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Introduction

Field Instruction is an integral part of the academic preparation of the Master’s program. The field instruction component of the curriculum provides a vital learning experience in professional practice. In the interest of integration of theory and practice, the field practicum is concurrent with classroom instruction. Paralleling the classroom curriculum, learning experiences in the field are designed to provide progression, continuity, integration, and testing in the learning process. The chief objective of field experience is to provide the student with the opportunity to develop competence and engage actively in professional tasks that complement and reinforce classroom learning. The content of fieldwork is consonant with the Educational Policy and Accreditation Standards (EPAS) and the curriculum of our School. Credit for fieldwork is not given for life experience or previous work experience.

The setting for field instruction is a social service agency working in close cooperation with our School in planning those learning opportunities that best meet the educational needs of the individual student, consonant with the school’s mission and the program’s educational objectives. Cooperating agencies represent a cross section of social work practice in the greater New York metropolitan region and reflect a wide range of professional programs.

I. The Field Instruction Department

The Field Instruction Department plans, implements, and evaluates the field practicum program under the leadership of a Director of Field Instruction, two Associate Directors, three Assistant Directors and a Field Work Coordinator. There is one full time secretary. The department also includes faculty advisers who are assigned to each student and coordinators who work on a part-time/adjunct basis (as needed) with the department in facilitating geographically specific placements. The department assigns as many faculty advisers as needed to give an optimal advisement load of between 15-18 students. The department assigns students to the faculty advisers and offers consultation to faculty advisers. The department is responsible for assessing all potential and continuing agencies and for planning and leading field instruction seminars for new field instructors. In addition, the department offers consultation to agencies about issues related to student learning.

A faculty Field Policy Committee oversees the development and implementation of the field component. The chair is a member of the school’s Curriculum Committee.

The Director of Field Instruction has responsibility for the overall administration of the department and represents the department on interdepartmental school committees including Field Policy, Curriculum, Admissions, and Evaluation. The Director of the Field Instruction Department is responsible for reporting to the faculty on the state of field work and for reporting suggestions or reactions to policy and program changes that affect field work. The department also reflects important changes in curriculum, policy and program back to agencies. In addition, the Director of Field Instruction represents the
School on the NY Area Consortium of Directors of Field Instruction; coordinates a conference each year for the professional development of agency field instructors; plans several Focus on Field lunchtime events to introduce students to various fields of practice, and convenes multiple orientations and trainings (advanced standing students, field placement planning, field instructors, faculty advisers) each academic year.

II. **Fordham University Graduate School of Social Service Mission**

The mission of the Fordham University Graduate School of Social Service is to educate students to 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 is built on professional social work values and the Jesuit educational tradition with its focus on social justice. Located in the greater New York City metropolitan region, the School prepares social work professionals and instills in its students a commitment to the profession while helping them build the competencies necessary for them to effectively serve diverse populations.

III. **MSW Program Goals**

The mission of the Master of Social Work (MSW) program is to educate students to promote human rights and social justice and improve the well-being of individuals, families, groups, organizations, and communities through culturally responsive evidence-informed advanced social work practice embedded within an agency and community context. The Program’s commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice.

Field instruction goals are consistent with program goals to insure an integrated and coherent whole curriculum. In addition, field instruction goals are consistent with the competencies outlined in the 2008 Educational Policy and Accreditation Standards (EPAS).

IV. **General Purpose of Field Instruction**

The purpose of field instruction is derived from the School’s Mission. Field instruction provides students with supervised practice experience within the context of service.
Through the field experience, the Graduate School of Social Service seeks to prepare MSW graduates who will:

1. Practice in advanced areas of concentration (clinical, leadership, and research) that build upon a generalist practice foundation and a commitment to human rights and social justice.
2. Practice with, and on behalf of, diverse populations to promote individual, familial, organizational and community well-being.
3. Critically and systematically examine, evaluate, and utilize research and other sources of evidence to refine their practice knowledge, skills, and interventions.
4. Practice with competency and autonomy guided by a professional identity, values and ethical standards of behavior, as well as a recognition of the need for ongoing professional development.

The field learning-teaching plan for the student is developed in accord with:

- the student’s ability, experience, interest and stage of learning development
- the agency’s program resources
- the field instructor’s theoretical knowledge, practice experience, and teaching skills

It is the mutual responsibility of the School and the cooperating agencies to provide the student with relevant practice and its theoretical base.

V. The Sequence of Learning

The basis for field instruction curriculum flows from the academic curriculum for the student in the foundation (first) and in the advanced practice (second) course of study. Field learning is guided by the practice curriculum, by clients and their needs, conditions of social work practice, the structure and program of the service organization in which the student is placed, the student as a unique learner, and the field instructor. While individual differences among students in life and work experience, educational background, career interests, learning styles, and rate of development are recognized, certain performance expectations, as identified by evaluation criteria, must be met. Student learning plans are modified on the basis of ongoing evaluation by student, adviser and field instructor. The field instruction curriculum models are linked to the students’ plans of study. The curriculum models are as follows:
A. **The Standard Field Instruction Curriculum Model**

This curriculum model consists of 21 hours per week or three days a week in field instruction, for a total of 600 hours in each academic year. This field work model is typically selected by students who are admitted to the Two Year Plan of Study. Field instruction normally takes place during weekday business hours. Each placement begins in September and ends in early May. Students earn 9 credits each year in field placement (18 credits total).

B. **Extended Field Work Curriculum Model**

Students may elect to take field instruction 14 hours per week or two days per week for a total of 600 hours in each academic year. Each placement begins in September and continues until early August. This field work model is available to students who are admitted to the part-time 3 or 4 year Plan of Study. Students earn 9 credits each year in field placement (18 credits total).

Students in both the standard two-year placement plan of study and the extended model have two different field placements during matriculation at the School, the foundation placement and the advanced practice placement. These are in different agency settings and/or fields of practice with different client populations, programs, and agency structures. This also gives the student the opportunity to learn from two different agency-based field instructors (supervisors).

C. **Experienced and Employed Social Service Practitioners Model**

Students admitted to the Experienced and Employed Social Service Practitioners Model (EESSP) do 28 hours per week (4 days) in field instruction. Students complete a total of 900 hours in field instruction during their advanced practice placement, and earn 15 credits. Placement begins in September and ends in mid-May. This field instruction placement takes place at the student’s place of employment, conforming to work/study guidelines, in conjunction with their advanced course work as approved through the Admissions process.

In addition, during the foundation phase, EESSP students participate in a 3-credit Lab Practicum course designed to prepare them for field placement.
D. **Advanced Standing Field Work Curriculum Model**

Students admitted to the Advanced Standing Plan of Study enter directly into the advanced practice concentration phase. There is one field placement of 600 hours with a total of nine credits.

VI. **Placement Process and Field Instruction Objectives**

Objectives for field instruction and each field practicum are outlined below. The field objectives correspond to the program and EPAS objectives and reflect the School’s Mission. Following are the general field instruction objectives.

**General Field Instruction Objectives**

- Develop the student’s commitment to the profession’s values and ethical standards
- Provide students initially with a generalist view of social work in agency-based practice as well as the opportunity to concentrate in an advanced practice method (clinical, leadership, or research)
- Help students apply theory to practice
- Provide experiences that help students appreciate the impact that diversity of culture, ethnicity, class, and circumstance have on client systems
- Provide students with the opportunities to engage diverse client populations and systems based on dynamic assessment
- Increase students’ awareness of the political, environmental, economic and organizational influences on the delivery of social services and enable them to work with, around, and sometimes against, those forces on behalf of clients, especially those populations at risk
- Inculcate a spirit of scientific inquiry and evaluation about assumptions underlying:
  a. Practice principles and methods
  b. Agency organization, structure and delivery of services
  c. Community needs and sanctions
A. **Foundation (First) Practicum**

The student entering the foundation practicum is asked to complete a basic placement application which reflects their availability, geographical preferences, and includes a current resume. The foundation practicum is a generalist practice placement and will provide each student, regardless of setting/population, with basic foundation skills that are transferable from one setting to another. Students do not participate in the placement selection process in their foundation year.

To secure a placement, a representative of the Field Instruction Department contacts the agency person in charge of student training and briefly reviews the student’s educational background and experiences, then refers the student to the agency. Foundation students are typically informed by the Field Instruction Department of their field assignments during the summer before field instruction begins. Most agencies request to meet with the student prior to placement start dates. Some agencies will require medical documentation, background checks, and other information prior to commencement of placement. It is expected the student will bear the cost of medical examinations to document physical health (unless the agency typically provides this free of charge). Although some agencies will bear the cost of any required background checks, in some settings, this may also be charged to the student.

**Foundation (First) Field Placement Competencies:**

At the end of the first placement experience, students are expected to demonstrate evidence of basic competence in the ten core competencies established by the 2008 Educational Policy and Accreditation Standards (EPAS). The core competencies (numbered below) are evaluated in the context of specified practice behaviors (lettered below). Each practice behavior is operationalized in specific ways (see foundation evaluation). Upon completing a foundation practice placement, students will demonstrate the capacity to:

1. Identify as a professional social worker and conduct him/herself accordingly.
   A. Advocate for client access to social work services
   B. Practice self-reflection and self-correction to ensure continual professional development
   C. Attend to professional roles and boundaries
   D. Demonstrate professional behavior
   E. Demonstrate professional appearance
   F. Demonstrate professional communication
2. Apply social work ethical principles to guide professional practice.
   A. Recognize when personal values may be in conflict with professional values
   B. Make ethical decisions by applying the standards of the NASW Code of Ethics and other professional standards that apply.
   C. Tolerate ambiguity in resolving ethical conflicts
   D. Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.
   A. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
   B. Analyze models of assessment, prevention, intervention, and evaluation.
   C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice
   A. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create/enhance privilege or power.
   B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
   C. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
   D. View themselves as learners and engage those with whom they work as informants.

5. Advance human rights and social and economic justice
   A. Understand the forms and mechanisms of oppression and discrimination
   B. Advocate for human rights and social and economic justice
   C. Engage in practices that advance social and economic justice.

6. Engage in research-informed practice and practice-informed research
   A. Use practice experience to inform scientific inquiry.
   B. Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment
   A. Utilize conceptual framework to guide the process of assessment
   B. Utilize conceptual framework to guide the process of intervention
   C. Utilize conceptual framework to guide the process of evaluation

8. Engage in policy practice to advance social and economic well being and to deliver effective services.
   A. Analyze, formulate, and advocate for policies that advance social well-being
   B. Collaborate with colleagues and clients for effective policy action

9. Respond to contexts that shape practice
   A. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.

10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.
    10.1A Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
    10.1B Use empathy and other interpersonal skills
    10.2A. Collect, organize, and interpret client data
    10.2B Assess client strengths and limitations
    10.2C Develop mutually agreed-on intervention goals and objectives
    10.2D Selects appropriate intervention strategies targeted to the client assessment.
    10.3 A Initiate actions to achieve organizational goals.
    10.3 B Implement prevention interventions that enhance client capacities
    10.3 C Help clients resolve problems
    10.3 D Negotiate, mediate, and advocate for clients.
    10.3 E Facilitate transitions and endings.
    10.4 A Critically analyze, monitor, and evaluate interventions
B. Advanced Practice (Second/Final) Practicum

Field instruction internship is part of the curriculum for the advanced practice student. The advanced practice field instruction placement allows for some participation of the student in planning for their field instruction experience.

At the beginning of the spring semester, a placement planning meeting is held for ongoing students. During this meeting, students are apprised of the choices they will need to make regarding their advanced year placement, and are provided with the link to an on-line field application. The application asks the student to specify areas of interest, to indicate geographic preferences, hours of availability, and to describe the learning experiences and during their foundation placement. This form is submitted to the Field Instruction Department, after which students will meet individually with a placement coordinator to discuss the advanced year placement. The coordinator will consider a student’s preference, experience, foundation phase performance and input from the field instruction staff and/or faculty adviser in order to make the best match. The student will then be sent on an interview to the agency selected. Students will not be sent to more than one agency at a time nor will agencies be sent more candidates than they have slots available.

All placements are coordinated through the school. Students may not contact agencies independently to arrange a placement. On occasion, a student may be aware of a particular agency that might meet their needs that does not have an affiliation with the school. In most cases, this occurs in areas geographically removed from the metropolitan area. Coordinators will explore the viability of new placement sites in these circumstances and make a determination as to whether the agency is able to provide a solid educational experience.

The advanced practice placement process generally begins in February with the scheduling of individual interviews with the coordinators. Typically, students begin to be referred to agencies in late March, with the bulk of placements being finalized between April and July.

The advanced practice field placement corresponds with the practice concentration selected by the student. Students may choose one of three concentrations:

1. Clinical
   a. Clinical practice with children and their families
b. Clinical practice with adults and their families

2. Leadership & Macro Practice
   a. Track A: Human Services Leadership
   b. Track B: Community Based Practice and Leadership

3. Research

1. Clinical Practice Concentration Field Instruction Competencies

   The clinical practice concentration develops more advanced skills for practice with individuals, families, and groups. Building upon the practice behaviors developed in the foundation year, clinical students learn to utilize a variety of diagnostic tools, expand their understanding of the use of self in the relationship with the client system, consider and explore the “inner” life of the client system, learn and utilize more sophisticated intervention skills, and work effectively with client resistance, transference and countertransference.

   While the competencies for the advanced practice clinical concentration remain those specified by the 2008 Educational Policy and Accreditation Standards, the practice behaviors expand beyond the expectations of the foundation year. Each practice behavior is operationalized on the clinical evaluation in specific ways.

   1. Identify as a professional social worker and conduct him/herself accordingly.
      A. Demonstrate professional use of self in relation to client, agency, and others, including other professionals.

   2. Apply social work ethical principles to guide professional practice.
      A. Identify ethical issues in clinical practice and demonstrate ability to resolve such dilemmas and/or seek consultation as needed.

   3. Apply critical thinking to inform and communicate professional judgments.
      A. Engage in reflective practice including development of awareness of personal and institutional biases and their impact on practice.
      B. Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written formats.
4. Engage diversity and difference in practice
   A. Work with diverse client values, beliefs and practices in clinical social work.

5. Advance human rights and social and economic justice
   A. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.

6. Engage in research-informed practice and practice-informed research
   A. Select, evaluate, and use relevant research to inform clinical practice.

7. Apply knowledge of human behavior and the social environment
   A. Use theoretical frameworks that promote well-being to guide advanced clinical practice.
   B. Identify and respond to the impact of power, privilege, and oppression in clinical practice.
   C. Apply multi-axial diagnostic classification when appropriate.

8. Engage in policy practice to advance social and economic well being and to deliver effective services.
   A. Apply policy practice skills to facilitate the provision of clinical services.

9. Respond to contexts that shape practice
   A. Engage in multidisciplinary and transdisciplinary collaboration to promote systemic changes.

10.1 Engage individuals, families, groups, organizations, and communities.
   A. Use empirically-based, culturally responsive strategies to engage client systems.
   B. Demonstrate the use of differential engagement strategies to develop and maximize the therapeutic alliance with diverse client systems, for example, culture, conditions, gender, sexual orientation.

10.2 Assess individuals, families, groups, organizations, and communities.
A. Use theoretical and empirical knowledge to complete bio, psycho, social, spiritual, and cultural assessments relevant to client well-being.

B. Use differential diagnoses to inform interventions.

10.3 Intervene with individuals, families, groups, organizations, and communities
A. Identify, critically evaluate, select, and apply evidence-based change strategies across the stages of clinical practice.

10.4 Evaluate work with individuals, families, groups, organizations, and communities
A. Use relevant tools to evaluate the process and outcomes of clinical practice to develop best practice interventions for a range of client conditions.

2. **Leadership & Macro-Practice Field Instruction Competencies**

The leadership and macro-practice concentration develops more advanced skills for practice in agency administration, program or project management, supervision, and community work. Track A (Human Services Leadership) prepares students for tasks and roles necessary for administrative leadership positions. Track B (Community Based Practice and Leadership) prepares students who are working directly with clients to engage in essential management activities although they are not in administrative positions. Upon completion of an advanced practice field placement, Track B students are therefore expected to demonstrate advanced clinical skills for practice with individuals, families, and groups, as well as advanced skills in administration.

Each track features unique practice behaviors within the overall structure of the competencies specified by the 2008 Educational Policy and Accreditation Standards. Each practice behavior is operationalized on the Human Services Leadership evaluation.

**Track A: Human Services Leadership**

1. Identify as a professional social worker and conduct him/herself accordingly.
   A. Perform leadership and macro practice roles and activities in ways that reflect the social work profession and its ethical standards.

2. Apply social work ethical principles to guide professional practice.
A. Use ethical frameworks and reasoning to analyze policy and practice issues affecting macro and advanced generalist social work practice.

3. Apply critical thinking to inform and communicate professional judgments.
   A. Apply critical thinking to a range of leadership and macro practice challenges in the context of organizations and communities and those affected by these contexts.

4. Engage diversity and difference in practice
   A. Promote policies and practices to facilitate a multicultural workplace and culturally competent service delivery.

5. Advance human rights and social and economic justice
   A. Identify and address agency structures that promote human rights.

6. Engage in research-informed practice and practice-informed research
   A. Promote collaborative leadership practices in organizations and communities that are research-informed.

7. Apply knowledge of human behavior and the social environment
   A. Apply theoretical models of individual, group, community and organizational behavior for the design and development of effective organizational and community programs and policies.

8. Engage in policy practice to advance social and economic well being and to deliver effective services.
   A. Analyze public, organizational and community policies to determine the extent to which they are reflective of human rights and social justice and advocate for change.

9. Respond to contexts that shape practice
   A. Design programs and/or policies that respond to changes in agency and community environments and address trends in the larger political, economic and social environments.

10. Engage individuals, families, groups, organizations, and communities.
    A. Engage multiple and diverse stakeholders in capacity building, problem-solving, and the decision-making process.
10.2 Assess individuals, families, groups, organizations, and communities.
   A. Develop assets-based inclusive organizational and community assessments.

10.3 Intervene with individuals, families, groups, organizations, and communities
   A. Engage in inclusive planning and advocacy to improve opportunities, increase resources, change institutions, increase empowerment and build capacity for individuals, families, groups, organizations, and communities.

10.4 Evaluate work with individuals, families, groups, organizations, and communities
   A. Use collaborative evidence-based research to evaluate services and programs for access, responsiveness, effectiveness and relevance.

Track B: Community Based Practice and Leadership

1. Identify as a professional social worker and conduct him/herself accordingly.
   A. Demonstrate professional use of self in relation to client, agency, and others, including other professionals.
   B. Performs leadership and macro practice roles and activities in ways that reflect the social work profession and its ethical standards.

2. Apply social work ethical principles to guide professional practice.
   A. Identify ethical issues in clinical practice and demonstrate ability to resolve such dilemmas and/or to seek consultation as needed.
   B. Use ethical frameworks and reasoning to analyze policy and practice issues affecting macro and advanced generalist social work practice.

3. Apply critical thinking to inform and communicate professional judgments.
   A. Engage in reflective practice including developing critical awareness of personal and institutional biases and their impact on practice.
   B. Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written formats.
C. Apply critical thinking to a range of leadership and macro practice challenges in the context of organizations and communities and those affected by these contexts.

4. Engage diversity and difference in practice
   A. Work with diverse client values, beliefs, and practices in clinical social work.
   B. Promote policies and practices to facilitate a multicultural workplace and culturally competent service delivery.

5. Advance human rights and social and economic justice
   A. Use knowledge of the effects of oppression, discrimination and historical trauma on clients and client systems to guide treatment planning and intervention.
   B. Identify and address agency structures that promote human rights.

6. Engage in research-informed practice and practice-informed research
   A. Select, evaluate, and use relevant research to inform clinical practice.
   B. Promote collaborative leadership practices in organizations and communities that are research-informed.

7. Apply knowledge of human behavior and the social environment
   A. Utilize theoretical frameworks that promote well-being to guide advanced clinical practice.
   B. Identify and respond to the impact of power, privilege, and oppression in clinical practice.
   C. Identify multi-axial diagnostic classification when appropriate.
   D. Apply theoretical models of individual, group, community and organizational behavior for the design and development of effective organizational and community programs and policies.

8. Engage in policy practice to advance social and economic well being and to deliver effective services.
   A. Advocate for the adaptation of organizational policies, procedures and resources to facilitate the provision of clinical services.
   B. Analyze public, organizational and community policies to determine the extent to which they are reflective of human rights and social justice and advocate for change.
9. Respond to contexts that shape practice
   A. Proactively engage in multi-disciplinary and trans-disciplinary collaboration to promote responsive systems.
   B. Design programs and/or policies that respond to changes in agency and community environments and address trends in the larger political, economic and social environments.

10.1 Engage individuals, families, groups, organizations, and communities.
   A. Use empirically-based, culturally responsive strategies to engage client systems.
   B. Demonstrate the use of differential engagement strategies to develop and maximize the therapeutic alliance with diverse client systems, for example, culture, conditions, gender, sexual orientation.
   C. Engage multiple and diverse stakeholders in capacity building, problem-solving, and the decision-making process.

10.2 Assess individuals, families, groups, organizations, and communities.
   A. Use theoretical and empirical knowledge to complete bio, psycho, social, spiritual, and cultural assessments relevant to client well-being.
   B. Use differential diagnoses to inform interventions.
   C. Develop assets-based inclusive organizational and community assessments.

10.3 Intervene with individuals, families, groups, organizations, and communities
   A. Identify, critically evaluate, select, and apply evidence-based change strategies across the stages of clinical practice.
   B. Engage in inclusive planning and advocacy to improve opportunities, increase resources, change institutions, increase empowerment and build capacity for individuals, families, groups, organizations, and communities.

10.4 Evaluate work with individuals, families, groups, organizations, and communities
   A. Use relevant tools to evaluate the process and outcomes of clinical practice to develop best practice interventions for a range of client conditions.
   B. Use collaborative evidence-based research to evaluate services and programs for access, responsiveness, effectiveness and relevance.
3. **Research Practice Field Competencies**

Students selecting this concentration will use their field experiences to develop an in-depth knowledge of research that will contribute to the field and evaluate practice.

Practice behaviors indicative of the competencies specified by the 2008 Educational Policy and Accreditation Standards require students to develop an independent research project that culminates in the writing of a Master’s thesis. Each practice behavior is further operationalized on the research evaluation.

1. Identify as a professional social worker and conduct him/herself appropriately.
   A. Identify as a social work researcher.

2. Apply social work ethical principles to guide professional practice.
   A. Conduct research that complies with HHS regulations for Human Subjects and, when appropriate, HIPAA regulations.

3. Apply critical thinking to inform and communicate professional judgments.
   A. Use existing empirical and conceptual knowledge to develop a research study.
   B. Demonstrate effective oral and written communication about research-related topics.
   C. Engage in critical analysis of study methods and findings, and communicate implications for policy, practice and future research.

4. Engage diversity and difference in practice.
   A. Design/engage in a research study that is culturally sensitive.

5. Advance human rights and social and economic justice.
   A. Design/engage in a research study that advances human rights and social justice and can provide data that inform practice.

A. Design/engage in a research study that is informed by practice and has the potential to contribute to social work empirical knowledge.

7. Apply knowledge of human behavior and the social environment.
   A. Use existing empirical and conceptual knowledge to develop a research study and interpret findings.

8. Engage in policy practice to advance social and economic well being and to deliver effective services.
   A. Critically assess the implications of study findings for social work policy.

9. Respond to contexts that shape practice.
   A. Develop a research study that is responsive to the needs of clients, agencies, and/or communities.

10.1 Engage individuals, families, groups, organizations and communities.
    A. Engage with agency personnel and/or research team to develop a mutually agreed-on research study.

10.2 A Assess individuals, families, groups, organizations and communities.
    A. Collect, organize, and interpret client data.

10.3 Intervene with individuals, families, groups, organizations and communities.
    A. Make recommendations to improve agency and professional practice or policy.

10.4 Evaluate work with individuals, families, groups, organizations and communities.
    A. Evaluate how study findings might contribute to program development and evaluation.

VII. Specialized Programs

A. CASAC-T Qualification
   Students who are interested in substance abuse can elect to take the CASAC T qualification, which allows them to integrate content and skill building in both a method and a specialized area of practice. After completing the CASAC T track course of study, graduates will be eligible to apply for their CASAC T in New York.
In addition to being placed (during their advanced practice year) in an agency where they work with substance abusers and their families, students take specified required courses and participate in an integrative seminar focused on substance abuse.

Upon successful completion of the designated package of course and field requirements, students will receive a certificate stating they have completed the required 350 hours of course work which enables them to apply for CASAC T. This certificate is not equivalent to the CASAC T credential.

Various grant-funded initiatives and other collaborative programs are available by application for advanced year students. Examples of programs include child welfare, trauma-focused evidence based treatment, and evidence based treatment with chronic mental illness. During placement planning meetings, current projects are announced with application procedures and criteria outlined. Most projects require at least one elective course related to the project focus.

VIII. Work/Study Field Placements

Some students are able to meet their field instruction requirement through the social service agency where they are employed. Students interested in this option complete the field instruction planning forms indicating this preference. They are asked to speak first to the director of their agency, or agency department, to gain approval for this request, and complete the work/study application with appropriate signatures. The Field Instruction Department will then evaluate the agency’s appropriateness as a field instruction site for graduate social work students.

In order to be approved as work/study the following criteria must be met:

1. Students must have been employed by the agency for at least six months prior to the start date of field work.
2. Students must have a new learning experience different from their work responsibilities for the hours spent in their field placement.
3. The field instructor must be a qualified and licensed (appropriate to each state’s requirements) MSW, with three years post-MSW experience. This field instructor must be different from the student’s work supervisor. The prospective field instructor must have taken or be willing to take the Seminar in Field Instruction (SIFI) simultaneously with the student’s field placement.

After the field instruction coordinator speaks with the agency representative ensuring that these requirements can be met, a Work/Study Agreement is sent to the educational coordinator or agency director (specified by the agency) to formalize the arrangement. This document is also distributed to the faculty adviser at the start of placement to inform
the adviser of the conditions of placement to which the school and agency agreed. A copy of the document is maintained in the student’s file.

Although discouraged, students may apply for a second work/study field placement in the same agency. This arrangement may be approved if the agency is large enough to accommodate a second change of assignment and field instructor, and can outline a plan that ensures a viable educational experience.

Each work/study agreement is for one academic year only. New application must be made in instances where a student wishes to complete a second placement at their place of employment. The Field Instruction Department reserves the right to determine if each request is educationally sound.

Depending on the circumstances of each individual work/study field placement, there is often some overlap between a student’s regular job and their work/study placement. Examples might be staff meetings that all employees and interns are required to attend or a training that might be offered. In these circumstances, the meeting/training would be considered part of the field work hours. The Field Instruction Department would expect that no more than 40% of the student’s educational experience be spent in “overlapping activities.”

**Work/Study Agency Commitment:**

In order to participate in a work/study field arrangement, the student’s place of employment must agree to:

1. Provide a change in assignment for the student for the hours of the field placement when field placement begins.
2. Provide a reduced workload commensurate with a student status.
3. Provide a qualified (and appropriately licensed) MSW field instructor with a minimum of three years post-masters experience who has taken or will be taking the “Seminar in Field Instruction,” which meets 12 times during the academic year for two hours per meeting. This field instructor must be different from the student’s work supervisor.
4. Provide agency time for the field instructor to meet with the employee/student for a minimum of one and one half hours per week.
5. Provide time for the employee/student to attend the “Integrative Seminar” which is an integral part of the field instruction course. This seminar, which meets ten times during the year (six sessions in the fall; four in the spring), is mandatory for all students and is considered part of the field instruction hours.
6. Provide the field instructor time for writing and submitting an evaluation each semester. Official grading for the Field Instruction course is the responsibility of the faculty adviser and is based significantly on the recommendation of the field instructor.

IX. **Post Placement Process**

As placements are made and solidified, letters are sent to educational coordinators verifying the details of the placement (hours in field, type of placement, i.e. foundation, clinical, leadership, research), field instructor, starting date of the placement, and details about SIFI training, orientations, and other pertinent information.

Shortly before placements begin, the School sends each agency copies of the academic calendar relative to field work, a newsletter, SIFI registration materials, and other announcements as necessary. Agencies also receive copies of student resumes and in the case of advanced year students, a copy of the transfer summary written by their foundation faculty adviser. This transfer summary, which outlines the student’s foundation experience, notes any specific strengths or areas in which attention is needed in anticipation of the coming year. In the case of advanced standing students, copies of the summary of their field work experience submitted during the application process are included.

While most agencies have already met students prior to the start of the field placement, the resume and the transfer summaries from prior placement experiences serve as a source for the formulation of an early educational plan for the student. This initial material is useful in planning educational goals, and in the field instructor’s selection and assignment of cases.

A faculty adviser is assigned to the student and agency. Early during the first semester of placement the assigned faculty adviser telephones or emails a letter of introduction to the field instructor. Field instructors are urged to contact the faculty adviser with any questions or concerns. A plan is made for the faculty adviser to visit, typically once the student has settled into their agency role and the work is underway. Occasionally, when there are concerns, an earlier visit is scheduled. During the agency visit, the faculty adviser is provided evidence of student work (i.e. process recordings, project plans), confers with the field instructor about student progress, learning opportunities and agency capacity to provide appropriately for student’s learning. In some instances, the agency’s educational coordinator may also be included in the site visit.

Faculty adviser and field instructor remain in contact throughout the year and all ongoing inquiries about the student and the School are then channeled through the faculty adviser.

X. **Field Integrative Seminar**
Students enrolled in field instruction also attend Field Integrative Seminars. These seminars, which meet ten times during the academic year for two hours each (or 11 times for 1 hour, 50 minutes each), are an important component of our program. The seminars, taught by the students’ faculty advisers, assist in integrating what the student is learning in course and field work. The overall purpose of the integrative seminar is to assist the student in development of a professional identity as a social worker, facilitate problem-solving around concerns in the classroom or fieldwork, and promote the development of self-awareness.

The majority of seminars meet on Wednesdays (morning and evening sessions) at both campuses. A few seminars are scheduled Saturday mornings at the Lincoln Center campus. Students indicate their preference for time of seminar and campus on their field instruction planning forms. Dates of the first two seminars are on the general academic calendar and the schedule for the year is mailed to students in August and distributed during the first session of the integrative seminar. In addition, the fieldwork calendar is posted on the school’s website as well as Blackboard connected with fieldwork registration.

Students in the foundation placement are assigned to seminars primarily based on geographic location. Students in the advanced practice placement are assigned to seminars primarily by concentration, and secondarily by geographic location.

Once seminars have started, assignments will not be changed. Students remain in the same seminar for the entire year. Seminars are conducted as closed groups. Faculty advisers remain responsible for a stable group of advisees for the entire year. Changes to seminars are disruptive to the group process and to the work of the faculty adviser.

The Field Integrative Seminar is part of field instruction and does not earn a separate grade or separate credits. Students “register” for their choice of seminar time on their placement planning forms and are assigned to their section by the Director of Field Instruction. Registration for the seminar does not occur through the formal registration system nor does the seminar day/time appear on the student’s printed schedule. Assignments for seminar (room number/faculty adviser) are posted at each campus in conspicuous locations at the start of the academic year.

The Field Integrative Seminar is conducted as a seminar, meaning that all students are expected to actively participate and contribute. Any required or recommended readings are posted in advance on Blackboard and are connected with the intended topic for each seminar. Extensive papers and exams are not required. However, students in the foundation seminars are required to prepare a presentation and students in the advanced seminars prepare a presentation and keep a journal throughout the year.
Attendance at all sessions is required as is thoughtful participation and submission of assignments. There are no excused absences (unless for religious observances). Absences will require an extra assignment related to the topic that was missed. Extensive absences will result in a failing grade in field. The time for the seminars, plus one hour of travel time (20 hours of seminar time plus one hour travel time = 30 hours in total) is part of the student’s field work hours. As long as no more than three hours per seminar are missed from the field, that time need not be made up. For example, a student who is normally in field on Wednesday morning may be enrolled in the Wednesday morning seminar. On seminar days, the student would come to seminar in the morning and go directly to the field placement when seminar ends. Another example is a student who is in field during the day on Wednesdays and is registered for the 5:30 seminar. The student may leave the field placement in time to get to the seminar and is not penalized for leaving early.

In circumstances where the travel time is greater than an hour and results in the loss of more time than is allotted, students are strongly urged to select a seminar time that conflicts less with their field hours, or to schedule their field work on an alternate day.

If a student is not in field at the time of their scheduled seminar, they will be able to apply 30 hours of seminar/travel time to their field instruction hours. This time must be arranged with sufficient advance notice to the field instructor. Some agencies may prefer the student take the time during the week seminar occurs. Other agencies prefer that the student apply those hours to other missed hours at the agency. For instance, Monday holiday hours must be made up if an agency is closed on the holiday (and it is a regular fieldwork day for the student). In this case, some of the thirty seminar hours may be applied. In other arrangements, an agency hosting a 14-hour student may prefer that the student end the placement earlier. (Ending placement early is not an option for 21-hour students.)

Field Integrative Seminar Student Goals

The integrative seminar highlights the central role of the adviser as the link between school, agency, and student. The goals of the field integrative seminar for both foundation (first) and advanced practice (second) are as follows:

1. General Goals for Both Seminars
   a. Contribute to the development of a safe group environment where exploration of sensitive issues can take place.
   b. Understand and come to utilize the integrative seminar as a forum for self-disclosure and self-examination regarding their agency practice.
   c. Acquire skills for building and using peer support networks.
d. Understand and articulate their learning styles and needs.

e. Advocate to have their learning needs met.

f. Assume increasing responsibility for self-directed learning.

g. Appreciate the inherent tensions between clients, agencies, administrators, and students, and the resulting challenges to balance professional and practical demands.

h. Identify and master skills for adapting to the realities of day-to-day practice and agency constraints.

i. Understand their obligations, role, and limitations in influencing agency practice.

j. Develop skills to manage the affective content of the student/client/agency experience.

k. Deal with issues regarding supervision, different supervisory styles, and the strengths and limitations of the supervisory relationship.

l. Better understand the differential roles social workers are called upon to perform in the agency context.

m. Appreciate the common base of social work practice across a wide range of settings.

n. Demonstrate the use of critical thinking skills to identify, evaluate, and make decisions about ethical dilemmas in agency practice and how to address them.

o. Identify and understand personal, professional, and agency values and the potential for conflicts between them.

p. Appreciate the effects of diversity on their practice.

q. Recognize their role in helping and advocating for populations at risk.

r. Address the challenge of applying classroom knowledge to the field experience.

s. Use the group context for further development of a professional identity.

2. **Goals Specific to the Foundation Seminar**

   Students will be able to:

   a. Develop a framework for thinking about their role as social work interns and apply that framework across a wide range of practice settings.

   b. Develop coping strategies to successfully navigate the foundation year field placement.

   c. Understand the value and use of process recordings, and produce quality recordings.
d. Use individual and group field instruction to develop foundation practice skills and appropriate professional behavior.

e. Understand fieldwork policies and procedures and the framework for the MSW program and their individual course of study.

3. **Goals Specific to the Advanced Practice Seminar**

   Students will be able to:

   a. Develop a working group conducive to self-directed learning environment.

   b. Identify vehicles and resources to enrich their learning and ways to deal with obstacles to the learning process.

   c. Actively participate in a group process in making the transition from generalist to specialist practice.

   d. Understand the resources available to help plan for their professional futures (e.g., through preparing resumes, developing skills for job interviews, determining the best ways to “job hunt”).

   e. Understand licensing and certification requirements in New York, New Jersey, and Connecticut.

   f. Recognize the responsibilities that accompany autonomous practice, such as the need for ongoing professional development and continuing education after graduation.

   g. Appreciate the importance of developing and disseminating knowledge relevant to social work practice.

The overall goals and the goals specific to each level of field placement are consonant with several of the competencies and practice behaviors students are expected to attain and demonstrate during their fieldwork experience. Specifically, competencies #1 (identification as a professional social worker), #2 (application of social work principles), #3 (application of critical thinking), and #4 (engagement of diversity and difference) are especially pertinent to the ongoing work/process of the integrative seminar.

**XI. The Adviser Role**

Faculty advising is an important and complex function that is integrated into the academic and field education curriculum. The faculty adviser is the bridge between the student, the field placement and the School. The faculty adviser monitors the student’s progress and performance in field and courses, and mediates, if necessary, when there are concerns. The faculty adviser’s position on matters will be based on what is deemed
educationally sound for the student. The faculty adviser helps students maximize learning and performance in these primary ways.

The functions of the faculty adviser as they relate directly to the student are:

1. To know the students and their educational program.
2. To interact with classroom instructors regarding students’ academic progress when warranted.
3. To teach the students appropriate self-advocacy.
4. To help identify personal concerns that stand in the way of students’ ability to achieve their educational goals.
5. To help students identify learning patterns and problems.
6. To help students deal with frustration and disappointments.
7. To help students internalize professional norms and controls.
8. To enlarge students’ self-awareness and understanding of use of self in the educational professional context.
9. To enrich students’ efforts to develop professional values.
10. To help field instructors identify and address students’ learning patterns and problems.

Field Advising

The School and Agency are partners in the education of graduate students in social work. Because ongoing relationships with agencies are fundamental to assure sound educational field experiences for students, it is essential that the adviser maintain a pattern of regular contacts with agencies. Agency visits are the main way of assuring the maintenance of relationship and communication necessary for effective educational field experiences for students. Therefore at least one visit must be made to the agency each year. The visits are intended to maximize the potential for student learning by addressing three principal objectives:

1. to assist the agency in establishing and maintaining an effective learning environment.
2. to assist and support the agency supervisor in the role of field instructor.
3. to monitor the learning experience and assist the integration of the individual student progress and productively intervene when learning impediments or difficulties are identified.

During the visit, the faculty adviser meets with the field instructor and other relevant personnel to discuss the student’s progress. The visit also may be coupled with an individual conference with the student. The faculty adviser reviews:
The faculty adviser is responsible for knowing the structure, function, staff and other pertinent information about the agency. It is especially important that the faculty adviser keep aware of changes in agency structure, services and staff that may influence the quality of the student’s educational experience and to inform the Field Instruction Department regarding such changes. Materials (i.e. brochures and past evaluative reports from prior adviser visits are kept on file in the Field Instruction Department and are available to current faculty advisers as requested.

During individual conferences (whether occurring at the time of the site visit or at another time/venue), the faculty adviser reviews the student’s academic and field progress. At least one piece of professional recording should be submitted by the student so that the individual student’s perception and concerns can be dealt with, and the faculty adviser will be able to review with the student the nature of his/her work. The session provides the student with alternate ways of thinking about problems, increased self-awareness and the opportunity to individualize academic and field career planning. Individual conferences provide the faculty adviser with time to help the student to clearly identify their own learning needs and deficiencies and place these in the context of their strengths, their current functioning and their future goals. The adviser can assess whether the field placement is providing the student the opportunity to practice with diverse populations and populations at risk and that assignments in accord with the School’s curriculum are made.

The adviser, as liaison between School and Agency, is responsible for reinforcing any changes in curriculum that have occurred as well as the School’s position on what constitutes a quality field experience. Advisers may also be called upon to assist field instructors to clarify their perceptions about their role as educators as well as to carry out that role. Background materials on each field instructor (information forms completed by the field instructor, as well as resumes) are also kept on file in the Field Instruction Department should any adviser wish to access the information.
Academic Advising

The faculty adviser has access to academic teachers and students. Similarly, academic teachers are provided information at the beginning of the semester regarding who the adviser is for each student in their class, as well as how to contact him/her. Students may share their academic concerns with their faculty adviser or academic teachers may alert the faculty adviser to a student’s potential academic difficulty. The office of the Assistant Dean of Student Services notifies faculty advisers of academic problems such as incompletes, course failures, or GPAs below 3.0.

Faculty advisers are adequately equipped to inform students regarding required classes that must be completed according to the individual Plans of Study. For academic circumstances that involve significant variation from the prescribed Plans of Study, students are referred to the Office of Student Services for consultation and guidance.

Individual meetings are strongly encouraged between faculty adviser and student. These sessions are designed to offer the opportunity for more intensive interaction between students and their faculty advisers. Individual conferences provide the faculty adviser with time to help students to clearly identify their own learning needs and deficiencies and place these in the context of their strengths, their current functioning and their future goals.

XII. Selection of Sites for Field Instruction

A. Agencies

Prospective field agencies are identified through a number of ways. An agency representative may contact the school to request students. Faculty members, in the course of their academic and service work, often provide the field work staff with leads to possible placements. A student may also suggest an agency.

In assessing an agency’s appropriateness as a field work site, the following criteria must be met:

- Non-profit status
  - Private practices are not utilized.
- Function/mission of the agency
  - Is it consistent with social work values?
- Existence of qualified staff to provide field instruction
Field instructors must have an MSW degree, be licensed at the level required by their state to provide the services for which they will supervise the student, and have taken or be willing to take the Seminar in Field Instruction (SIFI) while supervising the student. Along with meeting this requirement, assurance that the agency will provide time for the field instructor to take the SIFI class if needed is crucial.

- Ability of the agency to provide clients and other assignments consistent with the school’s expectations
  - For foundation and clinical placements, agencies must be able to offer substantial client contact, whether on a short-term or long-term basis. At least 50-60% of a student’s time in placement should be dedicated to working with and on behalf of individuals, groups, families, or communities.
  - Leadership placements must be able to offer students the opportunity to learn about and participate in activities such as grant writing, program planning and implementation, needs assessment, budgeting, etc. Students in Track B of Leadership must also have the opportunity to work with clients in addition to their leadership role.
  - Research placements are assessed for the availability of ongoing research projects within the agency wherein students can develop their research skills.

- Ability to provide space and access to materials/computers/telephones as needed for the student to complete assignments.

Agencies providing student placements are expected to be committed to viewing students as learners and to recognize that the workload and expectations are not that of staff members. Agencies must be committed to the school’s mission to serve vulnerable and at-risk populations and should provide students with the opportunity to work with, or on behalf of, diverse client populations.

At the same time, agency needs are respected and limitations caused by space, staffing, budgetary circumstances are understood. Learning assignments of students should not impede or hamper the agency’s everyday functioning. Agencies are to commit time for their field instructors to supervise students at least 60 minutes per week, time to complete written evaluations, and time to attend a training seminar (SIFI) required for supervisors who have not yet supervised graduate social work students. The agency should provide students the opportunity to attend staff meetings, in-service training or other such meetings as may occur for the general staff.

Agencies interested in becoming a site for field instruction generally speak with a designated staff member of the Field Instruction Department to discuss the possibilities for placement assignments. Should the decision be made to proceed, based on discussion, an Agency Opening packet is sent to the agency. This packet includes an agency information form, a field instructor information form, a request for students form, SIFI
registration materials, and directions to access the Field Instruction manual and other relevant documents on the School’s website. Agencies are asked to provide the School with any brochures or program information.

On return of the paperwork, the director distributes information about the agency to the appropriate field work coordinator(s). As an example, the coordinator who places students in the leadership concentration would be provided with the information about an agency that requests leadership students. That coordinator establishes contact with the educational coordinator at the agency to further discuss student assignments as they fit with the school’s requirements, plans for the work space for the student, prospective field instructors, opportunities for professional development for the student within the agency, and any special requirements for student placement. Any agency requirements are also reviewed (drug testing, background checks, etc). An agency visit is often made at this point, especially if the site has never hosted an MSW student from any school or if an invitation is extended by the educational coordinator.

If the coordinator’s assessment is that the agency is viable for student placement and an appropriate student is available, a match will be made. At this point, a number of materials are provided to the educational coordinator, including links to the Field Instruction Manual, the Processing Recording handbook, and field evaluations.

Faculty advisers are informed at the start of the academic year whether any of the agencies on their student rosters are new to Fordham. They are urged to make early site visits to these agencies.

B. Field Instructors

The prospective field instructor must be a MSW graduate of an accredited school of social work with at least three years of post masters practice in a social agency. The field instructor is expected to meet the licensing requirements of the state in which they practice and to provide supervision for the level of practice (and below) for which they are licensed. The agency, in recommending the person as a supervisor, is attesting to the supervisor’s ability to impart the knowledge and values of the profession of social work. Supervisors new to field instruction must attend a course called “Seminar in Field Instruction (SIFI).” SIFI is a mandatory course given, without charge, by all graduate schools of social work in the New York City area. Once completed at any of these schools, it need not be taken again. The purpose of SIFI is to provide new field instructors with the knowledge and skills necessary to effectively meet their educational responsibilities as teachers of social work students. All field instructors are granted the use of the Fordham library at Lincoln Center and Westchester campuses. Field instructors are also invited to various conferences during the academic year.

Field instructors, particularly ones new to the School, are strongly encouraged to attend the annual orientation for field instructors in September. New field instructors are
noted as such with students’ faculty advisers in order that they are contacted on a more frequent basis, especially in the beginning of the placement.

All field instructors are required to submit a field instructor information form to the school along with their resume. The Field Instruction Department maintains a data base of field instructors and where they are currently working. In addition, their licenses are verified with their respective state education departments on submission of the information form.

Task supervisor

There are times when supervisors assign students, as part of their learning experience, to special projects that are part of another program or department. It may be necessary then to assign another supervisor to help the student with this task. There are other times, such as when the field instructor might be absent, that a task supervisor should be assigned to the student. The task supervisor should be another MSW, but on agreement with the Field Instruction Department, may be another staff professional. The task supervisor consults with the student’s field supervisor as to learning needs and progress. The primary responsibility for the student’s learning remains with the field instructor. Task supervisors are not authorized to complete evaluations, provide the required 1:1 supervision, or read/comment on process recordings.

XIII. Agency Specifics

A. Requirements of Participating Agencies

All agencies need to inform the Field Instruction Department of the following changes:

1. Agency address or telephone number
2. Agency educational coordinator, telephone, email
3. Field instructor, telephone, email
4. Pending strike or labor dispute
5. Absence of field instructor from the agency for more than one week
6. Student absence for more than three days
7. Significant program or agency changes that affect day-to-day work.

B. Compliance with NASW Code of Ethics, and Policies related to Sexual Harassment, Affirmative Action, Non-Discrimination and Americans with Disabilities Act (ADA)

Agencies are expected to adhere to the NASW Code of Ethics and to have written policies and be in compliance with those policies regarding sexual
harassment, affirmative action, non-discrimination and ADA. Fordham University’s policies appear in this manual as Appendices.

C. Labor Disputes

In cases where there is an anticipated strike or slow down, agencies must notify the Field Instruction Department immediately. When social work staff is involved in a strike against the agency, students are withdrawn for the duration. Students are not expected to cross picket lines. A sound learning experience no longer exists. The University assumes neutrality. The Director of Field Instruction and the faculty adviser will be available for consultation in these instances. Agencies must take appropriate steps to ensure continuity of care for their clients. If the strike/slow down by social work staff is anticipated to be lengthy, the Field Instruction Department takes responsibility to provide a practicum experience for the student.

D. Hours, Holidays, Absence, Make-up Time

All standard field placements must be a minimum of 600 hours per year (900 hours for students in the EESSP Plan of Study). Students are expected to be in field placement for 14, 21, or 28 hours per week, depending on their plan of study. Official holiday breaks (times when a student is excused from field placement) occur for Thanksgiving, Christmas/New Year, the University’s spring break in March, and Easter break. Students who are doing 14-hour field placements will also be excused from field instruction on Memorial Day and the Fourth of July.

Students are allowed up to three (3) days of absence, apart from the official breaks, during the entire placement year. These days may be used for illness, religious observances, snow days, deaths, or other emergencies, without the need to make up the hours.

All other absences from placement (beyond the above specified three days) for any reason (agency closings due to Monday holidays, religious holidays, public/private school breaks, snow days, or for personal reasons such as illness, family illness, deaths, or other emergencies, etc) must be made up.

Students in school placements should consider taking their spring break concurrently with the scheduled spring break at their placement site to avoid having to make up extra time. However, many school placements require students to continue their placement past the typical May end date, to ensure continuity with the students until the school year ends in June.

The field instructor should consult with the faculty adviser about any absence in excess of three days. Students are not credited with fieldwork hours for official holiday breaks (these breaks are not calculated into the required minimum hours) unless they actually work during them.

It is imperative that student and agency devise a method together for tracking students’ hours and absences during the academic year. The School has available
forms for tracking hours that can be downloaded from the web site should student and agency wish to utilize them.

E. Alterations to Scheduled Field Work Calendar

Sometimes, students may wish to change the number of hours a week they attend placement with a consequent change in the ending date for the year. Such changes are sometimes possible provided they have the advance approval of the field instructor and the faculty adviser. A written statement of the proposed changes, signed by the field instructor, student and faculty adviser should be submitted to the Field Instruction Department. Under no circumstances will a student be allowed to finish field placement before the scheduled end date of 21-hour placements in early May. Extra hours accrued toward an earlier end date must be approved in advance by the field instructor. Students may not simply work late for any reason and assume credit will be given for that time. Credit is not given for lunch hours.

F. 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 there, which can 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 coming 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.

G. Guidelines on Personal Safety

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 in fieldwork. The agency needs to make provisions for safety in high-risk areas, for example, providing students with cell phones, or escorts.
The student needs to take appropriate precautions regarding:
   a. time of home visits
   b. dress
   c. use of main streets for walking
   d. traveling with official agency identification
   e. use of escorts when necessary for home visits
   f. making sure agency knows date, time, location, and purpose of visit

In the event of an emergency during the placement the field instructor should be notified as well as the faculty adviser. The Director of Field Instruction should be notified if the faculty adviser is not available.

The Field Instruction Department has several Power Point presentations available to students regarding safety in the field. These are posted each semester on Blackboard.

H. Travel
   The agency is expected to reimburse students for travel expenses when travel is part of the required fieldwork assignment.

I. Student Identification
   Students should always identify themselves to clients and staff in their placement agencies as “social work interns.”

J. Termination
   Clients with whom a student works while in a field placement are clients of the agency, and not the student. Students must terminate appropriately with all clients at the end of field placement.

XIV. The Role of the Field Instructor

   The field instructor is a professional role model for the student. The field instructor conveys specific and general areas of knowledge and skill, provides a stimulus for the student’s systematic and reflective thinking about social work theory and practice and serves as a source of control and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learner.

   Field Instructors relate not only to the specific practice models of their agency but teach other practice models and broader concepts by moving from the specific case to general professional experience and relating to the theories underpinning practice. This requires skill in moving back and forth from inductive to deductive levels in teaching. An effective field instructor not only imparts knowledge but encourages the student to
think critically, to draw upon the evidence base, and to use and test the various content areas of the academic curriculum. An effective field instructor sets clear goals and fosters a systematic progression in learning related to the student’s individual learning needs.

**XV. Responsibilities of the Field Instructor**

Prior to the student’s arrival at the agency, the field instructor should prepare for the incoming student using the information obtained from the school so that there may be appropriate initial activity through which the student’s normal anxiety and insecurity will be lessened. In addition, the student needs to feel that they are part of the staff and that they have something to contribute to the agency.

In order to facilitate the introduction of the student to the agency and to professional practice, the student should be given some general idea of the function and structure of the agency very early in the semester. More extensive information as to the policies and the functions of the agency and of other agencies and community resources can be given in relation to the student’s individual assignments since it is recognized that the student learns this best in relation to particular situations.

The field instructor needs to regularly schedule a minimum of one hour a week for individual field instruction with each student. Field instruction (supervision) periods may be divided into two sessions. This time should be safeguarded so as not to allow interruptions. During the first few weeks that the student is in the agency, the field instructor should be accessible to the student for brief periods outside scheduled conference time, but this should not take the place of the individual field instruction. The time given by the field instructor for selecting assignments, reading student’s records or planning for students should be outside of individual conference periods.

Student field instruction periods should be planned for and prepared for by both the student and the field instructor so that each may have the stimulation and responsibility of participating. The student should prepare recordings sufficiently in advance of the field instruction period to enable the field instructor to read the material. The time can then be focused on the student’s thinking and understanding and on planning the next steps. It is essential for sound learning that each keep notes of conferences in order to link thinking and planning from one conference to the next and to provide a base for the formal evaluation.

The field instructor’s teaching should be focused on specific situations and consciously correlated with appropriate principles and concepts so that the student is helped to integrate theory and practice. Criticism should be given constructively and in the amount that the student can assimilate. The focus should be kept on the case material so the student may understand the relevancy of the criticism and not personalize it. Thus
the field instructor may suggest better use of self in the helping process without damaging the student’s self-confidence. In this way, the students will be helped to develop a professional self and to feel free to look at their own attitudes and feelings as they affect their work. Students may have problems in relation to understanding and accepting themselves as a social worker. The field instructor is expected to help with this professional identification.

Field instructors are encouraged to use the students’ faculty advisers when clarification is needed about student requests for learning assignments in relation to course requirements. Master course syllabi are available on the School’s web site so field instructors can understand what is being taught during each course.

A. Educational Planning for the Student

In order to achieve the objectives of field instruction early in the field placement, the field instructor and student work together to develop an Educational Agreement. Student and supervisor discuss the student’s experience, past supervision, professional interests and learning goals as well as curriculum requirements and evaluation criteria. From this the supervisor and student can complete the Educational Agreement form.

The Educational Agreement delineates the following mutual expectations:
1. number and type of assignments
2. recording requirements
3. schedule and format of supervision
4. educational goals for the semester and the year.

This agreement will be written and submitted to the faculty adviser. It serves as a useful guide to the student and field instructor throughout the year. It should be open to negotiations as new needs and opportunities arise and the year unfolds. The educational plan takes into account the student’s tempo of learning. It also indicates how the field instructor will help students use professional strengths to achieve agreed upon learning objectives. Students should be given assignments and meet some of their clients as soon as possible. Early reading of records by the student should be limited to those for which the student will be responsible.

The following is a suggested outline for the educational plan (refer to appendix for form):

1. Professional Data:
   a. Salient data about the student’s educational and work experience
b. Characteristics of the student, including strengths, which will be most useful to the student in furthering professional development.

c. Brief description of the learning opportunities provided for the student in his/her placement.

2. Learning Goals:

Brief description of what students need to learn to enable the student to meet the criteria for the fieldwork performance established by the School for their level of professional development, including planned assignments and activities which will help students achieve the goals.

3. Learning Patterns and Techniques:

Each student has his/her own characteristic pattern of learning. Within a broad general pattern, each person employs a variety of learning techniques with greater or lesser effectiveness and economy. The field instructor identifies those techniques that appear to be most effective for the student and teaches to these strengths.

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’ integrative seminars are also posted on E-Reserve.

XVI. Student Assignments

A. Foundation* and Advanced Clinical Practice Students

Foundation and advanced clinical practice students, in placement 21 hours per week, should have approximately 12 of those hours in direct service to clients, including collaborative and collateral visits. Foundation students should include community organization and/or macro work which are part of the curriculum as direct service. Advanced clinical practice students in the EESSP Plan of study doing 28 hours per week should have approximately 16 hours in direct service to clients, including collaborative and collateral visits. At least one hour should be set aside for supervision. The remaining hours would be used for administrative responsibilities, including agency recording, telephone calls, preparing for conferences, writing reports, and similar items. This time may also be used by the student for consultation with the field instructor, staff meetings and other types of learning experiences in the setting and within the community.
Students in placement **14 hours per week** should devote approximately eight of those hours to direct service to clients as delineated above. At least one hour should be allotted for supervision and the remaining hours for administrative responsibilities, including agency recording, telephone calls, preparing for conferences, writing reports, and similar items. This time may be used also for consultation with the field instructor, staff meetings and other types of learning experiences in the setting and within the community.

For all students in foundation or clinical practice placements: Required student process recordings may be started during placement hours *if there is time*, but it is not expected that students will be able to complete these on agency time. Process recordings are considered to be homework.

* See appendices for possible foundation tasks that reinforce the generalist practice course work that all foundation students complete.

B. **Advanced Leadership and Macro-Practice Students**

There are two tracks in the Leadership and Macro-Practice concentration. Students in both tracks are expected to spend 90 minutes of their placement time in supervision. Depending on their chosen track and assignments, some placement time will also be devoted to attending meetings and completing agency required paperwork.

1. **Track A: Human Services Leadership (HSL)** prepares students with the knowledge and skills needed to be competent managers of human service organizations, committed to delivery of quality services and supportive work places responsive to the diverse needs and interests of workers and constituents.

   Human Services Leadership students must have learning opportunities that prepare them for agency leadership positions. They may, for example, work with the agency’s Board of Directors; participate in fund-raising or quality improvement initiatives, or manage and evaluate programs. Their assignments should help them learn about personnel and financial management, agency structuring, and partnering with private and public agencies and community resources.

   Students are expected to have at least one major field work assignment that entails taking responsibility for an administrative project that has a beginning and an end. It should begin early in the placement and extend for a three to six month period. It is important that projects culminate in a final "deliverable" such as a report, presentation or conference. The culmination of the project should be clear
to students and enable them to effectively prepare and follow a work plan, and to assure a sense of accomplishment. Shorter major assignments should be followed by additional projects.

The major field work assignment selected should reflect student interests and learning needs as well as agency interests and needs. If the student did not accept the field placement with the understanding of the major assignment, then consideration of the possibilities and selection of the assignment become a key component of the supervisory process as student interests and educational needs are balanced with the agency's needs and requirements. The field instructor and student should begin the year discussing student's skill areas and experience and possible projects that are of interest to the agency. The field work evaluation can be used as a guide. Final decisions about the assignments should be mutually negotiated.

When finalizing the major assignment, consideration should be given to the following:

a. Are we asking the student to do something s/he is already skilled at in order to serve the agency?
b. Is this project meaningful or "real" to the agency, and has that been made clear to the student?
c. Is the project something that has been done before and the student is merely expected to continue it?
d. Is the project so ambiguous and unstructured at this initial stage that it provokes considerable frustration or anxiety?
e. Is the project so structured that it does not challenge the student or require student initiative?
f. Has the link between this project and what the student will learn from it been made clear to the student?
g. Are the organizational supports needed to carry out this project available to the student?

In addition to the major assignment, students will ordinarily carry additional assignments and tasks. While some of these may fall within the "Administrative Assistant" category, care must be taken to their selection to ensure that these activities do not meet agency rather than student needs.

The nature and frequency of process recordings for administration students are determined by the field work supervisor. Student assignments necessitate a sufficient range and number of written materials, such as memoranda and reports that can serve as process recordings for supervisory purposes. In such situations, additional process recordings may not be needed. When process recordings are
requested, they should be in keeping with administrative practice and developing administrative skills. Minutes of meetings attended, work plans, and agency assessments can be meaningful and useful recordings. For example, if an assignment requires a student to look into how other agencies established a quality assurance program, the recording(s) might include a summary of findings, questions raised and/or recommendations, and next steps proposed.

Examples of major HSL field work assignments include:

a. Plan and write a proposal
b. Plan and undertake a program evaluation
c. Plan and implement a new program component
d. Plan and implement an advisory board
e. Plan and write a procedures manual
f. Coordinate a conference or special event, or an agency evaluation.

Students doing HSL placements must be available during regular M-F 9-5 business hours.

2. Track 2: Community Based Practice & Leadership (CBP&L)

The Community-based Practice and Leadership (C-BP&L) track prepares students who wish to combine advanced clinical social work education with the development of macro practice skills. This track, with appropriate electives, can qualify for LCSW course requirements in New York State. Students learn in field and class to provide clinical services to clients in an environmental context, including advocacy, program development, community organizing, etc. It is a true psycho-social form of social work practice, with equal weight being given to the psychological and social dimensions.

CBP&L students must have 50% of their field assignment working directly with clients and 50% with management tasks. Students’ management tasks ideally emerge from their clinical practice as they see that client service needs are not adequately addressed and they identify barriers to effective service delivery or obstacles to quality care. Their assignments can focus on improving the agency (policies, practices, or structures), service delivery, and/or community capacity. Their assignments may include designing and conducting staff, client or community training workshops; planning conferences; establishing program advisory committees; creating new program or agency procedures or policies; managing volunteers; writing grant proposals; or working directly with the community to plan new programs and to engage residents in empowering activities.
Students in the CBP&L track are expected to write process recordings for the clinical portion of their assignment and to produce written documents pertinent to their management assignments. Management assignments typically emanate from the direct service work with the clients and must be negotiated and discussed with the field instructor.

Students doing CBP&L placements must be available during regular M-F 9-5 business hours.

C. Advanced Research Practice Students

Research practice students are expected to participate in an ongoing research effort as well as have the opportunity to formulate and carry out a limited independent research study which will serve as the basis for their thesis. Since it is important that the student be exposed to all phases of the research process, the placement should provide an opportunity, under the supervision of a social work researcher, to develop a data collection instrument, code data, computerize the data, develop a plan for analysis and analyze data. The student should receive a minimum of one and one half hours of weekly supervision. It is anticipated that the student will also participate in staff meetings and have the opportunity to attend professional seminars as appropriate to their learning.

XVII. Student Recording

Recording is an essential tool for both learning and teaching the practice of social work. Student written work enables the field instructor to make an adequate educational assessment of the student and helps the student reorganize his learning needs. The faculty adviser will also review samples of student recording in assessing the student’s progress.

A. Foundation and Clinical Practice Guidelines

For both the foundation student and the advanced clinical practice student, process recording is essential to inform the field instructor about what the student is doing with clients and to help develop the critical thinking skills of the student relative to their work with clients. At least one process recording a week is required throughout the first placement and the beginning of the final placement. As the student progresses in the final placement and if the field instructor is satisfied with the student’s work in specific detail, the emphasis may shift to more summarized recording. However, some process recording is useful throughout the practicum for particular learning issues. Other techniques for direct monitoring of
student work such as audio tape or videotape may be used to supplement but not replace process recording.

Students should also be taught how to write case summaries, letters, statistical reports, and other records germane to the agency’s program.

Process recording is a teaching method utilizing a detailed written description of what occurs during a client/student contact.

The following is a suggested outline for process recording:

1. Purpose of the session
2. Client description including appearance, characteristics, and affect
3. Content
   a. verbatim exchange between student and client, especially at the beginning, end, and “problem moments” of the session.
   b. student’s analysis of the climate, interaction, their role, their techniques; and the dynamics of what is happening internally to the client and to the worker, as well as what is happening between worker and client.
1. Identification of social work skills used in the interaction
4. Student’s feeling about what is going on in the session
5. Identification of the themes and patterns
6. General observations and impressions based on data gained in session
7. Plans for subsequent contacts, including identification of areas for further exploration or clarification
8. Questions for field instructor.

Students and field instructors are referred to the Process Recording Manual developed by the Field Instruction Department.

B. 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 supervisor. In general, student assignments necessitate 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. Recording for students in the CBP&L track should follow the above guidelines for the leadership portion of their assignments, and the clinical guidelines for the direct practice portion of their assignment.

C. Research Guidelines

Research students are not expected to do process recording, per se. 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.

XVIII. Credit Requirements For Field Instruction

Of the 66 credits required for the Master of Social Work degree in the School, a total of 18 credits are in field instruction.

XIX. Student Evaluations

Evaluation is an important part of the educational process and should be ongoing throughout the year. Comprehensive written evaluations are done twice yearly, shortly before the end of each semester. These formal evaluations enable the school and the student to see how well the student is applying social work knowledge, values, and principles to practice and the level of competency achieved in each of ten areas. They provide the opportunity for both field instructor and student to take stock of the student’s skill development and of the supervisory process. It provides useful feedback to the student. The evaluation form can also serve as a planning tool. This competency based evaluation can guide the field instructor in making assignments and monitoring the student’s work. The end of semester evaluations (completed in January and either April (for 21 and 28 hour students) or July (for 14 hour students) assess the student’s performance on ten core competencies established by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS). EPAS supports academic excellence by establishing thresholds for professional competence.

A. Mid-Semester (6-week) Evaluation

Midway in the first semester, the field instructor and the student should engage in a joint assessment of the student’s work and of the supervision process. There is a brief two-page evaluation to guide this process. This evaluation is one of the first steps in ensuring that the student and the field instructor are working in tandem to achieve the learning goals previously identified by both in the
Educational Agreement. The mid-semester evaluation sets the stage for the end of semester evaluation since learning needs as well as strengths can be noted. This early assessment also allows corrections to be made before the end of semester. Early identification of any problem area gives field instructor and student the opportunity to devise a plan of action to correct the situation. When a learning problem is identified, a written contract should be made between student and field instructor as to how the learning problem will be addressed. If desired, the field instructor or the student may call upon the faculty adviser for help in devising the contract or resolving the learning issues raised. Both supervisor and student should sign this written contract and a copy should be made for the student and for the faculty adviser. Even if direct intervention from the faculty adviser is not needed at this point, the field instructor should alert the faculty adviser to any serious problems noted at this time.

A copy of the mid-semester (6-week) evaluation should be given to the student’s faculty adviser but need not be sent to the Field Instruction Department.

B. End of Semester Evaluation (Fall and Spring)
   1. Formats

      All end of semester evaluations will be completed on-line via the web-based assessment system, TK-20.

      Each student enrolled in the Graduate School of Social Service is provided with a TK 20 account, which is password protected. A copy of the appropriate field work evaluation is loaded into each account, one designated for the fall and one for the spring. Field instructors are provided with user names and passwords (which they must change at the first point of access) in order to complete the students’ evaluations within the system. Only registered field instructors are given access to the system. For this reason, it is crucial that any changes in field instructor be immediately reported directly to the Director of Field Instruction.

      Although students may view and print their evaluation from their account, they are not able to edit that evaluation.

   2. Procedures

      Evaluations should be discussed jointly after the student and field instructor have each reviewed the semester’s work. However, while the student should have input into the process, it is the field instructor’s evaluation of the student. Following mutual discussion, the field instructor completes the evaluation and reviews it with the student. All students, foundation and advanced are evaluated on a 4-point scale from “not competent” to “advanced competence”.

      At mid-year, a mix of competence levels is expected and normal for the various practice behaviors. At the end of the evaluation, in summary, the field instructor is asked to assess the student’s overall development.
An overall rating of “not competent” would immediately require intervention at the level of an Administrative Review. An overall rating of “developing competence” includes two options. One option states that although the student is functioning below expectations or at uneven levels of competence at the mid-year juncture, the field instructor’s assessment is that the student is learning and is expected to have achieved competence by the end of the year. A second option is that the student is performing below expectations and the field instructor is concerned that minimal progress is being made. There are indications that sufficient improvement may not be seen by the end of the year. Administrative reviews are scheduled when this second option of “developing competence” is selected.

All students are expected by the end of the year to be evaluated as “competent” in all ten competencies, with an overall average rating of 3 on the practice behaviors that support each competency. Advanced competence should be reserved as a rating for truly outstanding work.

Students should access a copy of their evaluation through their TK 20 account. Should the student disagree with the evaluation in whole or in part, the student may submit a written addendum to the Field Instruction Department.

XX. Grading of Students in Field Instruction

Field instruction is a year-long course and is graded on a pass/fail basis. At the end of the first semester, if the student is progressing well, a grade of In Progress (IP) is given. The IP grade remains on the record and is not changed.

Grades of Satisfactory (S) or Unsatisfactory (U) are given upon completion of the course, i.e., at the completion of the 600 hours, in May for 21 hour/week students and in August for 14 hour/week students. Students in the EESSP plan of study receive their grades in May as well, on completion of their 900 hours of field instruction.

Since field instruction is a full year course, no credit is given if a student withdraws before the end of the academic year. The course grade is given by the faculty adviser. Students are not granted credit for completion of the fall semester, if, for any reason, they do not continue their current placement in the spring semester. Any event disruptive to field instruction prior to completion of the academic year will result either in an extension of the placement or withdrawal from field for that year, with the expectation that fieldwork will be repeated in its entirety the following year. Examples of such events that disrupt the flow of fieldwork include, but are not limited to, pregnancy, illness, and personal difficulties. If a field placement setting is changed for any reason during the academic year, there will be an extension of the field placement beyond its original end date, which may result in additional hours being required. Reasons for change of placement may include, but are not limited to, problems with the site’s ability to provide a sound educational environment, problems with the student’s progress within the learning environment, or the termination of a work/study arrangement.
Criteria for Grading Students:

In preparing the fieldwork grade and the final summary on the student, the faculty adviser reviews all submitted materials, including the written evaluations from the field instructor, and any process recordings or other assignments collected by the faculty adviser. Some other factors that the faculty adviser may take into consideration when making the final grade assignment and writing the final summary are:

1. information from faculty adviser’s individual conferences with the student
2. first-hand observation of the student in the integrative seminar
3. feedback from classroom instructors about the student
4. other information from the supervisor and/or other agency personnel shared at the time of the field visit.

Should there be a difference of opinion between the faculty adviser and the field instructor as to the passing grade, the difference should be thoroughly discussed between field instructor, student and faculty adviser. The Director of the Field Instruction Department may be called upon for consultation in these matters and should be notified that there is a difference in assignment of the student’s final grade.

XXI. Learning Problems

A learning problem is that which impedes the student’s understanding, acceptance or use of knowledge in their professional performance. Often a learning problem is identified during the 6-week evaluation that occurs midway first semester. There are multiple circumstances that might result in a learning problem. Early identification allows the student, faculty adviser and field instructor to ensure that the proper steps can be taken to work with the student to avoid major difficulties later in the semester. Some of the factors that may result in a learning problem are:

♦ the student’s cognitive style
♦ the student’s individual approach to new learning situations
♦ a difficult match between field instructor and student
♦ a difficult match between agency and student

It is important to differentiate between variations in the student’s learning process vs. student learning problems. It is also important to differentiate between those problems that are transitory in nature and respond to sound training and supervision and those that are more deeply rooted. Again, if identified early, the distinction is easier to make based on how the student responds to the corrective measures that are agreed upon between student and field instructor at the time of the oral evaluation.

As a part of the educational process, the field instructor is expected to discuss the student’s reactions to the case material with the focus on how these reactions may affect their ability to engage and work with clients. If it becomes apparent that the student has
difficulties or any other problems that interfere seriously with the work, the field instructor has the responsibility to bring this assessment to the faculty adviser. After reviewing the situation with the field instructor and student, the faculty adviser may request an administrative review with the Director of Field Instruction.

Students are rarely removed from agencies in the middle of the year. When this is necessary, it is only for serious educational reasons and only after the adviser has visited the agency and attempted to resolve the learning problem with both student and field instructor. It is important that students and field instructors work through the above process in resolving learning problems. In the midst of a frustrating situation in the agency, the field instructor or the student may be tempted to short circuit the process and terminate the placement prematurely. Please do not do this. Such action makes it very difficult for the School to assess what went wrong and to plan appropriately for the student. The School established the field placement and must be a full partner in any decision to end it. In addition, when early and full use is made of the faculty adviser, many placements that are in jeopardy can be turned into productive learning experiences.

In the case of an “unsatisfactory” evaluation from the field instructor, the faculty adviser has the following options:

A. To reject the unsatisfactory evaluation and give a “satisfactory” grade.
B. At mid year to reject the unsatisfactory evaluation and recommend replacement with the final grade to be determined on the basis of work in the new placement.
C. To accept the evaluation and give an “unsatisfactory” (failing) grade in field work. Student may repeat the course subject to availability of an agency, selected by the school, willing to accept the student. Student will be considered at risk. A placement with appropriate additional support and attention to the student will be sought.
D. To accept the evaluation giving an unsatisfactory grade and recommend that the student be discontinued (dematriculated) from the MSW program. The adviser will then request that a Committee on Academic Program (C.A.P.) be called.

Administrative Review

Administrative reviews may be initiated to address students’ academic problems (see Student Handbook) as well as problems identified in the students’ field work experience. This latter review, in which the student, field instructor, faculty adviser, an administrator from the Field Instruction Department and a faculty member unfamiliar with the situation or student meet, is mandated when the following issues relating to fieldwork are present:

♦ the faculty adviser, in dialogue with the student and the field instructor, cannot resolve the student’s learning problem
♦ serious concerns regarding the student’s performance in field surface at any time during the field work experience

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a student receives a “not competent” or “developing competence with recommendation for review” evaluation (validated by the faculty adviser) at mid-year (see other options below in the event of an “unsatisfactory” evaluation

the faculty adviser, following counseling the student and consulting with the field instructor and administrator from the Field Instruction Department, believes that a student’s behavior or conduct precludes them from preparing to be competent social work practitioners

The administrative review process may result in one of the following actions:

- Development of a concrete plan for amelioration, whereby agreement is sought for a short-term (4-6 week) educational plan, which the parties will review at the end of the trial period to assess if improvement has been made. The emphasis here is on finding ways to help the student succeed in field, if possible.
- Replacement of the student in a new agency
- Withdrawal of the student from the field placement
- Referral of the student for review by the Committee on Academic Progress.

It is important to note that no more than one administrative review will be held for a student. Problems that arise after the initial review will be referred to the Committee on Academic Progress (C.A.P), which is described below.

The Committee on Academic Progress (C.A.P.)

The committee may be requested by the student’s faculty adviser when there is serious question about the student’s performance. The Director of Field Instruction requests that this committee convene so that an impartial hearing may be held concerning the student’s field difficulties. This is a formal hearing by a committee chaired by the Associate Dean and composed of two faculty members, and two students. In addition, the faculty adviser, field instructor and the Director of Field Instruction participate, but do not have voting rights. The outcome of the committee meeting will determine the student’s continued standing in the school. The School makes the final determination of the level and severity of the student’s problems and their interference with the student’s educational capacities.

Student Appeal Process

If a student has field related concerns, she or he is encouraged to confer with the faculty adviser. Should the student’s concern remain unresolved, she or he may confer with the Director of Field Instruction. The student may formally appeal any field related decision to the Associate Dean of the School. For further information and details regarding appeals, please see the Student Handbook.
XXII. **Agency Problems**

There may be times when agencies are unable to fulfill their responsibilities and obligations as field placements. For example, the intended field instructor may leave with no replacement, the quantity or nature of cases may not be appropriate for student learning, organizational reorganization may result in a chaotic situation or agencies may be confronting severe external or internal demands and pressures as to present an obstacle to student learning. Under such circumstances, the faculty adviser in conjunction with the student and the Field Instruction Department will review the situation to determine if a change in placement is warranted.
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APPENDICES

Qualifications and Requirements for Success in the MSW Program

Students in the Fordham University Graduate School of Social Service are expected to possess certain abilities and attributes beyond meeting academic standards in order to continue in the program and to successfully graduate with an MSW. These qualities and attributes include cognitive, emotional and character requirements, as well as meeting standards of professional behavior. Attention to these requirements and standards will be part of evaluation not only for admission, but for evaluation of classroom and practicum performance.

Communication Skills
Social work students must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. They must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program, and to complete adequately all oral and written assignments. They must write clearly, use correct grammar and spelling, and apply appropriate writing style, including APA referencing, appropriate source citation, and documentation. In addition, social work students must be computer literate.

Interpersonal Skills
Social work students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. Students must exhibit compassion, altruism, integrity, and the demonstration of respect for and consideration of others. Students must take appropriate responsibility for their own actions and consider the impact of these actions on others.

Knowledge Base for Social Work Practice
The professional activities of social work students must be grounded in empirically-based and relevant bio-psycho-social knowledge. This includes evidence-based knowledge and skills in relationship-building, data gathering, assessment, intervention and evaluation of practice. Students must exhibit critical thinking skills in the classroom and the field.

Stress Management
Social work students need to recognize the importance of handling stress within the context of family life, work, social life and rigorous academic requirements. A social work student needs to implement strategies for appropriate self-care and nurturance so that stress does not interfere with meeting program requirements.
**Emotional and Mental Capabilities**
Social work students must use sound judgment when facing medical and/or emotional problems that compromise scholastic and professional performance. Seeking professional help for personal problems, psychosocial distress, substance abuse, or mental health difficulties is not a weakness when they interfere with professional behavior or jeopardize the best interests of those to whom the student has professional responsibility.

**Professional Commitment**
Social work students must exhibit commitment to the goals, values, and ethical standards of the social work profession which encompass individuals’ dignity and worth and their right to a just share of society’s resources.

**Self-Awareness**
The development of self-awareness is viewed as a necessary and on-going process. Social work students must know how their values, beliefs, attitudes, emotions, and past experiences affect their thinking, behavior and relationships. They must show awareness of self and how one is perceived by others and be willing to examine and change their behavior when it interferes with their working with clients and other professionals.

**Objectivity**
Social work students must strive to remain objective as they are evaluating clients and their situations and recommending interventions. Students should use appropriate professional tools and processes offered in the classroom and the field that can assist them in identifying and correcting for individual and institutionalized bias that may arise during the course of professional decision-making and the entire helping endeavor.

**Empathy**
Social work students must endeavor to communicate empathy and support to all those with whom they come into contact in the field as well as in the classroom.

**Ethical Obligations**
Social work students must:
- Practice in accordance with professional codes of ethics for the social work profession
- Appreciate the value of diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation and value system. Students must not impose their own personal, religious, sexual and/or cultural values on clients.
- Respect the rights of others
- Maintain confidentiality in classroom, field placement, and all other arenas (professional and personal)
- Demonstrate honesty and integrity by being truthful about one’s own background, experiences, and qualifications;
• Adhere to university policies on plagiarism
• Establish clear and appropriate boundaries consistent with University and agency policies. Does not sexually harass others, make verbal or physical threats, become involved in sexual relationships with clients or supervisors; abuse others in physical, emotional, verbal or sexual ways; or participate in dual relationships where conflicts of interest may exist.

Professional Behavior
Social work students must exhibit behaviors that are in compliance with program and institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Students’ appearance, dress, and general demeanor must reflect a professional manner. Professional behavior encompasses all of the above requirements and will be exhibited by work in accordance with the following indications:
• Knowing and practicing within the scope of professional social work;
• Respecting others
• Being punctual and dependable
• Prioritizing responsibilities
• Regularly attend class & fieldwork
• Observing deadlines & completing assignments on time
• Keeping appointments or making appropriate arrangements
• Accepting supervision and criticism in a positive manner.
• Social work students must work effectively with others, regardless of level of authority.

**Students must be able to advocate for themselves in an appropriate and responsible manner and use proper channels for conflict resolution.**
Suggested Foundation Field Work Tasks

Field instructors are urged to make themselves aware of the classes their students are taking in order to assist in the development of assignments in the field that will complement and reinforce classroom learning. Students should provide copies of the syllabi for each course, which includes readings and written assignments. In an effort to aid field instructors in operationalizing foundation course content, the following list of suggested field work tasks is offered:

Policy:
1. Read policy manual and mission statement of the agency.
2. Review agency procedures manual.
3. Review agency policies concerning informed consent, confidentiality, duty to warn, professional conduct, and child/elder abuse.
4. Interview field instructor, administrator or board member regarding agency structure and funding.
5. Interview program director regarding local, state and federal legislation that affect the program.
6. Analyze the mandate, purposes and resources of the field agency and the impact on service delivery.
7. Identify the range of relevant services (formal and informal) available in the community and the ways in which these services are used for referrals by the agency. Identify any specific letters of agreement or inter-agency referral protocols.
8. Participate in community activities, including lobbying, community meetings or events.
9. Identify how policies and regulations are operationalized into practice (e.g. how informed consent regulations are communicated to clients, how workers are helped to specify the limits of confidentiality, etc.)
10. Identify the field of practice of the agency. Place the agency’s service protocols in historical context, both within the agency and within the larger policy context.
11. Identify organization barriers to service delivery. Link these to goal displacement, competing goals and conflicting policies that affect agency operations.
12. Identify policies that may reflect institutional racism and social injustice. Suggest why they exist and how they might be changed.
13. Identify how issues of diversity, social and economic justice, and culturally relevant practice are address in the agency’s policies, operations, and staffing patterns.

Practice:
1. Read about the special needs of the target population for the program with an emphasis on possible interventions to be used with the population.
2. Lead or co-lead an on-going group or a series of one-time group meetings.
3. Participate in a task group or work group within the agency.
5. Develop a resource manual or referral file, and make referrals.
6. Maintain progress notes that demonstrate an understanding of legal and ethical requirements of charting and confidentiality.
7. Identify the practice theory/philosophy that guides practice in an agency.
8. Identify the evidence base for social work practice with the agency’s target population. Identify barriers and suggest opportunities to implement evidence-based practice.
9. Identify client and community strengths and demonstrate how they can be utilized in practice.
10. Suggest how a quality assurance plan can be implemented within an agency. Develop strategies for implementation.

**Human Behavior:**
1. Read at least one journal article pertaining to the theoretical framework of the agency.
2. Complete a web search for articles pertaining to the theoretical framework of the agency/program.
3. Attend a training related to the theoretical approach of the agency.
4. Identify and integrate the theoretical frameworks from coursework that are applicable to the placement.

**Research:**
1. Review the agency’s existing evaluation tools and data collection system.
2. Search the literature for information on model programs and for empirically-based clinical interventions that address the same issue/population served by your program and present them at a case conference.
3. Interview program director to determine if the existing evaluation processes are meeting evaluation needs.
4. Interview administrator to determine how information that is currently collected is being used in planning and decision-making.
5. Identify need for additional research opportunities at field work agency.
6. Assist in developing or revising a form that the agency utilizes.
7. Participate in development of a questionnaire for a client survey (satisfaction, needs assessment for services, such as a group that the student may then form, etc.)
8. Use instruments and assessment tools to monitor client change.
9. Use an evaluative strategy to assess the impact of a particular intervention with a client system.

**Professional:**
1. Read Code of Ethics.
2. Identify an ethical dilemma and explore its implications for service delivery.
3. Discuss individual learning style with field instructor and identify areas for personal growth.
4. Examine role/identity as a professional social worker in the field agency setting.
5. Keep a journal in which you analyze interactions or incidents in the placement, which have a strong impact on your learning.
6. Complete an educational agreement with field instructor outlining the parameters of the field placement expectations.
7. Articulate how social work practice is similar to and different from the practice of other professionals in the agency. State what, if anything, is unique about social work within the agency. Justify the role of social workers in the agency.
Statement of Sexual Harassment Policy

The Field Instruction Department abides by the University’s policy on sexual harassment. It is expected that agencies may have their own policies which correspond to those of the University. Sexual harassment is a form of sex discrimination which violates the University’s Code of Conduct and is prohibited by law. The University must maintain an academic community in which students, faculty, and staff can work and study without sexual harassment by teachers, colleagues, or supervisors.

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 will not be tolerated in the University community. It subverts the mission of the University and threatens the well-being, educational experiences, and careers of students, faculty, and staff. It is especially threatening in the context of a teacher-student or supervisor-subordinate relationship, in that a harasser can exploit the power inherent in the position of teacher or supervisor regarding grades, recommendations, wage status, or promotion. Sexual harassment is defined as unwelcome sexual advances, creating an atmosphere of intimidation, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or status in a 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.

Any member of the faculty, staff, or student body of the University who believes that he or she has been or is being subjected to sexual harassment is encouraged to call the Assistant Dean of Students.
**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 antidiscrimination 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 on the basis 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 on the basis of sex. A compliance officer is available to address any complaints alleging discrimination. Dr. Georgina Arendacs may be contacted in the Office of Legal Counsel, 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.

**Statement of Policy on Disabilities**

The Field Instruction Department expects agencies to make reasonable accommodations for the placement of students with disabilities. The policy of Fordham University is to treat students with disabilities in a non-discriminatory manner for all educational purposes including admissions, programs, activities and courses. A person with a disability is someone who has one or a combination of physical, mental, and learning impairments which substantially limits one or more of the person’s major life functions (“substantial impairment”). Major life functions are functions such as seeing, hearing, walking or learning. Fordham will make reasonable accommodations, and provide appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities.

♦ **What is A Reasonable Accommodation**

Reasonable accommodation means any adjustment to the way in which a program or service is provided which can be made to assist a qualified person with a disability achieve meaningful access to that program or service. Fordham is not required to make
reasonable accommodations which fundamentally alter the nature of its curriculum, programs or services, or which are unduly burdensome either in terms of cost or administrative difficulty. Students requesting certain reasonable accommodation may be first directed to seek eligibility for such services from the appropriate state agency or other no cost service provider.
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SEMINAR FOR NEW FIELD INSTRUCTORS

Purpose of Seminar
To provide new field instructors with the knowledge and skills necessary to effectively meet their educational responsibilities as teachers of social work students.

Seminar Requirements

A. Seminars will meet for a total of 12 two-hour sessions during the academic year. Classes will generally meet bi-monthly in the Fall and monthly in the Spring, at both the Lincoln Center and Fordham Westchester campuses.

B. Field Instructors are expected to attend every seminar session, to call their instructor if they cannot attend, and to explain an absence. Field Instructors who do not attend at least nine sessions cannot be credited for completing the Seminar. The Instructor may require make-up assignments.

C. Each Field Instructor is required to submit a minimum of two process recordings of supervisory conferences with a student, and a copy of his/her student’s evaluation (mid-year). The seminar leader will review and comment on the record and return it to the participant. This requirement must also be met for successful completion of the Seminar.

D. An evaluation of the Seminar will be completed by participants and given to the Field Instruction Department at the last class.

E. The Field Instruction Department is administratively responsible for all Seminars, and can be contacted in regard to any questions or concerns.

Outline

1 Seminar Contract
   School Information and Relationship
   Beginning Process in Field Instruction
      Orientation to the agency
      Orientation to the supervisor
      Orientation to the initial assignments

2 Continue with planning assignments and orientation to assignments - preparation of student
   Creating a climate of learning
   Role of Field Instructor as a role model

3 Using a Student Record
   Types, purposes of process recording
   Helping student to prepare conference agenda
   How Instructor can handle constructively, educationally
   Work Focus
4 Developing an Educational Assessment (mid-semester)
   Part of evaluation process
   Identifying strengths and learning needs
   Developing learning plan
   Criteria

5 Adapting to student's stages and style of learning
   Helping student to develop increasing responsibility
   Emphasis on developing professional, generic skills, rather than technical, vocational
   skills

6 Teaching techniques and helping student to develop self-awareness in practice
   Legitimizing right to have feelings, focus on only those as they affect specific
   aspects of practice, etc.
   Didactic teaching
   Collaborative discussion
   Use of role play, use of analogy, making connections, etc.

7 Evaluation Process - End of Semester
   Purpose, preparation for conference, conference, content and quality

8 Continuation of teaching techniques

9 Continuation of discussion of evaluation process and experience

10, 11 Common problems
    Organization of work
    Kinds of resistance to supervision
    Problems in communication
    Stresses of graduate studies
    Work-study plans

12 Termination and Evaluation of Seminar
Educational Agreement & Student Evaluation Forms