services. Some programs combine more than one practice model, and others offer direct practice, macro practice and a combination of both direct and macro practice. The specific practice models are:

- 1) Assertive Community Treatment (ACT) – community-based treatment teams deliver highly individualized services to mentally ill adults in a clinic setting, in clients' homes or workplaces, or in the community.
- 2) Wellness Self-Management – works with people with psychiatric symptoms to develop personalized strategies for managing their mental illness and move forward in their lives
- 3) Family Psychoeducation – works with consumers and their families to collaboratively develop problem solving abilities, coping skills and relapse prevention plans
- 4) Integrated Dual Disorders Treatment – integrates treatment for both serious mental illness and substance abuse by having one clinician treat both illnesses

- 5) Supported Employment – interventions focus on securing and maintaining employment in the community for individuals with serious mental illness.
- 6) PROS (Personalized Recovery Oriented Services) – combines many of the above approaches with a clinical component and goal setting in terms of housing/employment to help an individual manage symptoms and maintain employment in a competitive work place.

### Palliative Care

The goal of palliative care and end-of-life care is to improve the quality of life for individuals and their families managing life-threatening illness. Palliative care social workers are part of an interdisciplinary palliative care team. They can be found in inpatient, outpatient, long-term care and community-based settings. Students interested in field in the Palliative Care program are required to do a clinical placement on a 21-hour field schedule. There is also coursework directly related to the Palliative Care curriculum that must be taken concurrently with field.

### **THE FIELD PLACEMENT PROCESS**

The field placement process is managed by the Field Education Department. The key objective for assignment of field practicum is to expose students to practice experiences that will broaden and enhance their social work practice skills in preparation for professional practice. Students are assigned to field placements that have formal affiliations with the Graduate School of Social Service and meet the field education standards of the Council on Social Work Education (CSWE).

**Generalist** (formerly called *Foundation*) field placements are assigned by the Field Education Department. Students are not permitted to decline an assigned Generalist field placement. In the event of a program change, residential change or change in transportation abilities, students may request that an assigned field placement be changed. The re-assignment of a field placement is approved at the discretion of the Director of Field Education. To decline an assigned field placement for any other reason may result in a student not being permitted to begin field within the planned for academic year.

Input from students preparing for **Specialist** (formerly called *Advanced*) field is obtained through interviews scheduled with Field Education department staff. Field Education staff make every effort to assign Specialist field placements that consider students' preference for field site, population and/or practice modality. However, based on the availability of qualified field sites, there are no guarantees that these preferences can be met in the assignment of a Specialist field placement. As indicated in the assignment of Generalist field placements, a refusal of an assigned Specialist field placement may result in a student not being permitted to begin field. A re-assignment of a field placement is done at the discretion of the Director of Field Education.

***This section outlines specific field placement processes for Online and On-campus MSW field:***

#### **Online MSW Program**

Once a student is admitted into the Online MSW program, an ITE (Intent to Enroll) and Intake Form is sent to the student for completion. The ITE gathers information about the student's professional and

volunteer experiences, and this information is used by an assigned Placement Specialist to find a suitable field placement that seeks to broaden the student's practice experiences in social work.

Students receive an email from their Placement Specialist asking to set up a Welcome Call. The Welcome Call brings together the student and Placement Specialist to discuss a range of factors considered in the assignment of a quality field placement for the student. Some issues discussed include, but are not exclusive to the following:

- Geography and transportation mechanism that will be used to get to and from field.
- Student's practice interests (for Specialist year placements only).
- Possible referrals made by the student (for Specialist year placements only).
- Special circumstances (i.e. childcare needs, disability accommodations, criminal history).
- Timeline for field placement and availability for field schedule.
- Key placement policies and expectations of the field placement team.
- Roles of the Field Education department (placement specialist, field advisor, etc.).
- Pre-placement clearances (i.e. background checks) needed to enter their field placement.
- Experience in the field of social work/resume.

After the Welcome Call, students receive a follow-up email from their Placement Specialist recapping the field placement timeline and expectations in the field. The Placement Specialist will then begin the search for a suitable placement site, keeping in mind core competencies for Generalist year and the student's top three settings/populations of interest for Specialist year. Field placements for Generalist year field are assigned by the Placement Specialist, and students are required to accept assigned placements. In preparation for Specialist year field, students have more input into the selection of their field placements. If a student has a suggestion for a placement within a new agency for which the School does not have a formal affiliation, the student may complete a Unique Referral Form. The Unique Referral Form outlines the new agency contact information. The Placement Specialist investigates the new site to ensure that field learning experiences meet GSS's and CSWE's field education standards.

Once a field placement is identified, the Placement Specialist contacts the student and provides information to schedule a pre-placement interview with the assigned field agency. Students must first be interviewed and accepted by the field placement site. **Students are required to reach out to the agency contact within 48 business hours of notification by the Placement Specialist; this time frame is extremely important as placement opportunities can often be competitive with students from other social work programs.** Once the field placement agency selects an assigned student, the placement information is officially approved by the Field Education Department. Upon approval, the student is notified of the approved field placement and the need to address any pre-placement requirements by the field agency.

### **On-campus MSW Program**

Upon enrollment into any of the other MSW program plans of study, students are issued a field application to complete by a determined due date. The field application (completed electronically) is the official document indicating a student's intent to begin field in any academic year. If a student does not complete a field application by the due date, the Field Education department will not assign a field

placement in that academic year. To register for the Field Work course without submitting a field application will result in the student not being in field and subsequent withdrawal from the Field Work course.

Based on program year and field type, the field application is assigned to a Field Placement Coordinator to review the application and coordinate the field assignment (similar to what the Practice Specialist does in the Online program). For Generalist students, the assignment of a field placement is primarily based on information in the field application (i.e. prior volunteer and employment experiences). For the Specialist year, the Field Placement Coordinator meets with the student and considers both, student input and content in the field application in the assignment to a field placement. After a field placement has been assigned, the student is contacted by the Field Placement Coordinator and given information about the field agency contacts to schedule a pre-placement interview. **Students are required to reach out to the agency contact within 48 business hours of notification by the Field Placement Coordinator; this timeframe is extremely important as placement opportunities can be competitive with students from other social work programs.** Once the field placement selects an assigned student, the placement information is officially approved by the Field Education Department. Upon approval, the student is notified of the approved field placement and the need to address any pre-placement requirements by the field agency.

Pre-placement requirements include, but are not limited to:

- Criminal background checks/fingerprinting
- Medical clearance procedures
- New staff/intern orientations
- Pre-placement specialized trainings

Some field agency sites require that students complete pre-placement requirements *before* the start of field. Some of these processes can take weeks to complete. Therefore, it is incumbent that students address any pre-placement requirements soon after approval of their field placements.

### **GSS Field Education Standards for the Field Placement Process**

To reiterate, an important first step in the field placement approval process is the actual selection of an assigned student by the field agency site. If a student is not selected by his/her first assigned field placement, the representative from the Field Education department will contact the student to review the reasons for the agency's decision. The student may be assigned to a second field placement for consideration of an internship.

If a student is not selected to two (2) field agency assignments, this will generate a formal review to evaluate the student's readiness to begin field. The student will meet with the assigned Placement Specialist/Field Placement Coordinator and/or the Director of Field Education. After the review, the decision regarding retention in field would be: 1) to assign the student to a third field agency site for consideration or 2) to not begin field at that time and consider assigning to a field placement sometime in the future when the student is determined to be better prepared to begin field. If the second decision is made, the Director of Field Education will schedule a meeting with the student and the Assistant Dean for Students Services to discuss implications for the student's progression in the MSW program. If the Director of Field Education approves assignment to a third field placement and the student is not

selected, the student is not permitted to go into field, and a meeting between the student, Director of Field Education and Assistant Dean for Student Services is held to review the student's program of study.

### **THE POST FIELD PLACEMENT PROCESS**

As a field placement gets finalized, a letter of confirmation is sent to field educational coordinators or field instructor at the agency site verifying the details of the placement (i.e. hours in field, type of placement, placement type, field instructor, starting date of the placement, and details about SIFI training, orientations, and other pertinent information). Before field begins, the Field Education Department sends each agency copies of students' resumes and other related materials. Materials that are sent to the field site include:

- Field Calendar
- Field Manual
- Process Recording Manual

### **REQUIREMENTS FOR FIELD EDUCATION – STUDENT RESPONSIBILITIES**

- Full-time and part-time students generally complete their two field placements at different agencies. Students are expected to complete different field assignments each year and generally are assigned a different field instructor for each placement.
- Students complete up to 600 hours for each year of field, for a total of up to 1200 hours to earn the MSW degree program.
- Standards for meeting field requirements include completing the required number of field hours per year and having demonstrated competency of social work practice skills.
- The Field Education Calendar provides the official field schedule each academic year. The calendar outlines the official start and end dates of field and approved holidays/days off by the Graduate School of Social Service. When attending field, field instructors should be consulted prior to taking time off from field. Arrangements should be made with the field instructor to make up any missed days in field.
- The University values and celebrates the multiculturalism of the campus community. The Field Education Department respects students' celebration of religious holidays or holy days that align with their faiths. If students choose to take off field days for the observance of religious or holy days, they should discuss this with their field instructors prior to taking time off. Part of the discussion should include a plan to make up any days missed from field.
- Attendance to field seminar counts toward the total number of required hours for field and should be documented on the official attendance record that is signed by the field instructor and student each academic year.
- Students are responsible for expenses incurred in field (criminal background checks, commuting expenses, meals, lodging, etc.).
- Students should report to the Field Education Department any legal, substance abuse or mental health issues that may impact field work with certain populations or ability to fulfill any pre-placement requirements for field. Examples of legal issues include, but are not exclusive to: CPS

findings, arrests and/or convictions, pending criminal charges. If there is any question about what constitutes a legal issue, students are urged to contact the Placement Specialist/Field Placement Coordinator for guidance, instead of deciding not to report. This information may be disclosed directly or indicated on the field application. It is best to notify the Field Education Department as early as possible of any issues that may impact a student's ability to be accepted by a qualifying field placement site.

- Students are required to complete the 2-hour web-based mandated reporter training through the NYS Justice Center prior to beginning field. Proof of completion must be provided to the Placement Specialist/Field Placement Coordinator before official approval of the field placement.
- Students are expected to practice the values and ethical standards outlined in the NASW Code of Ethics. The link to NASW Code of Ethics is: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>.
- Students are to conduct themselves as social work professionals. Expectations include but are not limited to: reporting to field in professional dress according to the agency's dress code policy; notifying the field instructor directly when unable to report to field; avoiding dual relationships with agency staff and clients; following protocols for reporting issues in field; adhering to agency policies and procedures.
- Students in practice are bound by rules of confidentiality. The handling of client information must be protected while in practice over the course of the field practicum and even after field has ended.

### **REQUIREMENTS FOR FIELD EDUCATION – FIELD INSTRUCTOR RESPONSIBILITIES**

- Field instructors are critical to field education. The development of competency of social work practice at the Generalist/Foundation and Specialist/Legacy levels of social work education are obtained by the instruction and evaluation provided by social work professionals who serve as educators of practice in the field.
- Field instructors must meet certain educational and professional qualifications to supervise students. These criteria include having earned a Master's degree in social work from a CSWE-accredited social work program and having a minimum of two years post graduate social work experience. Field instructors may be agency employees that meet the criteria for serving or are social workers with related experience contracted to provide supervision.
- New field instructors are required to take a field instructor training designed to prepare them for being educators of social work practice in the field and better understand the School's educational standards and requirements for field education. The Graduate School of Social Service provides a Seminar in Field Instruction (SIFI) course, which is a 24-hour course taken concurrently while supervising a student(s) over the course of the field practicum. Field instructors may take an adapted new field instructor training, which is administered by the Field Education department. If a new field instructor can provide verification of having taken a comparable supervisory course at another institution, the Director of Field Education may waive the SIFI course requirement. However, the decision to waive the SIFI course for new field instructors is made on a case-by-case basis.
- Each student should have at least one hour of supervision time per week with the field instructor of record. Multiple students at a field placement may participate in group supervision as a supplemental learning experience, but group supervision should not replace the provision of individual supervision of students in field. Supervision with the field instructor should be provided in addition to students participating in staff meetings, case conferences or treatment team reviews.

- Students are required to develop an educational agreement with their field instructors within two weeks of starting field. The educational agreement should outline the learning objectives at the field placement soon after the start of field. Once completed, the educational agreement is reviewed by the field advisor.
- Field instructors evaluate students' competency of practice by completing field evaluations during the academic year. The Director of Field Education considers input into the field evaluation when determining the final grade for field work course(s). The Field Advisor should have input into the evaluation as Field Advisors are most aware of any issues between field instructor and student.
- Field instructors must also track students' hours in field and sign the official attendance record for each student supervised and submit when due.

## **REQUIREMENTS FOR FIELD EDUCATION – FIELD SITE RESPONSIBILITIES**

Partnerships for field learning may develop either by the field site contacting the Field Education department or through outreach to field sites from the Graduate School of Social Service. The Director of Field Education serves as the point of contact regarding all matters relating to field policy and educational standards and regularly monitors field agency sites' adherence to those policies and standards. The Field Education Department is responsible for providing agency sites with the necessary resources needed to uphold its field education standards. The Field Education Department also ensures that all students going into field have complied with all graduate educational requirements necessary to begin field in the MSW program.

Field agency sites are responsible for securing qualified staff members or designated consultants that meet the qualifications for supervision of student interns. Field agency sites must also communicate frequently and expeditiously with the Field Education Department staff about organizational changes, challenges with the field practicum and any other information that would have implications for a sustained field learning partnership for student interns.

To ensure mutual understanding of formal policies and procedures related to field practice for students, the Graduate School of Social Service may enter into a formal affiliation agreement between Fordham University and the designated field agency site. The formal partnership between entities may be obtained through the establishment of a written affiliation agreement that is signed by the authorizing officials at the agency sites and Fordham University. Affiliation agreements remain in effect until the field agency site requests to terminate the existing agreement or request a new agreement.

Field agency sites will allow its designated field instructors the time and access to resources necessary to provide quality supervision of students in field. These accommodations will be extended to field instructors needing to attend field-related programs and events provided by the Field Education Department.

The Field Education Department is responsible for communicating its standards, requirements and due dates for documentation to the field instructor or designee on a regular basis. Field Education staff, including the field advisor, will be responsive to field matters in a timely manner and will work collaboratively with students and field instructors to resolve field challenges expeditiously.

The Field Education Department is responsible for preparing its field instructors for quality supervision of its students. These responsibilities will be implemented as follows:

1. Students entering field should be aware of the professional standards required for developing professional social work practice skills in field.
2. The Field Education Department will uphold field sites' expectations regarding organizational standards necessary for students' start in field.
3. The Field Education Department will make every effort to notify field instructors in a timely manner of their assigned students. There should be enough time for field instructors to interview



students, make a final recommendation for placement and prepare students for meeting any necessary requirements prior to starting field.

4. The Graduate School of Social Service promotes field instructors' professional development. Field instructors are eligible for: attendance to continuing education trainings at a reduced cost; tuition waivers for courses offered through the Graduate School of Social Service; serving as adjunct instructors of GSS coursework; and access to Fordham University library services.
5. The Field Education Department provides field advisors who serve as liaisons between the Graduate School of Social Service and its field agency partners. Field advisors provide guidance on issues related to field, support with mediating conflicts experienced in field, and assistance in helping field instructors evaluate the practice skills of social work students.
6. Field instructors and students are provided the contact information of their designated field advisor before the start of field.

### **Criteria for Qualified Field Placements**

1. The organization's philosophy of social service integrates Fordham's educational standards for field practice and the NASW Code of Ethics.
2. The governing body of the organization, where applicable, is committed to its designated staff providing field supervision and the professional training of social work students.
3. The organization is in good standing within the community it serves and satisfactorily meets its accreditation standards, when applicable.
4. The organization has a clearly defined role in the community or region that addresses, in some capacity, various inequities and disparities that impact vulnerable populations. This may involve participation in state and regional policy initiatives, as well as cooperation with local planning boards.
5. The organization and its programmatic objectives are sustainable without reliance on students.
6. Social service units that operate in settings, such as hospitals, courts, schools or other institutions, are integrated into the total organization structure.
7. The organization agrees to provide a qualified field instructor to supervise students. Qualified field instructors must have earned a master's degree in social work from a CSWE-accredited social work program and have a minimum of two years of post-graduate social work practice experience. Field instructors should be available to supervise and evaluate the practice skills of students assigned to the field placement. This includes the provision of supervision, selection of practice opportunities, and preparation of required field documentation (i.e. tracking attendance and evaluation forms). The amount and scope of social service activities is enough to expose students to a wide range of social work practice experiences at different levels (i.e. individual, organizational, community and social policy). **Therefore, private practices that offer only individual and/or group counseling, which limits students' exposure to the full range of social work practice experiences are not qualified as appropriate field placements.**
8. The selection and assignment of tasks for students is based on educational value to the student's development of social work competencies in practice.
9. The organization makes available suitable space and operating equipment necessary for the engagement in social work practice. Accommodations include but are not limited to: desk space; telephone; network and software access.



## **FIELD EDUCATION REQUIREMENTS – RESPONSIBILITY OF GSS**

The Field Education Department recognizes the importance of the field learning experience to social work education curriculum provided by the Graduate School of Social Service. To ensure adherence to the CSWE Educational Policy and Accreditation Standards (CSWE 2015), the Field Education Department develops and implements policies and procedures that serve to uphold the quality of students' graduate learning in field. The field education standards support its students and the professional development of field instructors.

### **Resources for Students**

The Field Education Department provides the following in support of students' preparation for field learning:

- Information sessions on the field placement process for each field practicum.
- An annual and updated field education manual explaining the policies and protocols for quality field education for GSS students.
- Periodic notifications of the field education standards.
- Guidance and supportive counsel in preparation for field.
- Field seminars that support students' applied learning of social work practice in field.
- Field advisors to support student learning and field challenges.
- Formal reviews and intervention plans to support students when field placements are interrupted.
- Referrals to resources to support students' progression in the MSW program.

### **Responsibility to Field Instructors**

The Field Education Department is responsible for preparing field instructors to supervise its students in the field. This responsibility is exercised in the following ways:

- Develop and implement protocols for preparing students for field learning at the graduate level.
- Enforce students' completion of pre-placement requirements by field agency sites prior to the start of field.
- Notify field agency sites in a timely manner of their assigned students.
- Provide support in the supervision of students by assigning field advisors to monitor field placements and support field instructors each academic year.
- Provide required trainings for new field instructors preparing to supervise social work interns for the first time (see SIFI description below).
- Notify field instructors of professional development programs and specialized trainings offered by GSS.
- Access to the Field Education Manual and GSS educational standards each academic year.
- Education and training on the evaluation of field learning in accordance with the CSWE Educational Policy and Accreditation Standards.

### **Training New Field Instructors – The Seminar in Field Instruction (SIFI)**

GSS offers a field instructor training for new field instructors called the Seminar in Field Instruction (SIFI). The SIFI is a required course offered to new field instructors each academic year. SIFI is a 24-hour course (2-hour sessions) that is offered free of charge to new field instructors by the Field Education Department. Completion of the SIFI also provides 24 continuing education credit hours for social work licensure in Connecticut, New Jersey and New York.

To accommodate field instructors' schedules, the Field Education Department offers several time frames for SIFI sessions through both in class and asynchronous (online) educational formats. To earn continuing education credits, field instructors enrolled in the SIFI course must complete all sessions.

Upon completion, field instructors receive a certificate of attendance that permits ongoing supervision of students until they request to terminate the arrangement with the School. Field instructors who have attended a SIFI course (either at the School or another institution) or other comprehensive supervisory training in the past may request to be excused from the SIFI requirement. Decisions about waiving the SIFI requirement based on past supervisory training experiences are made on a case-by-case basis by the Director of Field Education.

Inconvenience with work schedule is not an acceptable reason for requesting to be excused from the SIFI. A field instructor's agreement to accept students infers an endorsement of the teaching standards for supervision of students as ascribed by the Graduate School of Social Service and the Council on Social Work Education.

### **Tuition Vouchers**

All agencies are provided a voucher worth half-tuition toward one (1) three-credit course within the Graduate School of Social Service for each student placed the previous year. The voucher(s) may be used by an eligible baccalaureate level staff person to take a non-matriculated credit-bearing course. A staff member may use only one voucher for one non-matriculated course per academic year at the Graduate School of Social Service. These vouchers are sent to the educational coordinators during the summer following completion of placements and are usable for the current academic year only. Staff members should attend a registration for non-matriculated students (registration schedules are on the School's website) with the voucher in hand.

### **Access to University Library and GSS Resources**

Field instructors are provided with access (password) to an E-Reserve page on the School's library site. Articles of interest on human rights and social justice, boundaries, ethics, and other topics relevant to field work are frequently posted for the use/perusal of field instructors. Materials related to the students' field seminars are also posted on E-Reserve. Upon request by the field instructor, students are permitted to share their course syllabi to assist in aligning course content with social work practice in the field.

### **Evaluation of Field Education**

The evaluation of field education for the MSW program is achieved by collecting and analyzing data on the overall achievement of social work competencies for students completing field each academic year. Entry and retention rates are also reviewed to identify and respond to issues that impact student retention

in field each academic year. The Graduate School of Social Service uses a contracted data management system, called TK20 by Watermark©.

## **FIELD EDUCATION POLICIES**

### **Student Intern Designation**

Student interns are required to adhere to all field agency policies and procedures and must work to uphold the mission and organizational objectives of the field site. However, student interns should not be considered employees of the field agency site. Subsequently, student interns should not be paid compensation for their field work and are not eligible for fringe benefits accorded to employees. Student interns are also not eligible for Workers' Compensation.

To avoid compromising the field experience, offers of employment to students by field agency sites during the field practicum are discouraged. Student interns cannot independently accept offers of employment by their field agency site without notifying the Field Education Department. The Field Education Department has the discretion of discontinuing a field assignment in cases where students accept offers of employment by the field agency site while also doing field without approval.

### **Professional Conduct Standards in Field**

Students are required to uphold the professional conduct standards of the Graduate School of Social Service and the NASW Code of Ethics. These standards may be found on the GSS webpages at <https://www.fordham.edu/gss> and website of NASW at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>.

### **Attendance Requirements**

Students are expected to attend field in accordance with the field schedule on the Field Education calendar and agreed-upon days and times arranged with the field agency site. If having to be absent from field, the student is required to notify the field instructor *prior* to the start of field for that day. Missed field days must be made up, and students should arrange to make up missed days with their field instructors. If the agency site is closed on a designated field day (i.e. a non-Fordham observed holiday or inclement weather), students may negotiate making up the time on an alternative day to maintain the schedule for completing the required number of field hours.

Students on a 21-hour field schedule and are placed in school settings may be asked to remain in field beyond the official end date of field. This often results in students being asked to remain until June, when the school's academic year ends. Arrangements can be made with the field instructor to adjust the field schedule during the academic year to take time off; this will serve to balance out the number of required hours during this extended time in field.

Attendance requirements include consistent punctuality to field. Students are expected to arrive on time each scheduled day of field. The field schedule includes time for lunch. Students should negotiate with their field instructor the time to take for lunch each field day.

To track the completion of the required number of field hours for each field practicum, students are responsible for documenting field hours on a weekly basis. **Attendance Records should be submitted to the students' assigned field advisors/seminar instructors on a monthly basis during the seminar course. Field Advisors are responsible for uploading assigned students attendance record once per**

**semester onto TK20.** It is the student's responsibility to ensure that the signed attendance record is submitted to their field advisors each month.

### **Completion Timeline for Field**

Requests to end field early are discouraged, and students should not consider "banking" hours for the purpose of ending field earlier than the official end date. If students have met all field requirements for the placement, the earliest that field can be completed is two weeks prior to the official end date of the field course (as indicated in the field calendar). An official request by the Field Instructor to have the student end field early must be submitted to a representative of the Field Education Department. The Field Instructor must indicate that the student will be on track to both complete the required number of field hours and demonstrate competency of all social work practice skills, as indicated in the final field evaluation, which must be completed at the time of the earlier end date. The Director of Field Education has the discretion to approve or decline official requests to end field earlier than the official end date of field.

### **Lunch/Breaks During Field Day**

The daily field schedule is determined by the field site. The field instructor should inform students at the beginning of the field practicum about the agency's policies regarding lunch and breaks for employees. Field hour credit for lunch and breaks are at the discretion of the field agency site and field instructor.

### **Safety in Field**

The agency should provide security to students in the same measure as provided to employees. Policies and procedures should be in place that protect students from violence in the workplace, harassment, or situations which are potentially dangerous. Agencies are expected to provide a specific orientation to agency policies and procedures regarding risk assessment and management. This includes orienting students to procedures they should follow for their own safety within the agency, and outside the agency while performing the duties of their field placement (such as home visits). Generally, students should not be in the agency alone. When in the agency, students should always have access to an emergency phone.

Home visits are an important part of social work and should be included when appropriate. The agency and student need to make provisions for safety. Fordham University Graduate School of Social Service recommends the following safety guidelines for students while conducting fieldwork. The agency needs to make provisions for safety in high-risk areas.

The student needs to take appropriate precautions regarding:

- a) Time of home visits.
- b) Appropriate dress
- c) Use of main streets to access destinations
- d) Travel with official agency identification
- e) Travel with agency staff to home visits
- f) Providing notification to agency of home visit dates, time, location and purpose

In the event of an emergency during the placement, the field instructor and field advisor should immediately be notified. If the field advisor is not available, students should contact the Director of Field Education. The Field Education Department also provides several presentations regarding safety in the field. These presentations are made available to students for review each academic year.

### **Medical Liability for Injuries Sustained in Field**

If students are injured while in field, the cost of medical care is the responsibility of the student. Students should immediately notify the Director of Field Education of any injuries sustained while in field. A formal report of injuries sustained in field is provided to the Dean of GSS, who will determine the appropriate response for protecting the student's health.

### **Transporting Clients in Personal Vehicles**

Students are advised against transporting clients in their personal vehicles. Fordham University does not cover liability insurance for use of students' vehicles while conducting field work. If the use of a personal vehicle for client transport is a necessary part of the field work experience, students are encouraged to consult with their field placement coordinator/placement specialist for further guidance on this requirement. Students may request that the agency insure their personal vehicles for this purpose or to be allowed access to agency vehicles. If authorized to use agency vehicles during field, the student is required to have a current driver's license in their state of residency. Otherwise, students accept total liability for the use of their personal vehicles for client transport.

### **Students' Protected Practice in Field**

The University provides liability insurance for its students during their field work. The insurance covers claims alleging negligent acts of students that result in harm to clients/client systems served. The policy has an applicable limit of \$1,000,000 per occurrence and \$3,000,000 aggregate for each student in field. The insurance is in effect only during the term period of the student's field practicum experience at the designated agency site. A certificate of insurance may be provided to the agency site upon request.

### **Protected Client Information**

In accordance with the NASW Code of Ethics, students are required to uphold the rules of confidentiality in practice. Students should be instructed in field about all agency regulatory standards for protecting client confidentiality and other rules regarding the handling of client information. The protection of client identifying information must be protected while in practice and even after field has ended.

### **Disability Accommodations in Field**

Students may request an accommodation in field based on a diagnosed disability. When completing the field application, students should indicate on the field application their intent to request accommodations for field. A formal request for an accommodation in field based on disability must be made to the Office of Disability Services. Students in the Online program are required to notify their Placement Specialist of any accommodation requests for disability prior to beginning the field placement process.

The Office of Disability Services will conduct a formal assessment to determine if accommodation requests for field can be made without compromising the required educational standards of the field practicum experience. The Field Education Department will work with the Office of Disability Services to determine the ability to meet any accommodation requests for field. To contact the Office of



Disability Services, students may go to the Fordham website at [https://www.fordham.edu/info/20174/disability\\_services](https://www.fordham.edu/info/20174/disability_services).

### **Leaves of Absence (Personal and/or Medical Leaves of Absence)**

Graduate study is very rigorous and can demand a great deal of personal sacrifice. In keeping with its mission, the Graduate School of Social Service supports the general health and wellbeing of its students. Students may request leaves of absence from school any time during their academic program, but they have up to six years to complete the MSW program. Students are advised against leaving school without formally notifying GSS officials. To request a formal leave of absence, students should contact the Assistant Dean of Student Services.

If taking a leave of absence before completing an existing field practicum, students must also notify the Director of Field Education, the field instructor and field advisor *prior* to taking the leave. Proactive notification of intent to take a leave of absence will ensure that agency sites have time to provide uninterrupted care to its clients/client systems.

The University, and the Graduate School of Social Service in particular, encourages and supports the academic and professional success of pregnant and parenting students. Fordham's non-discrimination policy prohibits discrimination because of pregnancy (including requests for paternity leave), childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. For students seeking leaves for any of these reasons, GSS will grant leave for a period that is deemed medically necessary by a medical provider. Once that leave period concludes and the student is cleared to return by either their medical provider or Fordham University, GSS will grant reinstatement and return the student to the same status as the student attained immediately before the leave began.

If the field practicum is interrupted due to pregnancy, the Field Education Department will work with the student to develop a plan for completion of the field practicum when the student returns to school. Upon return from a personal/medical leave, a student's ability to return to the same field placement will be made on a case-by-case basis, based on the field agency's ability to have the student return at the same status. Depending on the length of the leave, the Field Education Department may assign the student to a new field placement. Credit for previous hours accrued at the previous field placement will be determined based on review of the student's attendance record and field evaluation paperwork (six-week progress report, mid-year field evaluation) completed at the time of the leave.

### **Labor Disputes at Field Agencies**

In cases where there is an anticipated strike or slow down, agencies must notify the Field Education Department immediately. When social work staff is involved in a strike against the agency, students are withdrawn from field for the duration of the strike or slow down period. Students are not expected to cross picket lines. During an agency strike or slow down, the University assumes neutrality.

The Director of Field Education and the field adviser will be available for consultation in these instances. If the strike/slow down by social work staff is anticipated to be lengthy, the Field Education Department has the discretion of removing its student(s) from the field placement and reassigning to another field practicum experiences).

## **Managing Challenges in Field**

The Field Advisor is the first point of contact when a student and/or field instructor has any concerns regarding the field practicum experience. The field advisor should be contacted right away, without delay. The field advisor will work with the student and field instructor to understand and resolve problems contributing to the quality of students' learning experiences. Timely notification will result in an expeditious response that may avoid a potential termination of the field placement. A student cannot independently end a field practicum. Students must follow intervention procedures for retention in field and adhere to the final decision from the Director of Field Education about the status of the field placement.

### **Termination of Field**

If a student is terminated from field prior to the official end date of field, the Field Education Department should be notified immediately by the student and field agency site. When a field placement is involuntarily terminated by the field site, a formal administrative review takes place to better understand the circumstances surrounding the termination. The review is conducted by the Field Education Department. The Director of Field Education gathers all necessary documents for review and facilitates the formal review. The formal review of termination from field involves the following:

- Obtaining written reports of the field experience from the field instructor and field advisor.
- Review of field documentation that includes the student's educational agreement, attendance record and any field evaluations that were completed by the time of the termination.
- A formal meeting with the student to hear his/her explanation of the field experience. The formal meeting may include the field instructor and other related staff, field advisor and other Field Education staff.
- Review of any supporting documentation and written statements submitted by the student, when applicable.

Following the completion of the formal review, the Director of Field Education will make a formal decision regarding the student's retention in field within the academic year of record. The final determination may include one of the following decisions:

1. Assignment to a new field placement within the academic year of record. Credit for time in field prior to the termination will be predicated on the field instructor's evaluation of the student's progress, which will be determined based on review of evaluation paperwork and attendance records signed by the field instructor. If these documents are not available, or if the field instructor determines that the student was not satisfactorily on track to achieve competency of social work practice, the student may be required to complete field in its entirety at the newly assigned field placement.
2. Requirement to do field in its entirety and must wait until the next academic year to begin field.
3. Removal from field and assignment of a grade of "U" Unsatisfactory for the Field Work course. Assignment of a grade of "U" Unsatisfactory may result in dismissal from the MSW program at Fordham University.

The decision is sent to the student in writing soon after the formal review. If the decision is either #2 or #3, the student may appeal the decision by requesting a formal review by the Committee on Academic Progress (CAP). Further instructions for requesting a formal CAP for a decision regarding retention in

field can be found in the “**Grievance Process for Field Grades**” section of the Field Education Manual and the GSS Student Handbook.

## **EDUCATIONAL TOOLS TO DEVELOP COMPETENCY OF PRACTICE**

### **The Educational Agreement**

The educational agreement is an individualized learning plan for the student's field practicum and is developed mutually between the student and field instructor. The purpose of the educational agreement is to invite the student and field instructor to identify key learning objectives that will contribute to the student's development of social work competencies over the course of the field practicum. The educational agreement outlines specific tasks, quantity of work/caseload and level of engagement within the organizational structure; these details outline the various mechanisms for which students will learn and develop knowledge and skills of social work practice.

The educational agreement should be developed within the first two weeks of the field placement. Educational agreements are working documents that should be reviewed regularly and revised to ensure adherence to the learning objectives of field. The field instructor is responsible for selecting cases, projects and other learning experiences appropriate to the field practicum level (Generalist/Foundation vs. Specialist/Advanced). Student learning styles and field instructor teaching styles should be considered and discussed as part of the early phase of supervisory relationship-building.

The educational agreement must be signed by both the student and field instructor. When completed, the student is responsible for uploading the educational agreement into his/her TK20 account for review by the field advisor. The assigned field advisor is responsible for reviewing the educational agreement to ensure that objectives outlined in the agreement align with the Field Work course objectives.

### **Focused Educational Plan**

During the field practicum, a field instructor may determine that the student is not developing knowledge and skills in social work practice. If a student is underperforming in a way that impacts the timing of achieving competency of practice, the field instructor may implement a **focused educational plan**. A focused educational plan outlines specific skills and performance areas that need improvement, while also identifying action steps to improve skills within a designated period. The tool also puts the student on formal notice that there are concerns regarding his/her progress in field. The field instructor should notify the assigned field advisor about performance concerns and work collaboratively with the field advisor to develop the focused educational agreement.

When completed, the focused educational plan should be signed by the student, field instructor and field advisor. At the designated period outlined in the agreement, the field instructor should meet with the student to provide a progress report of the specific performance areas in the agreement. The field instructor should maintain a written summary of every intervention used to help the student improve his/her performance and practice skills. The student is responsible for uploading the focused educational agreement into his/her TK20 account.

### **Supervision**

Supervision is central to evaluating students' competency of social work practice. Through supervision, students demonstrate and articulate learned skills, which communicates the degree of competency being developed through social work practice. Supervision is also key to helping students develop knowledge

of and personal fit with the social work profession. It is one of the key learning tools that engages students in personal reflection of their practice, and through this reflection, encourages students to identify strategies for continued professional growth. To achieve these aims, students should have one-hour of individual supervision per week. Students are advised to come to supervision with an agenda listing questions, learned skills and requests for resources. Students are expected to contribute to supervision meetings by articulating learned skills and knowledge of agency operations.

Field instructors may also contribute to developing the weekly agenda for supervision. Documentation of student learning, performance concerns and the status of achieving learning objectives in the educational agreement should be assessed in weekly supervision. Progress should be tracked and documented. Documented supervisory notes should include dates and describe constructive feedback provided, along with suggestions for performance improvement. Field instructors should also document the student's ability to incorporate constructive feedback for performance improvement, skill deficits that have been resolved and/or if additional action is needed. Documentation of problem areas is especially important if performance does not improve, and students are asked to leave their placements. Group supervision is permitted when multiple students are interning at a field site. However, group supervision should serve as a supplemental learning tool for skill development, not a replacement for individual supervision.

### **Task Supervision**

Students may be assigned to a task supervisor who oversees an area of service for which the student will be learning. The task supervisor may oversee specified trainings and/or assign tasks related to social work services. A task supervisor may be an employee without the requisite years of experience or be a professional in a related field. The task supervisor would be responsible for reporting students' progress to the designated field instructor of record, who must be a social worker meeting the qualifications of the GSS field education standards.

Field instructors serve as the supervisor and evaluator of record for its students. Field instructors are responsible for the development of educational agreements, contact with the School and determination of competency of social work practice. Field instructors are responsible for the completion of field evaluations, which may incorporate input received by task supervisors.

### **Process Recordings**

The process recording exercise is an essential tool for students' development of cognitive and affective processes necessary for developing competency of social work practice. Through process recordings, students develop these important processes through reflection of their specific activities, personal thoughts about their practice and articulation of applied social work practice skills. Review of students' process recordings enables field instructors to make adequate educational assessments of their students' progress. Field advisors may also request that students share completed process recordings in their field seminars.

The following is a suggested outline for process recording:

1. A statement describing the purpose of the session.
2. Client description, including appearance, characteristics and affect.
3. Content that lists the verbatim exchange between the student and client during the beginning, middle and/or end of a session.

4. Analysis of the climate, interaction between and affective observations of the client and student intern
5. Identification of the social work skills used during the session.
6. Student's reflection of personal feelings and reactions to the interaction with the client
7. General observations and impressions based on data gained in the session.
8. Plans for subsequent contacts, including identification of areas for further exploration or clarification.
9. Questions for the field instructor.

Students and field instructors may also refer to the Process Recording Manual developed by the Field Education Department. Below is a list of requirements for the completion of process recordings for each field practicum type.

#### Foundation and Clinical Practice Guidelines

For both the Generalist/Foundation year and Specialist direct practice/Advanced clinical year field, at **least one process recording** a week is required throughout the field practicum. Each week, the process recording should be reviewed and commented on by the field instructor. The process recording assignment is an assigned learning tool that is expected to be completed outside of field hours. Students may ask permission to complete process recordings while at field, but agency field instructors are not required to offer this accommodation. Audio or video taping of client contact for the purpose of retaining information from a client contact is prohibited.

#### Leadership and Macro-Practice Guidelines

Recordings for students with leadership assignments are used primarily to analyze the dynamics of meetings and conferences, and to provide on-going summaries and periodic reports of progress in their major assignment. Minute taking should reflect both a summarization of activity and decisions for future action. The nature and frequency of process recordings for leadership students are determined by the field work field instructor. In general, student assignments necessitate a sufficient range and number of written materials, such as memos and reports, which can serve as process recordings for supervisory purposes. When process recordings are requested, they should be in keeping with leadership practice and developing leadership skills. They provide the opportunity for students to learn how to write and critically assess their work and learning. Process recordings for students in the Track B field practicum should follow the above guidelines for the leadership portion of their assignments, and the clinical guidelines for the direct practice portion of their assignments.

#### Research Guidelines

Research students are not expected to do process recordings. Written expectations of research students include problem formulation of their "research project," and literature review. This is to be completed by the end of their first semester.

#### **Field Seminar (formerly called *Integrative Seminar*)**

Students enrolled in field coursework are required to attend a field seminar concurrently with taking field. Final grades for field coursework consider the student's performance in field. A key purpose of the

field seminar is to provide students a structured forum for support, mutual aid, group advising and problem-solving as they progress through their field placements. Field seminar provides a peer-support network, encourages an active and self-directed approach to learning, and reinforces the development of a professional social work identity. Students have the option of choosing a field seminar that meets at three different time periods: Wednesday mornings, Wednesday evenings or Saturdays.

This year, there will be two sequences of field seminar – a ten-session (10) field seminar for the Legacy curriculum and a seven-session (7) field seminar for the New curriculum. On campus students select their preferred field seminar during the completion of the field application and Online students select their preferred field seminar when registering for the Field Work course. The Field Education department requests and considers students' choice of session, but students may also be assigned to a field seminar based on availability.

The field seminar is facilitated by an assigned field advisor (formerly called *faculty advisor*). Because field seminar is part of the field course, registration for field includes the field seminar. There is not a separate course registration for field seminar for on-campus students.

A field seminar schedule is available on the Fordham University Graduate School of Social Service website and is also distributed to students by the assigned field advisor. Changing a field seminar session is not an option after the field seminars have begun. Students are required to remain in the same field seminar for the duration of their field placement.

Active participation in field seminar is expected of every student. Attendance is required to *all* field seminar sessions. The field advisor will keep track of attendance for all students in his/her field seminar cohort. Unexcused absences from two or more field seminar sessions will generate a formal review by the field advisor and Director of Field Education to determine a student's readiness to continue in the field practicum. Excessive absences from field seminar may result in removal from the field placement.

### Field Seminar Goals

The field seminar highlights the central role of the field advisor as the link between the Graduate School of Social Service, field agency site, and the student. The goals of the field seminar for both field practicums are outlined below:

- Contribute to the development of a safe group environment where exploration of sensitive issues can take place.
- Understand and come to utilize the seminar as a forum for self-disclosure and self-examination regarding their agency practice.
- Acquire skills for building and using peer support networks.
- Understand and articulate their learning styles and needs.
- Advocate to have their learning needs met.
- Assume increasing responsibility for self-directed learning.
- Appreciate the inherent tensions between clients, agencies, administrators, and students, and the resulting challenges to balance professional and practical demands.

- Identify and master skills for adapting to the realities of day-to-day practice and agency constraints.
- Understand their obligations, role, and limitations in influencing agency practice.
- Deal with issues regarding supervision, different supervisory styles, and the strengths and limitations of the supervisory relationship.
- Better understand the differential roles social workers are called upon to perform in the agency context.
- Appreciate the common base of social work practice across a wide range of settings.
- Demonstrate the use of critical thinking skills to identify, evaluate, and make decisions about ethical dilemmas in agency practice and how to address them.
- Identify and understand personal, professional, and agency values and the potential for conflicts between them.
- Appreciate the effects of diversity in their practice.
- Recognize their role in helping and advocating for populations at risk.
- Address the challenge of applying classroom knowledge to the field experience.
- Use the group context for further development of a professional identity.

#### I. Specific goals for the Generalist/Foundation year field seminar

- Develop a framework for thinking about their role as social work interns and apply that framework across a wide range of practice settings.
- Develop coping strategies to successfully navigate the Generalist Year field placement.
- Understand the value and use of process recordings and produce quality recordings.
- Use individual and group field instruction to develop foundation practice skills and appropriate professional behavior.
- Understand fieldwork policies and procedures and the framework for the MSW program and their individual course of study.

#### II. Specific goals for the Specialist/Advanced year field seminar

- Develop a working group conducive to self-directed learning environment.
- Identify vehicles and resources to enrich their learning and ways to deal with obstacles to the learning process.
- Actively participate in a group process in making the transition from generalist to specialist practice.
- Recognize the responsibilities that accompany autonomous practice, such as the need for ongoing professional development and continuing education after graduation.
- Appreciate the importance of developing and disseminating knowledge relevant to social work practice.



## **EVALUATION AND GRADING**

As indicated by the Council on Social Work Education, competence of social work practice is evaluated based on students' ability to apply and integrate knowledge, values, skills and cognitive and affective processes in all practice situations (CSWE, 2015). There are nine social work competencies that undergird this mission within social work education. Within field education, students are required to demonstrate satisfactory achievement of all nine social work competencies for each field practicum, Generalist/Foundation year field and Specialist/Advanced year field. The social work competencies are listed below:

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

Assessment of students' competencies are achieved through three key mechanisms: 1) completion of the required number of hours of field practice; 2) overall satisfactory achievement of all social work competencies; and 3) attendance to and active participation in the field seminar. To verify completion of the required number of field hours, students are required to track hours in field on the **Attendance Record**. The attendance record must be signed by both the student and field instructor. Evaluation of competency of practice is measured in a **Six-week Progress Report** and two evaluation forms. The two evaluations are the **Mid-Year Field Evaluation** and the **Final Field Evaluation**.

The **Six-week Progress Report** is completed six weeks after the start of field and measures students' professional conduct and active engagement in practice at the designated field practicum level. The Mid-year and Final Field Evaluations list the nine social work competencies, which are measured by specific practice indicators for each competency. Practice indicators for each competency differ based on the field practicum level. For example, practice indicators for the Generalist field practicum measure competency of practice at the foundation practice level through direct practice with client systems and macro-level practice. Practice indicators for the Advanced Specialist field practicum measure competency of practice at more advanced levels and within specialized areas of practice or with more complex populations.

The six-week progress report and two field evaluation tools are completed by the agency field instructor. All evaluation tools should be reviewed with the student prior to both the student and field instructor signing the documents and Attendance Record. All required forms are uploaded into the data management system, TK20. Students are informed of the due dates for required documentation, and they are responsible for ensuring that all required field documents are uploaded into TK20 when due.

Although the agency field instructor evaluates students' competencies, the Director of Field Education serves as the instructor of record for the Field Work course and assigns the final grades. Final grades are issued after review by the field advisor of all field documentation (attendance record, six-week progress report, field evaluations) and assessment of progress in the field seminar. The Director of Field Education reviews summary reports provided by the field advisor in their field advisor logs, indicating the student's satisfactory completion of all requirements for the field work course.

### **Directions for Completing Field Evaluations**

The assigned field instructor is given access to the data management system (Salesforce or TK20), which has the electronic version of both field evaluations entered for each student in field. Evaluation ratings and summary reports are entered into the system for each evaluation period. Instructions for accessing the data management system are given to the field instructor prior to the due date of each field evaluation.

For each evaluation period, the field instructor is asked to use the evaluation rubric below to rate each student on every practice indicator. The rating is based on the field instructor's assessment of the student's demonstrated performance in field.

### **Evaluation Rubric:**

1. **Not Competent:** Student does not demonstrate any evidence of competency in this area
2. **Developing Competency:** Student performance is below the expected level; student provides inconsistent evidence of competency. **Suggest we rework criteria for Developing Competency and Competent. It goes from below expected level to proficiency. Think we need to reword Developing Competency.**
3. **Competent:** Student demonstrates proficiency of practice and an understanding of key concepts or acquisition of skills taught on a consistent basis.
4. **Demonstrates Advanced Competence:** Student exceeds basic standards for competency on a consistent basis.
5. **NR (Not Ratable):** Indicates insufficient opportunity to rate competency in this area.
6. **NA (Not Applicable):** Indicates not applicable to agency setting.

### **Guidance for Evaluation of Practice:**

1. For the first evaluation period, although the student may already be competent in some areas, many areas may still be developing. By this time, if the student does not appear to be on track to develop competence of practice by the final evaluation period, the field advisor should be contacted for consultation.
2. By the final evaluation period, the student is expected to demonstrate overall proficiency in each competency that is evaluated, i.e. an *average* rating of "3" for the competency.
3. At the end of the competency ratings, the field instructor is asked to provide an overall rating on a scale of 1-4 (1-Not Competent; 2-Developing Competency; 3-Competent; 4-Demonstrates Advanced Competence) of the student's overall performance in field. The field instructor should write a summary of the student's progress with achieving competence of all the practice behaviors in the evaluation instrument. Field instructors are strongly encouraged to provide written comments with

each rating to help the student understand his/her progress and plan for achieving competence of social work practice by the final evaluation period. Spaces for documenting required comments are included after each section.

### **Grading of the Field Work Course**

Field Work is a year-long course and is graded on a Satisfactory (S) or Unsatisfactory (U) grading scale within two periods of the academic year. The total course credit of 9 credits is earned only after the student completes all requirements of the entire field practicum. The total number of credit hours for the course is earned after the second sequence of field is completed. At the end of the first sequence, students are issued a grade of **In Progress (IP\*)**. The IP\* grade is issued when the student demonstrates satisfactory progress, as indicated on the Six-week Progress Report.

At the end of the second sequence of field, the final grade of “S” or “U” is administered. At that time, the final grade is applied to both the first and second sequences for field, despite the IP\* grade remaining on the student’s grading report for the Field Work course.

### **Grievance Process for Field Grades**

An Unsatisfactory “U” grade in a Field Work course may result in dismissal from the MSW program. A student may appeal an Unsatisfactory “U” grade for the Field Work course. A formal request to appeal may be submitted to the Assistant Dean of Student Services, who will coordinate the scheduling of a formal CAP (Committee on Academic Progress) meeting.

The Committee on Academic Progress (CAP) is chaired by the Assistant Dean of Student Services and consists of other faculty and administrative staff. Prior to the CAP meeting, the Director of Field Education provides a formal written report, along with supporting documentation, for review by the CAP committee members. The student is given due process in the appeal and is invited to attend the formal CAP meeting. The Director of Field Education is also invited to attend. At the meeting, the student is given the opportunity to present the case for why the grade of Unsatisfactory “U” should be reconsidered. The student may also present his/her own supporting documentation for review by the committee. The student may request to have the assigned field advisor join the meeting for support. Parents or legal representatives are prohibited from attending the CAP meeting. At the end of the CAP meeting, the Assistant Dean of Student Services excuses the student and Director of Field Education to meet exclusively with the committee.

The CAP has the option to recommend either to sustain or change the field grade and/or recommend dismissal from the MSW program. The student is notified in writing of the CAP’s decision. If the student disagrees with the decision of the CAP, the student may submit a further appeal to the Dean of the Graduate School of Social Service. The Dean may schedule a formal meeting with the student and request reports from the CAP and the Director of Field Education. The decision regarding the field grade and retention in the MSW program by the Dean of the Graduate School of Social Service is considered final and binding.

## **APPENDICES**

Sexual Harassment Policy

Affirmative Action Policy

Statement of Nondiscrimination

Template for Educational Agreement

Template for Focused Educational Plan

Guidelines for Work/Study Proposal

## **Fordham University Sexual Harassment Policy**

The Field Education Department upholds the official policy and guidelines of Fordham University in addressing reports of sexual harassment/misconduct during the field practicum. Sexual harassment violates the University's Code of Conduct and is prohibited by law. It will not be tolerated in the University community or in the field. The University must maintain an academic community in which students, faculty, and staff can work and study without sexual harassment by teachers, colleagues, supervisors or clients in field. It is the policy of Fordham University that sexual harassment is prohibited, and that all alleged violations of this policy will receive prompt attention as well as any necessary corrective action.

Sexual harassment is a violation of the law (Section 703 of the Title VII of the Civil Rights Act of 1964). Sexual harassment is defined as requests for sexual favors and any unwelcome sexual advances made verbally, in writing or physically, which serves to create an environment of intimidation and coercion using the power relationship between student and educator. Requests for sexual favors and other verbal or physical conduct of a sexual nature are determined when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in an educational program, course, or activity;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or
3. such conduct is sufficiently pervasive, offensive or abusive to have the purpose of reasonable effect of interfering with an individual's work or educational performance or of creating an intimidating, hostile or offensive work or educational environment.

If a student encounters sexual harassment while conducting the field practicum, he/she is encouraged to immediately contact a member of the Field Education Department. A formal report is provided to the Director of Field Education. The Director of Field Education is required to report all claims of sexual harassment to the Dean of the Graduate School of Social Service and the Title IX Office at Fordham University.

### **Affirmative Action Policy**

The University has developed an affirmative action program providing additional efforts in recruitment, employment, and promotion of women, and members of minority groups. An office is established within the University for consultation, training, and orientation of the University community on affirmative action techniques and on methods of ensuring nondiscrimination, equal access, and fair treatment of individuals. The office also monitors and reports regularly on the University's progress in complying with anti-discrimination and affirmative action laws.

### **Statement of Nondiscrimination Policy**

Fordham University reaffirms its policy of nondiscrimination. The University is an academic institution that, in compliance with federal, state and local laws, does not discriminate because of race, color, creed, age, gender and national origin, marital or parental status, sexual orientation, alienage or citizenship status, veteran status or disability. Fordham University does not knowingly support or patronize any organization that engages in discrimination. No otherwise qualified person shall be discriminated against in any programs or activities of the University because of disability. Likewise, no person shall be discriminated against based on sex. A compliance officer is available to address any complaints alleging discrimination. The Office of Legal Counsel can be contacted: Administration Building, Room 223, Rose Hill campus, telephone number 718-817-3112. Agencies that do not adhere to a policy of nondiscrimination will not be used as field placements.

## Template of Educational Agreement

The Educational Agreement serves as a tool to clarify the mutual responsibilities to the field learning experience by both, the field instructor and the student. The Educational Agreement should be returned by the student to his/her Field Advisor two weeks after the official start date of field.

Student Name \_\_\_\_\_ Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_ Field Advisor \_\_\_\_\_

Field Program Type: Generalist (formerly *Foundation*)  Specialist (formerly *Advanced*)

Field Program Hours: 21 hours  14 hours  28 hours (EESSP only)

Is the placement a Work/Study? Yes  No

Fordham's documentation requirements are:

- 1 process recording per week for all Generalist and Specialist placements

Agency documentation requirements:

Field program arrangement (a minimum of one hour of individual supervision weekly):

- Days/time in field:
- Day/time of weekly supervision: \_\_\_\_\_
- Name of Task Supervisor (if applicable):
- Student requirements for preparation for supervision (agenda, process recordings, etc.)

Please describe the student's primary assignments (number/types of cases; community/organizational assignment; admin project; focus of research tasks):

Please describe student's additional learning assignments (staff meetings, case conferences, rounds, trainings, etc.)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Template of Focused Educational Plan**

Date:

Student's Name:

Field Instructor's Name:

Task Supervisor (if applicable):

Field Advisor:

The student, field instructor and field advisor have agreed that the following performance targets will be established and attained to meet the requirements for proceeding with the Field Work course objectives. Progress toward these performance targets will be reviewed on [DATE]. Continuance at this field site is predicated on sufficient progress in the areas targeted below as determined by the field instructor and field office staff. Initiative and communication skills will be the focus for these goals.

1. Performance Objective: In order to demonstrate the ability to complete this objective, the student will:
  - a. Item 1
  - b. Item 2
  - c. Item 3

*Evaluation Method*: Direct observation by field instructor.

2. Performance Objective: In order to demonstrate the ability to complete this objective, the student will:
  - a. Item 1

*Evaluation Method*: Review completed weekly process recordings.

In addition to the skill areas outlined above, the following subjects will receive additional emphasis by both student and field instructor over the remaining evaluation period.

### **Self-Awareness**

- 1.) The student must be aware of how his/her values, attitudes, beliefs, emotions, past experiences, affect his/her thinking, behavior and relationships.
- 2.) The student must possess the ability/capacity to recognize his/her effect on others, take reasonable responsibility for this effect and be willing to make appropriate adjustments when such behavior is self-defeating and counter-productive.

3.) The student must be able to examine and modify his/her behavior when it interferes with his/her working with clients and other professionals and must be able to work effectively with others including those in authority.

-Shows a willingness to receive and accept feedback and supervision in a positive manner and use such feedback to enhance his/her professional development.

-When given ample evidence for need for improvement continues to reject, deflect, or externalize contribution towards failed outcomes or strained relations. Does not learn from feedback.

**Professional Behavior**

1.) The student must behave professionally by being punctual and dependable, prioritizing responsibilities and completing assignments on time.

2.) The student must demonstrate the capacity to recognize and maintain appropriate role boundaries and reserve the use of self-disclosure as a conscious and deliberate technique undertaken to benefit the client.

**Communication Skills**

1.) The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals.

2.) Students must express their ideas and feelings in an organized and coherent form and demonstrate a willingness and ability to listen to others.

3.) Students must have sufficient skills in spoken and written English to understand and articulate the content presented in the program. They must be able to translate their thoughts and observations into the written form necessary for agency documentation.

Signatures:

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Field Advisor \_\_\_\_\_ Date \_\_\_\_\_

## Guidelines for Work/Study Proposal

### GUIDE TO WORK/STUDY PROPOSAL

**\*\*\*\*Proposals are welcome prior to the stated deadline!\*\*\*\***

The Work/Study proposal is available to any full or part-time student who wishes to fulfill a fieldwork experience in the agency at which they are currently employed. To be eligible to apply, a student and the agency must meet the following minimum educational criteria:

1. Student must have been employed in a human service agency, providing human services work. Nursing, teaching, camp counseling, and educational assistantships are examples of some of the many types of work that do **not** qualify as human service employment for this proposal. Employment is defined as a full-time, paid position. For the proposed Work/Study agency site, the student must also have been employed with this agency for a minimum of 6 months at the time of the application submission. Please take note that **no exceptions** will be granted regarding these requirements.
2. Agency must be willing to reassign student to a field setting that is **identifiably** different from the work that the student is currently employed to do, two (2) or for three (3) days per week.
3. The proposed field instructor must meet the minimum criteria for field instruction: master's degree from a CSWE-accredited social work program, two years post-graduate social work practice experience, and completion of and/or availability to complete the mandatory Seminar in Field Instruction (SIFI) course. The designated field instructor **must** be different from the applicant's employment supervisor.
4. Applicants for the Work/Study option must meet all the admissions requirements of Fordham University Graduate School of Social Service and be in good academic standing at the time of application.

**PLEASE NOTE:** *Approval or denial of a Work/Study proposal is determined by the Field Education Department. Submitting a proposal **does not** guarantee that a proposed Work Study placement will be approved!*

### PROCEDURES FOR COMPLETING PROPOSAL

The student must submit a detailed and complete proposal; incomplete proposals will not be considered for approval. The document is constructed as a Word document and text should be typed in or checked off in applicable sections. The Field Education Department may contact you, your employment supervisor, and/or your potential field instructor for further information. An email will be sent by the Field Education Department notifying students of the outcome of their completed proposal review process.

The “Statement of Completion” outlines the required documents that must accompany the Work Study application; please refer to the information below.

DOCUMENTS	“MUST HAVES”
Application with ALL required signatures	Must have the approval of key leadership at the employment agency, such as Executive Director.
Completed Work/Study proposal outlining employment and field practice learning differences.	Must describe employment responsibilities and how they are distinguishable from proposed field learning practice experiences in field.
Applicant’s current resume	Must include chronological work history showing month/year of employment and must distinguish between full and part-time work.
Proposed Field Instructor’s resume	Must show date when master’s degree in social work was earned

Please use this space to describe the differences between your employment and proposed Work Study placement responsibilities. A detailed description is required for the “Population Served”, “Type of Services Provided”, “Treatment/Service Goals”, and “Intervention Methods” sections; please refer to the example below.

CURRENT EMPLOYMENT	PROPOSED FIELD PLACEMENT
<p><b><u>POPULATION SERVED:</u></b>  <i>Families with children who have an Axis I mental health diagnosis and are at risk of out-of-home placement.</i></p>	<p><b><u>POPULATION SERVED:</u></b>  <i>Mothers of infants who could benefit from child development and parenting education.</i></p>
<p><b><u>TYPE OF SERVICES PROVIDED:</u></b>  <i>On-site service coordination, individual and family therapy, crisis intervention, medication management, mentoring, and group recreational activities.</i></p>	<p><b><u>TYPE OF SERVICES PROVIDED:</u></b>  <i>Home visiting parental mental health assessment, child development assessments, parenting skills training, and connections to medical providers and community resources.</i></p>
<p><b><u>TREATMENT/SERVICE GOALS:</u></b></p>	<p><b><u>TREATMENT/SERVICE GOALS:</u></b>  <i>For mothers to safely and effectively meet their infant’s development, social/emotional,</i></p>

<p><i>For children to function safely and appropriately in the home and community, thus preventing out of home placement.</i></p>	<p><i>and medical needs, thus promoting the timely achievement of developmental milestones.</i></p>
<p><b><u>INTERVENTION METHODS:</u></b>  <i>Psychosocial assessment, treatment planning, individual and family therapy, crisis intervention, and referrals.</i></p>	<p><b><u>INTERVENTION METHODS:</u></b>  <i>Mental health and development assessments, psychoeducation, safety planning, advocacy, case management, and referrals.</i></p>