# Generalist Practice
# Field Education Manual
(BSW & MSW Foundation)
**2016-2017**

**Diana R. Garland**
**School of Social Work**

**Baylor University**

TABLE OF CONTENTS

Generalist Practice Field Education ..... 3
Goals and Objectives ..... 3
Organization and Structure of the Field Internship ..... 3
Administration of the Field Internship ..... 3
Responsibilities of the Director of Field Education ..... 3
Responsibilities of the Associate Director of Field Education ..... 5
Responsibilities of the Assistant Director of Field Education ..... 6
Responsibilities of the Field Liaison & Field Liaison Procedure ..... 7
Responsibilities of the Field Instructor ..... 9
Responsibilities of the Task Supervisor ..... 11
Responsibilities of the Field Student Intern ..... 12
Agency Documentation Requirements for Interns ..... 14
Selection of Field Sites and Instructors for Field Placements ..... 14
Criteria for Selection of Field Agencies/Sites ..... 14
Agency Affiliation Process and Agreement ..... 15
Out of Area Field Placements ..... 16
Funded Internships & Placements in Place of Work ..... 17
Selection & Affiliation of Field Personnel ..... 18
Benefits of Field Personnel ..... 20
Assignment of Students to Field Placements ..... 23
Application Process for Field Internship ..... 24
Field Requirements & Considerations for Admission ..... 26
Policies/Procedures for Challenges or Changes in the Placement ..... 28
Educational Policies ..... 31
Learning Contract and Evaluation Form ..... 31
Placement Disruption ..... 33
Removal of a Student from Field Internship ..... 33
Administrative Policies ..... 34
Holidays & Inclement Weather ..... 34
Dress Code ..... 35
Sick Leave ..... 35
Travel ..... 35
Professional Liability Insurance ..... 36
Personal Safety Guidelines ..... 36
International Field Internship Experiences ..... 37
Field Grievance Policy ..... 38
Confidentiality ..... 38
Sexual Harassment ..... 39
Media Interviews ..... 39
Field Internship Seminars ..... 39
Baccalaureate Internship I Seminar (4491) ..... 39
Baccalaureate Internship II Seminar (4492) ..... 40
Foundation Internship I (5491) ..... 42
Foundation Internship II (5492) ..... 43
Field Education Advisory Council ..... 44

# Generalist Practice Field Education

## Goals and Objectives

Field Education is the core element within both the BSW and MSW academic programs. The goals and objectives of the BSW and MSW foundation year experience focus on operationalizing the core program goals and competencies of the Garland School of Social Work (GSSW). Field internship learning contracts and evaluation tools are centered on the core generalist practice competencies and practice behaviors, both of which are tailored to the agency contexts of the students' internship placements. Field faculty and classroom faculty collaborate on the development of roles, responsibilities and tasks in the agency that address each area of competency. Core competencies and practice behaviors are addressed at the basic professional level in the BSW field program and at a more advanced level in the MSW program foundation year. Both levels of generalist educational experience and expectations are addressed in this Generalist Practice Field manual. The mission and goals of Field Education for both BSW and MSW Foundation field are found in the *Catalog of the School of Social Work.*

## Organization and Structure of the Field Internship

### Administration of the Field Internship

The Field internship for BSW and MSW foundation students is delivered through the collaboration of several components: the Field Education office, including the Director of Field Education; the Associate Director of Field Education; the Assistant Director of Field Education; the Field Instructors and Task Supervisors; the Field Liaisons (usually the seminar instructors); and the student interns.

The Field Education component of the academic programs is administered by the Field Education office including the Director of Field Education, the Associate Field Director, the Assistant Field Director and the Field Education staff. The Associate Field Director has primary administrative responsibility for both Baccalaureate and Graduate Foundation Field Education on the Waco Campus, which are jointly referred to in this manual as Generalist Practice, though the advanced expectations of the MSW Foundation year are noted as appropriate. The Assistant Director of Field Education and the Director of Field Education will maintain oversight of Generalist Practice Field Education on the Houston Campus. The Director of Field Education, the Associate Field Director and the Assistant Field Director also represent the Field Education component regarding BSW and MSW Foundation, upon request, on the School's Administrative Committee, as well as with university and community constituents.

Social work full time and adjunctive faculty members teach the Field internship integrative seminars and serve as Field Liaisons for the internships. Numerous agencies and their staff serve as Field placements sites and Field Instructors, thus providing the invaluable supportive core of the Field Education curriculum and experience.

### Responsibilities of the Director of Field Education

The responsibilities of the Director of Field Education include all aspects of the Field experience for the Baccalaureate and Graduate programs. These responsibilities are carried out under the

direction of the Dean and the Associate Dean of the Garland School of Social Work (GSSW), in coordination with the Associate and Assistant Directors of Field Education. The primary responsibilities are:

1. Develop new Field placement sites that enhance the educational experiences available to student interns at all levels of internship in the BSW and the MSW degree programs.

2. Review and assess applications of new agencies for possible affiliation with the GSSW.

3. Review and assess currently affiliated agencies, including assistance in monitoring completion of new affiliation agreements.

4. Process, review, and assess applications of new Field Instructors and Task Supervisors to include presenting documentation of qualifications and recommendations for approval of new Field Instructors to the faculty.

5. Develop and maintain resources by which students may become familiar with available agencies, Field Instructors, and client populations.

6. Develop and implement the student Field internship application process for MSW students, including consultation with the Associate Dean and other faculty about a student's academic readiness for the Field internship and internship needs.

7. Review Concentration student applications for admission to Field internship at the Waco campus and consult with the Assistant Field Director for the Houston extension campus. Consult with the Associate Field Director in the review of student applications for admission to internship for the BSW program and MSW foundation year at the Waco campus. Eligibility for Field is approved in communication with the Associate Dean.

8. Plan and implement the process for MSW internships through student notification of acceptance status into Field and assignment to Field internship.

9. Oversee the Associate Field Director's assignment of BSW and MSW Foundation students from the Waco campus to agencies and Field Instructors. Oversee the Assistant Field Director's assignment of MSW students from the Houston campus. Assign MSW Concentration students to agencies and Field Instructors.

10. Design, review, and revise supplemental materials related to BSW and MSW Field Education including the Field Education manuals and Field forms, in collaboration with other members of the Field Education office.

11. In collaboration with other members of the Field Education office, organize and conduct Field internship orientations and continuing education opportunities for students, Field Instructors, Task Supervisors and faculty at both the Waco and Houston campuses.

12. Provide consultation to the Associate Dean regarding faculty Field Liaisons (seminar instructors) for internship seminars.

13. Consult individually with students and/or Field Liaisons when requested or necessary to give direction or support regarding student problems or other details in completing Field internship requirements.

14. Design and implement ongoing evaluation measures for Field internship to ensure that learning objectives, competencies, and behaviors are met.

15. Assist the Associate Dean with any curricular issues impacted by or impacting Field Education.

16. Provide input and feedback regarding the supervision of the Field Education staff.

## Responsibilities of the Associate Director of Field Education

The responsibilities of the Associate Field Director relate primarily to the Field Education experience for both the Baccalaureate program and the MSW Foundation students on the Waco campus. These responsibilities are carried out under the direction of the Director of Field Education, the Dean and the Associate Dean of the Garland School of Social Work. The primary responsibilities of the Associate Director of Field Education are:

1. Develop new Field placement sites that enhance the educational experiences available to student interns in the BSW program and the MSW foundation year at the Waco campus.

2. In consultation with The Director of Field Education, process, review, and assess applications of new agencies for possible affiliation with the Garland School of Social Work.

3. Assist with the review and assessment of currently affiliated agencies, including assistance in monitoring completion of new affiliation agreements.

4. In conjunction with the Director of Field Education process, review, and assess applications of new Field Instructors and Task Supervisors to include presenting documentation of qualifications and recommendations for approval of new Field Instructors to the faculty.

5. Develop and maintain resources by which students may become familiar with available agencies, Field Instructors, and client populations.

6. Develop and implement the student Field internship application process for BSW and MSW foundation students on the Waco campus, including consultation with the Associate Dean and other faculty about a student's academic readiness for the Field internship and internship needs.

7. Review baccalaureate and foundation graduate student applications for admission to Field internship at the Waco campus. Eligibility for Field internship will be approved in communication with the Director of Field Education and the Associate Dean.

8. Implement the process for BSW and MSW foundation internships at the Waco campus

through student notification of acceptance status into Field and assignment to Field internship.

9. Assign BSW and MSW Foundation students from the Waco campus to agencies and Field Instructors.

10. Design, review, and revise supplemental materials related to BSW and MSW Field Education including the Field Education manuals and Field forms.

11. In collaboration with other members of the Field Education office, organize and conduct Field internship orientations and continuing education opportunities for students, Field Instructors, Task Supervisors and faculty at both the Waco and Houston campuses.

12. Provide input to the Director of Field Education regarding faculty Field Liaisons for BSW and MSW Foundation student interns.

13. Consult with Field Liaisons regarding individual student problems and/or requests for change of placement.

14. Consult individually with students and/or Field Liaisons when requested or necessary to give direction or support in completing Field internship requirements.

## Responsibilities of the Assistant Director of Field Education

The responsibilities of the Assistant Field Director relate primarily to the Field Education experience for the MSW Foundation students on the Houston campus. These responsibilities are carried out under the direction of the Director of Field Education, the Dean and the Associate Dean of the Garland School of Social Work. The primary responsibilities of the Assistant Director of Field Education are:

1. Develop new Field placement sites that enhance the educational experiences available to student interns at the Houston campus.

2. In consultation with The Director of Field Education, process, review, and assess applications of new Houston area agencies for possible affiliation with the Garland School of Social Work.

3. Assist with the review and assessment of currently affiliated Houston area agencies, including assistance in monitoring completion of new affiliation agreements.

4. In conjunction with the Director of Field Education process, review, and assess applications of new Field Instructors and Task Supervisors to include presenting documentation of qualifications and recommendations for approval of new Field Instructors to the faculty.

5. Develop and maintain resources by which students may become familiar with available agencies, Field Instructors, and client populations.

6. Develop and implement the student Field internship application process for MSW students on the Houston campus, including consultation with the Associate Dean and other faculty about a student's academic readiness for the Field internship and internship needs.

7. Review graduate student applications for admission to Field internship at the Houston campus. Eligibility for Field internship will be approved in communication with the Director of Field Education and the Associate Dean.

8. Implement the process for MSW internships at the Houston campus through student notification of acceptance status into Field and assignment to Field internship.

9. Assign MSW students from the Houston campus to agencies and Field Instructors.

10. In collaboration with other members of the Field Education office, organize and conduct Field internship orientations and continuing education opportunities for students, Field Instructors, Task Supervisors and faculty at the Houston campus.

11. Provide input to the Director of Field Education regarding faculty Field Liaisons for MSW student interns at the Houston campus.

12. Consult with Field Liaisons regarding individual student problems and/or requests for change of placement among Houston students.

13. Consult individually with students and/or their Field Liaisons when requested or necessary to give direction or support in completing Field internship requirements.

## Responsibilities of the Field Liaison

Field Liaisons are social work full time and part-time/adjunctive faculty members. The faculty Field Liaison functions as a part of the educational team working together with the Field Instructor and the student toward the realization of the student's educational goals. The Liaison provides the primary linkage or "bridge" between the school program and the Field agency. The Liaison contributes to the development of the student's learning contract, focuses on monitoring the student's educational progress and performance, consistently maintains a working relationship between the student, school, and the Field agency and is responsible for the final Field grade.

Responsibilities of the faculty Field Liaison include:

1. Assist the Field Instructor and intern in developing the Field internship learning contract, including selection, ordering, and enhancement of learning objectives, roles and responsibilities.

2. Regular contact with the Field Instructor and/or intern. This may include telephone contact, scheduled and as needed visits in the agency, and e-mail communication.

3. Serve as a resource person to intern and Field Instructor on classroom content, integrating classroom and Field knowledge, practice, and skills.

4. Consult with the Associate Field Director (Waco campus) or the Assistant Field Director (Houston campus) and the Director of Field Education in relation to initiating, continuing, or terminating the Field placement site of a BSW or MSW Foundation intern.

5. Discuss with student and Field Instructor the student's level of performance toward meeting educational objectives and competencies and assisting with modifying the Learning Contract when needed.

6. If appropriate, observe students in interaction with clients in the agency when indicated as part of the Field instruction and supervision process; with permission and scheduling assistance of the agency; with observation only/no direct service delivery.

7. Make the final decision on the grade in the Field portion of the course and the course as a whole.

8. Secure and provide to the Field Education office all Final Field Evaluations.

9. Complete and provide to the Field Education office liaison forms and mileage forms prior to the end of the semester.

The Field Liaison assumes final responsibility for the student's grade in the Field placement and the Field internship course as a whole. The grade is based on the student's performance in the Field and, in most instances, reflects the assessment and recommendation of the Field Instructor. In instances where the student's performance is deemed less than satisfactory by the Field Instructor, the faculty Field Liaison shall be informed and shall consult with the Field Instructor and student regarding a satisfactory resolution of student problems.

The Field Internship I and Field Internship II grades are each composed of the Field evaluation tool completed by the Field instructor (50%) and the integrative seminar grade (50%), determined by the seminar faculty. This is true for both the BSW and MSW Foundation internship seminar course.

## Field Liaison Procedure

The assignment of a full time or adjunctive faculty member to the Field Liaison role is made by the Associate Dean in conjunction with the Director of Field Education prior to the beginning of the academic year. The Field Instructor and students are notified of the assigned Liaison. The assigned Liaison is notified of all agencies and students for whom s/he is responsible. In most cases, the faculty for the integrative seminar will also be the Field Liaison for the students in the seminar.

The Liaison will maintain contact with the agency and Field Instructor and will visit the Field placement setting during the semester to assist with the learning contract, the evaluation process, and any problems/concerns that may arise during the placement.

Each student is responsible for submitting to the Field Liaison a copy of the “completed” Field internship learning contract. “Completed” means that all core competencies are addressed with

specific roles and responsibilities in which the student will be engaged during the semester. The learning contract is understood to be a fluid document with opportunity for modification throughout the internship.

For each semester of Field internship for BSW and MSW Foundation students, a minimum of one visit by the Field Liaison is scheduled to ensure a cohesive and progressive training experience for the student. These liaison visits will include discussion of the learning contract, the students' responsibilities in the agency, specific theoretical frameworks used in the agency, assessment and evaluation of the student's progress and skills and Field policies or procedures about which the Field Instructor and/or intern have questions. Additional visits will be scheduled as needed to ensure necessary learning, communication, progress, and/or problem-solving.

The Field Liaison structures these visits in advance with his/her respective Field Instructor (and agency Task Supervisor, if applicable) and determines the most effective way to work together. The agency is notified of the date and the anticipated length of the visit. Liaison visits take place in the agency unless there is a compelling reason to meet elsewhere.

Any questions or concerns regarding the Liaison should be addressed to the Associate Field Director (Waco campus) or the Assistant Field Director (Houston campus), who will consult with the Director of Field Education as needed.

## Responsibilities of the Field Instructor

Field Instructors represent the heart of the Field internship as they, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. Field Instructors are generally social workers on staff in the social service agencies in which interns are placed. In some cases Field Instructors are social workers who are employed elsewhere and volunteer to provide Field instruction on behalf of the agency to the Field internship student. The Field Instructor embodies the professional mentor role for the intern. In close relationship with the student, it is the Field Instructor who leads the student to a personal understanding of the responsibilities and rewards of professional social work practice. Toward this end, Field Instructors assume the following responsibilities:

*Administrative:*

1. Orient the student to purpose, policies and procedures of the agency and expectations for student performance (in collaboration with the Task Supervisor, if applicable).

2. Secure meaningful social work practice experiences for the student(s). This includes assigning tasks to meet the student's educational needs while considering the student's skills and preparedness to carry out the agency function. The student will be working under the professional license of the Field Instructor.

3. For Field Instructors employed by the Field agency, secure accommodation of the student role within the agency and access for the student to agency information and services that may be needed for the student's educational requirements and work with clients.

4. Participate in Field orientations, seminars, continuing education offerings, and/or other

support systems available for the faculty.

5. Review and verify the number of hours the intern participates in the Field placement. BSW and MSW Foundation students must complete a minimum of 240 hours in the agency for each semester of the internship.

6. Participate in periodic meetings with the faculty Liaison to evaluate student progress and the effectiveness of the educational experience. This includes keeping the faculty Liaison informed in a timely manner about the student's progress and any problem areas.

7. Provide feedback to the social work program regarding the future use of the placement.

*Educational:*

8. Become familiar with the basic curriculum content of the BSW social work program and the foundation year of the MSW program and, more particularly, the expected content of Field expectations and competencies. Curricular materials will be provided in the Field Instructor/Task Supervisor Orientation.

9. Help the student develop a plan for his/her education in Field to integrate what he/she has learned in the classroom with what she/he is experiencing in Field. This includes operationalizing each program's goals and core competencies and practice behaviors with tasks, roles and responsibilities in the agency.

10. Make available to the student cases and learning experiences that will address the student's particular learning needs and abilities.

11. Provide weekly supervision to the intern. Individualized supervision of 16-hour internships should involve no less than 1 to 1 1/2 hours per week. Establish a regular, "standing appointment" time to meet with the intern each week. In those cases where several interns are placed at the same agency or at agencies serving similar populations, group supervision may be provided with the understanding that at least 30 minutes a week of individual supervision is provided and that group supervision will be a minimum of an hour a week.

12. Review student's documentation, process recordings, and/or audio or video tapes of work and provide written and verbal feedback to the intern concerning the content of their recordings/work, including patterns in communication, use of knowledge and skills, values, application of relevant theory and professional and personal presentation. This review should occur on at least a weekly basis.

13. Become familiar with the theoretical approaches to social work practice taught in the program and support the student's skill development in line with these approaches. Of particular importance are the three theoretical underpinnings of the program: integration of faith and practice, the strengths perspective, and community building.

14. Review the student's Field Log & Journal with particular attention to the number of hours the student is in Field placement and hold the student accountable for completing the required hours. Note: review with the student the Field policies regarding missed hours.

15. Complete and discuss with the student the evaluation forms provided by the school at mid-term and at the completion of the Field internship.

## Responsibilities of the Task Supervisor

Occasionally agencies can provide a valuable social work experience for interns, but do not at that time employ a social worker who meets the criteria to serve as a Field Instructor. In this situation, the agency provides an employee to serve as Task Supervisor to provide on-site supervision, and the social work educational supervision is provided either by an agency BSW or MSW volunteer or by an off-site BSW (for BSW students) or MSW (for BSW or MSW foundation students).

The responsibilities of the agency-based Task Supervisor include:

1. In consultation with the Field Instructor, secure and document meaningful social work experiences for the intern(s) in placement.

2. Orient the student to purpose, policies and procedures of the agency and expectations for student performance.

3. Assign clients, workload, and other tasks to the interns that will address the student's particular learning needs and abilities.

4. Secure accommodation of the student role within the agency and access for the student to agency information and services that may be needed for the student's educational requirements and work with clients.

5. Serve as the on-site supervisor to the interns:
   a. Answer immediate questions the interns have concerning their work
   b. Aid interns in case management and in workload management

6. Orient interns to the agency including to the policies and procedures in the agency, with specific attention to safety in the agency.

7. Review and verify the number of hours the intern participates in the Field placement. BSW and MSW foundation students must complete a minimum of 240 hours in the agency for each semester of the internship.

8. Monitor and document students' organizational performance at the agency, including dependability, attitude, work with clients, participation in meetings, and documentation.

9. Provide formal and informal feedback to the Field Instructor concerning student's performance and progress.

10. Contact Field Instructor in the event of any significant changes, difficulties, or concerns as well as to discuss assessment of the student's performance.

11. Participate in Field orientation, continuing education and in-service opportunities provided by the Field Education office as do Field Instructors.

Educational issues as well as administrative issues encountered in the supervision of students must be identified and referred to the Field Instructor and/or Field Liaison as soon as possible.

## Responsibilities of the Field Student Intern

One of the opportunities and responsibilities for students in Field internship is to share the learning experience with Field Instructors. This will happen by identifying learning possibilities in his/her placement, identifying his/her own professional needs, as well as using the supervisory time to learn what he/she needs to know, share ideas, and evaluate his/her own practice skills, knowledge, and values.

Although Field placements vary greatly, all Field placements offer practice opportunities in a number of the following ways: working with individuals, families, groups and organizations, including religiously-affiliated organizations, congregations, neighborhoods, and communities; participating in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and even formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas within the agency for potential Field learning. All students in all Field placements should have the opportunity for social work practice for which they are personally responsible within one or more of these areas. Whatever the placement situation, the student should always be thinking, "What can I do to help my client?" and "How can I improve my knowledge and skills?"

The Director of Field Education, Associate Field Director, Assistant Field Director, Field Instructor, Task Supervisor, faculty Field Liaison and the other students in Field internship seminar are available to support and assist each BSW and MSW foundation student in taking responsibility for his/her own professional development. Additional Field intern responsibilities for BSW and MSW foundation students in Field Education include:

1. Attending the Field orientation.

2. Reading, knowing, and following the policies outlined in the Field policies in the *Social Work Catalog* and in the *Generalist Practice Field Education Manual*.

3. Completing the Field application/registration process as directed by the Field Education office, supplying all other required application materials, and completing successfully any training, screening and/or criminal background checks required by the agency. This includes conveying to the Associate Field Director (Waco campus) or Assistant Field Director (Houston campus) all information pertinent to the selection of a Field placement in the semester prior to Field internship. This includes paying for any screening or background checks that are not covered by the agency. Students who are required to complete extensive amounts of training (in excess of 20 hours) prior to the assigned internship may submit a written request to the Associate Field Director (Waco campus) or the Assistant Field Director (Houston campus) for a portion of the hours to count toward the 240 for the semester. Note: students must still set a full-semester 16 hour/week internship schedule.
4. Understanding that once placement decisions are made and Field assignment paperwork is

completed, assignments are final and will not be changed except based on the published criteria for "Change of Field Placement."

5. Spending at least the required hours per week and per semester in assigned agency (as designated in the Internship Seminar syllabus). The Field internship will begin with the first week of classes for both baccalaureate and graduate foundation interns. A minimum of 240 hours per semester in the agency doing the work specified on the learning contract is required for a passing grade. Field hours must be completed across the course of the semester; students will not complete hours more than one week before the scheduled end of the semester. Students will not be able to begin placements or internship hours before the beginning of the course. Students with a special need to do so must have approval of the Field Education office, seminar faculty and Field Instructor and must include the start date and tasks on a new learning contract for that semester. The approval of such situations is rare.

6. Functioning with professional behavior as a student intern in the placement setting. Students are responsible for reading and abiding by the agency personnel manual and any related policies including safety policies.

7. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from Field placement, result in a failing grade, and may warrant further school disciplinary action. Interns in other states or countries as part of the internship are responsible for abiding by the NASW Code of Ethics and any applicable codes in the state or country in which they are practicing and should obtain a copy of those codes from the Field Instructor. (Such distance placements are most common in the MSW Concentration internship and are rare in the BSW or MSW Foundation Field internship).

8. Being prompt for the internship at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the Field Instructor (and Task Supervisor, if applicable) if unable to report for Field internship hours. Students are responsible for making arrangements for clients to be seen or rescheduled. Unavoidable absences can be made up within a reasonable limit according to the procedures in the *Field Manual*. (Refer to the Sick Leave Policy in this manual). Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from Field with a failing grade.

9. Taking care and acting responsibly with all agency equipment that is entrusted to the student's use while in internship. Understanding that acting recklessly or carelessly with agency equipment could come at a cost to the student, financially or otherwise.

10. Using initiative and creativity in his/her activities in Field work.

11. Sharing Field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.

12. Entering Field experience with a positive and receptive attitude.

13. Completing all seminar and Field internship assignments by designated deadlines, including the learning contract, evaluation forms, and any required logs or process recordings.

14. Completing documentation required by the agency according to the agency's personnel policies. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.

15. Arranging a conference with the faculty Field Liaison, the Director of Field Education and/or the Assistant Field Director (Houston campus) or the Associate Field Director (Waco campus) pertaining to problems or other matters of concern to the student regarding the Field placement.

16. Completing an evaluation of the Field experience at the conclusion of the internship. This evaluation form is supplied as part of the termination process.

17. Completing an evaluation (exit survey) of the social work program at the conclusion of the final Field internship. This evaluation form is supplied as part of the termination process through the Evaluation and Accreditation Committee.

### Agency Documentation Requirements for Interns

Interns are required to complete and submit all agency documentation as instructed and within the time frames specified by the agency's policies and the Field Instructor's directions. Agency documentation requirements are completed during Field internship hours. Agency documentation requirements are in addition to the seminar requirements, and process recordings required for the seminar are completed outside of internship hours. Agency orientation and training should cover documentation requirements. Agencies may require that Field Instructors or supervisors review and/or co-sign interns' documentation. It is the interns' responsibility to follow the requirements for agency documentation and not to write anything in a client's file without learning the proper agency procedure. Agency files are the agency's property and should never be removed from the agency. Information for or from agency files should never be stored saved on a student's own phone, computer or other personal devices.

## Selection of Field Sites and Instructors for Field Placements

### Criteria for Selection of Field Agencies/Sites

Field sites are approved by the Field Education Office. In order for agencies (Field sites) to be approved by the School of Social Work for the purpose of providing Field instruction, they must meet minimum criteria. The agency shall:

1. Be compatible with the philosophy, values, and ethics of the social work profession.

2. Be familiar with and supportive of the mission of the Garland School of Social Work.

3. Affirm in purpose and function the mission, methods, and curriculum of the program.

4. Be clear about their programs and methods.

5. Support the professional role of the intern by engaging the intern in the work of an entry level professional under the supervision of an experienced practitioner and by valuing the work of the supervisor.

6. Offer social work interns a wide range of learning opportunities. Students' assignments will include opportunities to work with one or more of the following: individuals, families, groups, organizations including faith-based organizations, congregations, neighborhoods, and communities. Internship experiences should include the entire problem-solving process. Cases are selected by the Field Instructor (in cooperation with the Task Supervisor, if applicable) and represent diversity within the client population. All interns are expected to have experience working with oppressed, disadvantaged, and marginalized populations.

7. Include interns in opportunities for understanding and, when possible, contributing to organizational activity including policy development, budgetary processes, public speaking and other administrative activities. Additionally, agencies shall make provision for interns to, under supervision, carry out macro assignments in administration, planning, research, public relations, policy formation, budgeting or grant writing as part of the placement.

8. Have respect for professional social work education and demonstrate support for the objectives and the educational focus of the program and of Field Education.

9. Provide release time for Field Instructors and Task Supervisors to attend Field-related meetings and to carry out Field instruction.

10. Make provision for interns to engage in indirect service opportunities in the agency, such as staff meetings, team meetings, and in service training.

11. Make available desk space, telephones, supplies, and other resources necessary for the intern to carry out assigned agency responsibilities without relying on the use of a student's own personal property.

12. Agree to the execution of a written affiliation agreement between the University and the agency. This contract is facilitated by the legal department of the University.

## Agency Affiliation Process and Agreement

The process of agency affiliation with the Diana R. Garland School of Social Work for the purpose of Field instruction usually involves:

1. The agency expressing its interest in affiliation through writing or by phone contact with the Director of Field Education, the Associate Field Director and/or the Assistant Field Director.

   *OR*

   The Director of Field Education, the Associate Field Director and/or the Assistant Field Director contacts an appropriate agency representative, inquiring about their interest in

becoming a Field internship site.

2. The Director of Field Education, the Associate Director of Field Education and/or the Assistant Field Director meets with an appropriate agency representative to discuss Field internship requirements and to assess further the agency's and designated Field Instructor's (or agency-based Task Supervisor's) qualifications and compliance with program criteria.

3. Upon approval of the agency as a Field internship site, an Affiliation Agreement is signed by duly authorized representatives of both the agency and the University. The Director of Field Education, the Associate Field Director or the Assistant Field Director may assist in monitoring the completion of this agreement.

4. The Affiliation Agreement is considered in effect until revoked by the University or the agency.

## Out-of-Area Field Placements

For the Waco campus, area placements shall be those within Waco, McLennan County, and within a 90-mile radius (driving distance for seminar) of Baylor University. Most students will be placed in Field placement sites within Waco and McLennan County and its neighboring counties. The Field Education office has developed a number of placements in Bell County including Temple, Belton, and Killeen, in the Dallas/Fort Worth area, and in the Austin/Travis county area. For the Houston campus, area placements shall be those with the city of Houston as well as within a 45-mile radius of the GSSW's location at South Main. All students in these areas will be expected to return to the campus each week to attend integrative Field seminars unless special approval is given by the Director, Associate Director or Assistant Director of Field Education to use distance technology.

For the Houston campus, area placements shall be those with the city of Houston as well as within a 45-mile radius of the GSSW's location at 4100 Main Street. Most students will be placed at sites within the city of Houston itself.

If students are interested in placements in these areas that are not on the approved list of Field placements, the student should ascertain that the site and supervisor meet the GSSW criteria and then talk with the Director, Associate or Assistant Director of Field Education about developing that site. Out-of-area Field placements (outside each radius noted above) are an exception due to the structure of the standard curriculum and class times throughout the week.

In order for Waco campus students to be considered for placements outside of Waco/McLennan County and its surrounding counties, students must submit a written request to the Associate Field Director.

In the event a student would like to be considered for an *out-of-area* BSW or MSW Foundation Field placement, the following must be followed:

1. Discuss with the Associate Field Director (Waco campus) or the Assistant Field Director (Houston campus) the possibility of an out-of-area Field placement before or during the Field application process. Information provided at that time should include the geographic location

preferred, the reasons for the out of area placement request, the student's plans for attendance at the integrative seminar, and any preferred agency assignments in that location. Placements will be contingent on the availability of approved agencies/sites' on-site supervision, Field Liaison visitation, and the continued requirement of the integrative seminar. The student must ascertain that the site and supervisor meet the GSSW criteria and then talk with the Field Education office about developing that specific site. This must occur no later than 2 months before the beginning of the Field placement.

2. The student must be willing to maintain telephone contact for additional supervision with the Field Liaison. There may be an additional student fee associated with the use of out-of-area Field placement, particularly related to the increased expenses incurred with Field Liaison visits and telephone contact. Students must also understand that travel time to and from the agency will not be included in the required internship hours, and that additional costs incurred by the student due to travel are the responsibility of the student.

## Funded Internships

Compensated or subsidized internships are the exception rather than the rule in the BSW and MSW Foundation Field Education experience. Subsidized internships will be treated like uncompensated internships in relation to Field requirements. Internship subsidies for BSW and MSW Foundation students will be negotiated between the intern and the agency as will employee benefits/arrangements. Placement subsidies may initially be negotiated by the School of Social Work with follow-up with the student in cases where the funding is through a grant in the School of Social Work. All students receiving any type of funding from their internship sites must inform the Director of Field Education, the Associate Field Director or the Assistant Field Director.

The Field Education office is committed to securing compensated internships when possible. However, the Field Education office is committed first to the educational integrity of the internship and does not guarantee any student the possibility of a compensated Field internship. Some internship stipends will be provided through the agency directly to the student while others are provided through the agency to Baylor and then to the student. Others may be provided through grants in the School of Social Work. Students with special needs for compensated internships should discuss these needs with the Director of Field Education, the Associate Field Director or the Assistant Field Director.

## Placements in Place of Work

In order to ensure an educationally directed Field experience, School policy requires that a student complete Field instruction in an agency/program in which he or she is not employed. In special circumstances, the School may consider an exception to the policy contingent upon the Field placement meeting the Council on Social Work Education (CSWE) standards. These include:

1. The student will have release time for course and Field instruction.

2 The student's assignments will differ from those associated with the student's employment.

3. The student's Field work supervision will differ from those associated with the student's employment.

4. There is no diminution of the program's established requirements in class and Field interaction.

5. The program's established requirement in Field instruction is educationally focused rather than solely centered on agency's services. (Adapted from Stephen F. Austin University policies.

The Garland School of Social Work has established criteria for the utilization of a student's work setting as Field instruction placement. These are:

1. The organization must be one in which social work practice is clearly distinguishable from the practice of other disciplines.

2 The organization must provide social work students with a qualitatively different experience from that provided by regular employment.

3. The student must answer to a different supervisor than the work supervisor.

4. The Field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.

5. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar and research project.

6. The agency must meet all requirements of any agency site for Field placements including affiliation with the SSW.

7. The employment work hours and internship hours must be clearly articulated ensuring release time for course and Field instruction. Compensation for a new internship assignment will be considered.

8. The student, employer, Field Instructor and Field Education office must sign the Contract for Placement in Place of Employment.

9. Under no circumstances will a student do more than one Field placement at the place of employment.

## Selection, Affiliation and Benefits of Field Personnel

### Selection of Field Instructors

Each potential Field Instructor's information sheet and resume are reviewed by the Field Education office. A telephone interview or on-site interview may be required by the Director of Field Education, the Associate Field Director or the Assistant Field Director. Recommendations regarding Field Instructors are presented to and voted on by the faculty of the Garland School of Social Work. Approved Field Instructors are considered Field faculty. Field Instructors should have professional competence, concern and responsibility for social work as a profession, and

commitment to the education of the next generation of social workers. In order to be approved by the Field Education office as a Field instructor, she/he must meet the criteria below:

1. For baccalaureate Field, possess the Bachelor of Social Work degree from an accredited social work program and have a minimum of one year social work experience (two years preferred) following the Bachelor's degree or possess the Master of Social Work degree from an accredited social work program, and have a minimum of one year social work experience (two years preferred) following the Master's degree.

   For graduate foundation Field, possess the Master of Social Work degree from an accredited social work program and have a minimum of one year social work experience (two years preferred) following the Master's degree.

2. Agree to adhere to the responsibilities of a Field Instructor as outlined previously in this manual.

3. Support the mission of Baylor University and guide their behavior and interactions with students according to the NASW Code of Ethics, the State of Texas Board of Social Worker Examiners Code of Ethics and the Baylor University faculty code of conduct

4. Support the mission of the Diana R. Garland School of Social Work.

5. Practice congruent with the values and ethics of the profession.

6. Social work licensure for the state in which the Field Instructor practices is strongly encouraged.

7. NASW membership and involvement is strongly encouraged.

## Selection of Task Supervisors

In the event that a Field agency site does not have a social worker who meets the criteria for Field Instructor, it is the agency/Field site's responsibility to appoint an employee to the role of Task Supervisor. It is preferable that this individual has some understanding of the social work profession and is willing to help secure a social work experience for the student intern.

## Field Instructor and Task Supervisor Affiliation Process

For new agencies, the Field Instructor and Task Supervisor selection process is part of the initial agency affiliation process. The Field Instructor Information Sheet or Task Supervisor Information Sheet and Vita are reviewed together with the agency request. For affiliated agencies wishing to utilize new staff as Field Instructors and Task Supervisors, the pattern of review below is usually followed:

1. The agency informs the Director of Field Education, the Associate Field Director or the Assistant Field Director of new staff who would like to become Field Instructors or Task Supervisors.

2. The Field Education office sends each individual a Field Instructor Information Sheet or

Task Supervisor Information Sheet. The potential Field Instructor or Task Supervisor completes the Field Instructor Information Sheet or Task Supervisor information Sheet and submits it with an up-to-date vita/resume.

3. Upon favorable review of the information, the Director of Field Education, the Associate Field Director and/or the Assistant Field Director communicates with the potential instructor, discussing the responsibilities and benefits of Field instruction, reviewing the *Field Education Manual* and the evaluation tools. Discussion will also include the work of the agency and the role of interns in the agency. Ideally this takes place through a face-to-face meeting between the two parties.

4. The Director of Field Education, the Associate Field Director and/or the Assistant Field Director submits the recommendation for approval of a Field Instructor or Task Supervisor to the Field Education Office Program Manager. The Program Manager will make available the vita and data submitted to all faculty for review. Following review, these members of the Field Education office will make a recommendation via email to the faculty for approval of the Field Instructor or Task Supervisor. A majority faculty vote is required to approve all Field faculty. In the event a Field Instructor or Task Supervisor needs approval before the faculty can approve the applicant, the Director of Field Education, the Associate Field Director, or the Assistant Field Director is empowered to give temporary approval.

5. The Field Instructor or Task Supervisor attends the next Field orientation and training meeting. Additional in-service and training materials may be made available to the new Field Instructor or Task Supervisor.

6. Approved Field Instructors and Task Supervisors will be re-considered each school year for availability for appointment.

Assignments of interns will be made to those Field Instructors who are approved for appointment. Additionally, Field Instructors available for appointment may be asked to assist with baccalaureate or graduate Capstone presentations, mentoring new Field Instructors, hosting a Field event and/or serving on the Field Education Advisory Council or other school committees.

## Support and Benefits for Field Instructors and Task Supervisors*

The agency-based Field Instructors are members of the Baylor Social Work Field faculty. Their contributions to the education of the program's social work students are substantial. Since they work in partnership with classroom faculty, it is important that they have the resources of the University available to them. Agency-based Task Supervisors are also a critical part of the educational team for students in Field placements without an on-site supervisor. The resources available to Field Instructors are available to Task Supervisors as well. All Field supervisors support the mission of Baylor University and guide their behavior and interactions with students according to the Baylor University faculty code of conduct.

All Field supervisors who provide the required information, including Field Instructors and Task Supervisors, are issued Baylor Auxiliary Personnel Identification Cards. These cards entitle Field Instructors and Task Supervisors to the following:

1. Identification as Baylor University Auxiliary Personnel, including a Bear ID.

2. Annual Field orientation and in-service workshops for all Field supervisors including Field Instructors and Task Supervisors related to social work and student/educational issues.

3. Half-price early registration discount on all Garland School of Social Work sponsored workshops. Continuing education hours are free (will not be included in registration fee for Field faculty).

4 Free continuing education hours at Garland School of Social Work events

5. Individual Field consultation from faculty assigned as liaisons to the agency.

6. Use of Field Education instructional materials, including books, journals, and video tapes.

7. University Libraries - Checkout and electronic library services.

8. Baylor Bookstore - 10% discount on all items including books for all ages, Baylor Bear apparel, gift items and more, except those items "on sale."

9. Athletic Tickets - Eligible for free admission to campus athletic events (excluding football and post-season games) when available.

10. Season Tickets - Eligible for discounted season tickets to campus athletic events. More athletic ticket information is available at: http://www.baylor.edu/hr/index.php?id=80233.

11. Each semester of supervision recognized for 5 CE hours to meet continuing education requirements for social work licensure by the State of Texas. (Continuing education hours are available to Task Supervisors in other disciplines as approved by their discipline.) The Diana R. Garland School of Social Work does not provide the actual CE hours, but will provide a certificate of recognition that the hours were earned.

12. Periodic informal discussion sessions to share ideas and support with other Field Instructors and Task Supervisors.

13. Access to audit graduate program elective courses as space is available.

**Denotes benefits available during the semesters when an intern is placed with the Field Instructor or Task Supervisor or the Field Instructor or Task Supervisor is otherwise actively providing service to the School.*

**Field Education Awards**

Each Spring, the school hosts a Field Education luncheon for student interns, field faculty, and the faculty and staff of the GSSW to celebrate the accomplishments in field education for that academic year. Awards are given for BSW intern of the year as well as MSW intern of the year for concentration year students in each of the concentrations. Agency

personnel are also recognized through the following awards:

*Field Instructor and Task Supervisor of the Year*

The School may recognize the contributions of Field supervisors through giving an award for the outstanding Field Instructor and outstanding Task Supervisor in a particular year.

Criteria considered include:

1. Excellence in supervision of student(s)
2. Years of service
3. Number of students supervised
4. Contribution to the programs and activities of the School
5. Support of the mission and objectives of the School
6. Excellence in practice

The Field supervisor's agency will be notified of the award so representatives may be present when the award is presented.

*Field Agency Administrator of the Year*

The School may recognize the contributions of Field agency administrators through the awarding of an award for the outstanding agency administrator in a particular year.

Criteria for this award include excellence in support for social work Field Education through:

1. Annual provision of Field placements
2. Release time for staff to supervise, instruct and mentor students
3. Flexible and creative planning to ensure student learning
4. Participation on School committees and/or boards
5. Participation in School of Social Work operations, events and activities.

*Other awards may be recognized in addition to these, as agreed upon by the faculty and Field Education office.*

For all award categories, nomination forms are provided via email to all students, faculty, and field faculty of the GSSW when the nomination period opens. Any student, faculty member, or agency representative may make nominations. The Field Education Advisory Council will consider nominations and make recommendations to the faculty in the spring

semester.

## Assignment of Students to Field Placements

### Relationship between the Degree Plan and Field Internship

Baccalaureate Field internship begins after the student has successfully completed the core Social Work courses of Introduction to Social Work, Human Behavior and the Social Environment I and II, and Practice I, II and III. During the senior internship year, BSW students have completed or are concurrently enrolled in Policy, Research and Statistics.

Graduate Foundation Field internship begins after the student has successfully completed the Introduction to the Profession course and has either successfully completed or is concurrently enrolled in the Professional Practice with Individuals and Families and the Professional Practice with Groups courses. Students will apply for a Field Internship the semester before they plan to enroll in these courses (if they have been accepted into the graduate program) but their entry into the Field internship (and 5491 course) is dependent upon the Introduction to the Profession course being successfully completed.

Field internship is the application of the knowledge and skills the student obtains in the core classroom courses. This includes two semesters of Field instruction taken concurrently with other courses. Internship I and II each require the student to complete at minimum, 16 hours per week for 15 weeks, for a minimum total of 240 hours per semester, resulting in 480 hours total. During the two semesters of Field internship, the baccalaureate student is not permitted to take more than 15 semester hours (including Field internship) without the consent of the Director of Field Education or Associate Field Director (Waco campus) or Assistant Field Director (Houston campus), in addition to the Associate Dean for Academic Affairs. MSW Foundation students should consult with their advisors before taking more course hours during Field semesters than those that are designated in the degree plan.

Because of the Baylor class schedule, most baccalaureate students are involved in their placements on Tuesdays and Thursdays and attend classes on Mondays, Wednesdays, and Fridays. Graduate foundation students will also have their social work classes scheduled in a manner that allows at least two full days to be used for the Field internship. Because Field internship agencies provide services to school aged children and working people, working hours vary from agency to agency. The intern is expected to work out a time schedule with the agency and Field Instructor and to communicate specific scheduling needs to the Associate Field Director (Waco campus) or Assistant Field Director (Houston campus) before placement. Internship hours must be completed in blocks of at least four hours at a time. Exceptions must be approved by the Director of Field Education, the Associate Field Director (Waco campus) or the Assistant Field Director (Houston campus).

All students are expected to complete internship hours across the course of the semester; students will not complete the internship more than one week prior to the official end of the internship and a Liaison or Field office representative must be available for consultation. Any students with exceptional need to begin internship early need to submit a written request for approval of the Director of Field Education. Such requests are not common and would require start and end dates being clearly reflected on a learning contract as well as a Field Liaison and Field

Education office representative being available for consultation.

## Field Orientation

Prior to beginning Field internship, all students must attend a Field internship orientation. This orientation includes presentation of Field policies, discussion of Field requirements and evaluation, grading procedures, a description of the Field faculty/Liaison system, and other information relevant to the BSW or MSW Foundation Field experience. Failure to attend this orientation will prohibit entry into Field internship and will therefore delay a student's course of study. For baccalaureate students, the date, time and place of the Field orientation is posted in the Garland School of Social Work, sent via email notices and is announced in the core courses. For graduate foundation students, the date, time and place of the Field orientation are communicated through the process of acceptance into the graduate program, with the orientation occurring around the time of the orientation into the MSW program. Waco campus students who miss the orientation must explain unavoidable reasons for missing the orientation and request of the Associate Field Director to arrange for how to make up for what was missed during the Field orientation. The Associate Field Director will determine if and how the student can proceed with making up for the missed orientation and moving forward with the Field internship. Houston campus students must communicate in this regard with the Assistant Director of Field Education and/or the Director of Field Education.

## The Application Process for Field Internship

*Baccalaureate*

Each baccalaureate student must first apply for admission to Field. The students are given access to Field application materials after attendance at the Field orientation. In addition to two copies of the completed application, resume and Disclosure Policy and Information Sharing Form, each student is required to submit a degree audit, Transcript Permission Form, Student Code of Conduct, Internship Readiness Form, and a Field Reference Form completed by a volunteer or employment supervisor. The Field Education office will also request reference forms from social work faculty who have taught the students applying for admission to Field. Deadlines for submission of applications for all Field application materials are final. Failure to submit materials by the posted deadline results in not being eligible for placement in that specific semester. Deadlines for Field applications are given in writing at the Field orientation.

*Graduate Foundation*

Each graduate foundation student must first apply for admission to Field. After declaring their intent to enroll in the standard MSW program during the admissions process, students are given all Field application materials in an email explaining the process and deadlines. In addition to both an electronic and hard copy of the completed application and the resume, each student is required to submit the Disclosure Policy and Information Sharing Form, Student Code of conduct, Internship Readiness Form and a Field Reference form from a volunteer or employment supervisor. Deadlines for submission of application materials are final. Failure to submit materials by the posted deadline results in not being eligible for placement in that specific semester. Deadlines for Field applications are given in writing as part of the Field application materials sent to the student.

*Baccalaureate & Graduate Foundation*

Field applications for all Generalist Practice students at the Waco campus are reviewed by the Associate Director of Field Education. Field applications for Houston campus students are reviewed by the Assistant Director of Field Education and/or the Director of Field Education. Both field directors will consult with the Associate Dean who will certify that the student meets the requirements for Field Education. Students are notified in writing of additional needed materials for their application to be further considered (e.g. interview, recommendation letter, etc.). Once the required items are received, the Associate Dean, the Associate Field Director/Assistant Field Director and the Director of Field Education will reconsider the applicant's readiness status.

Students will be notified once all the Field application materials have been received. Graduate foundation students for the Waco campus will be contacted to set up a time to meet with the Associate Field Director to discuss admission into Field as well as potential placements. Graduate foundation students for the Houston campus will be contacted to set up a time to meet with the Assistant Field Director. The Associate Field Director may also ask to meet with baccalaureate students if further clarification or discussion is needed to make a determination about an appropriate placement or fit for the field education experience. Once a decision has been made, the Associate Field Director/Assistant Field Director and/or Director of Field Education will provide the student with contact information for the agency representative who will interview the student regarding the internship position. Agencies have the right to not accept a student if the student is not considered an appropriate fit for the agency at that time. Students should be aware that some agencies require screening and/or a criminal background check. Baylor University does not provide, certify, or pay for screening and/or criminal background checks. (See section titled “Responsibilities of the Student Intern”). The student will contact the agency and complete any required screening, background checks or orientations that are required by the agency before the student can begin his or her internship. Once the Field Education office receives notice from the agency that the student’s placement has been approved and confirmed, the student will receive a letter indicating his or her Field agency assignment, supervisor, and contact information. Students are to contact the Field agency and Field Instructor after receiving the letter and assignment documents to receive information regarding orientation, name badges, instructions, and directions. Students will arrange for the completion of the Beginning Expectations form at this point, which will be provided with the letter indicating the student’s assignment. Field begins the first week of school in the subsequent semester. Completing orientation to the agency prior to the beginning of the semester is an asset in several placement sites. For example, the Child Protective Services orientation and computer training is essential to being able to perform necessary tasks in the agency and hospital placements are facilitated by completed required JCAHO orientation before the beginning of the internship semester. Hours spent in the orientation process before the internship begins do not count toward the required 240 hours per semester. However, a specific request can be made due to the extensive nature of a particular agency’s requirements (See “Responsibilities of the Student Intern”). Such requests must be submitted in writing to the Field Education office. No more than 24 hours would be approved to count toward the following semester’s required internship hours.

Students who are denied admission into field are informed in writing of the concerns held by those involved in the admission process.

## Field Requirements and Considerations for Admission

**BSW**

1. Written application materials (see instructions re: hard copies & electronic copies)

2. Completion of the core social work courses listed previously in this *Manual*.

3. Admission to and good standing in the baccalaureate program verified by the Associate Dean for Academic Affairs.

4. Overall GPA minimum of 2.7

5. Recommendations from the Practice instructors, volunteer/employment supervisor, and other SSW faculty.

6. Minimum of a "B" in Practice I (3371), Practice II (4372) and Practice III (4373).

7. Completion of Field orientation and required paperwork.

8. Certification of readiness by the Associate Dean for Academic Affairs and the Director of Field Education and/or the Associate Field Director/Assistant Field Director.

### MSW Foundation

1. Completion of the Introduction to the Profession course and completion of or concurrent enrollment in the two Practice social work courses listed previously in this *Manual*. If students have already completed the Practice courses, a minimum of a "B" is required to enter Field.

2. Admission to the graduate program verified by the Associate Dean for Academic Affairs.

3. Minimum of a "C" in the Introduction to the Profession course (5221)

4. Completion of Field orientation and required paperwork.

*Note: In order to move into the second semester of Field, students must make a minimum of a "B" in Field I and a minimum of a "B" in the two Practice courses that occur in the first semester.*

### Agency Placement Considerations

Considerations by the Director of Field Education, the Associate Field Director and the Assistant Field Director in placing students are:

1. Available placements and supervisors who have a formal contract with the University and School of Social Work to provide social work internships.

2. Field placement setting. The final determination for Waco students is the responsibility of the Associate Field Director, giving consideration to the student's interests,

strengths, and educational needs in relation to available opportunities. The final determination for Houston campus students is the responsibility of the Director of Field Education in conjunction with the Assistant Field Director. The Associate Field Director and the Assistant Field Director will consult the Director of Field Education regarding field placement determination as needed.

3. Feedback from student's Practice instructors and other faculty who are familiar with the student's work in social work courses.

4. Feedback from other references as listed above.

*Students will be asked to interview in an agency setting prior to placement unless an exception has been noted by the Field Directors. The agency then makes a determination about accepting the student for placement.*

**Additional Factors**

Additional factors that may be considered in the placement of students include the following:

1. The student's areas of interest.

2. Available transportation and distance of agency from school/home. (Students hold all responsibility for transportation to and from the agency. The Field Education office will attempt to arrange for placements more easily accessible via public transit if needed).

3. Special physical or other challenges of student and/or placement. (Students will not be placed with a primary client population when the student has identified with that client population as a current area for personal counseling or therapy.)

4. Particular practice learning needs of the student as determined by the Practice and/or other faculty.

5. Specific hours required by the agency as related to student availability.

6. Students will have the opportunity to request a faith-based organization or congregation as a context for practice in their internship placement. For graduate students in the standard program, they may be placed in a congregational setting for either the foundation OR the advanced internship.

7. See Funded Internships for information regarding internship in work settings.

8. Students will NOT be able to serve as interns in an agency with their seminar faculty as Field Instructor or in the line of authority with the Field Instructor. This is to avoid dual relationships centered on grade authority.

The Field Education office will make reasonable attempts to place a student in a Field placement, to include arranging for an interview with a representative from an agency. If the interview with the agency does not result in confirmation of a student's placement, the student will be given up to two more chances to interview at an alternative placement.

If there is not an agreed upon site for placement, a discussion will be arranged between the student, the Assistant Field Director, the Associate Field Director and /or the Director of Field Education to determine next steps, which could include deferring the internship experience to the next available semester.

Placement decisions will be final when the paperwork is mailed to the student and to the agency.

### Second Semester Field (Internship II)

For both the BSW and the MSW Foundation Field experience, the second semester will be in the same setting as the first with a focus on depth of experience and new learning experiences in the agency. In highly unusual circumstances, there may be times when the student or faculty member indicates a need for a different second internship placement. In these circumstances, second semester placements are individually tailored to bridge the student's past experiences and his/her immediate and long-term professional needs. The philosophy undergirding the placement process in this semester is to develop an experience that will build upon and enhance existing strengths and to prepare students for future social work practice. The Associate Field Director (Waco campus) and The Assistant Field Director and Director of Field Education (Houston campus) retain responsibility for all placement decisions**.**

## Policies/Procedures for Challenges or Changes in the Placement

A careful selection of social service agencies, instructors, and student matches for the Field internship is made by the Garland School of Social Work. It is the position of the Field Education office that there is potential for significant learning when students, supervisors, and agencies work through difficulties related to a placement. The Field Education office will help the students, supervisors, and Liaisons work through difficulties to facilitate the development of professional growth and problem-solving skills and to capture the learning available in the setting. Please see the following policies related to the various areas of challenge or need that may arise:

- Request to Change a Placement (p.28)
    - See this section for a request to change from one agency to another
- Unsatisfactory Progress in the Placement (p. 30)
    - See this section related to a student who is not progressing as expected in the agency placement
- Disruption within the Placement (p. 32)
    - See this section related to unexpected changes related to student or supervisor(s)
- Removal of a Student from the Field Internship (p. 32)
    - See this section related to significant concerns regarding student behavior that may result in the student's need to be readmitted to Field at a later date

### Request to Change a Placement

As noted above, the Field Education office works to ensure that students are able to work through challenges and complete both semesters of the internship experience within one Field

placement. Rarely, however, a change of Field placement is necessary, and may be considered if one or more of apply that are outlined below. *Please note, for Houston campus students, the Assistant Field Director and/or the Director of Field Education will be the contact in these procedures instead of the Associate Field Director, unless otherwise decided on a case-by-case basis*.

*Initiated by the student:*

1. Change in personal circumstances (finances, transportation, health) (Not personal preference.)

2. Change in personal circumstances for the Field Instructor that are affecting the supervisory relationship

3. Unethical behavior by the agency or supervisor

*Initiated by the Field Instructor or faculty Field Liaison:*

1. Irreconcilable differences between student and Field Instructor (unrelated to the assessment of student's progress and/or competence)

2. Student's unwillingness to perform the job requirements of the agency

3. Unacceptable behavior by the student *(See policy for Removal of a Student from Internship)*

4. Student becoming a client of the agency

*Procedure for Change requested by Student:*

1. The student must first discuss the desire for change of Field placement and/or Field Instructor with the Associate Field Director. The student will be asked to explain the areas of concern and the problem-solving strategies that have already been utilized between the Field Liaison, Field Instructor, and/or Field placement agency. The Associate Field Director may ask for written documentation from the student in this regard. Efforts will be directed toward working through problems in the placement. The Associate Field Director will direct the student as to the next conversations that need to take place in order to attempt to resolve any issues.

2. If the issues are not resolved, the student must discuss the concerns with the faculty Field Liaison. The Liaison must review the concerns with both student and Field Instructor (and Task Supervisor, if applicable) before making a formal recommendation to the Associate Field Director.

3. After consultation with the faculty Field Liaison, the Associate Field Director may meet with the student and/or the Field Instructor (and Task Supervisor, if applicable) together with the Liaison and will make a decision regarding the requested change.*

*Procedure for Change requested by Field Instructor or Faculty Field Liaison:*

1. If the Field Instructor initiates the request, the matter must be discussed with the student and then with the Field Liaison, who will immediately inform the Associate Field Director.

2. The Associate Field Director will follow up with the student, Field Instructor, and Field Liaison. When possible, a conference with all parties together will take place. The Director of Field Education and the Associate Field Director will evaluate the information shared and arrive at a decision regarding the desired change. Efforts will be directed toward working through problems in the placement. Whenever possible, efforts will be made for transitions that best meet the needs of the clients, the agency and the intern. See the Memorandum of Agreement for the specific contractual agreement.

3. The Director of Field Education or Associate Field Director will notify all parties of the decision regarding a placement change* and establish a plan with the appropriate parties to implement the decision.

4. The Associate Dean will be made aware of the student's or Field Instructor's request and the disposition.

*Important: Any changes in placement will require that another placement opportunity exists that is an appropriate fit for the student. If there is no such opportunity, requests for changes of placement may result in delaying the internship experience for the student by one year. In communication with the Associate Field Director, the Director of Field Education makes all final decisions related to placements for BSW and MSW Foundation students.

If the situation is not resolved to the satisfaction of the student, the Grievance Procedures of the program are to be followed. These are outlined in the *School of Social Work Catalog*.

## Unsatisfactory Progress in the Placement

When a student is not making satisfactory progress or doing satisfactory work in the agency, the following steps will be followed:

a. The Field Instructor and/or Task Supervisor should notify the faculty Field Liaison as soon as possible regarding the concern. ( Unsatisfactory work includes performance problems like repeated tardiness or absence and late assignments as well as inadequate demonstration of professional knowledge, skills, or values or serious problems with colleagues or supervisors.)
b. The Field Liaison will schedule a conference with the Field Instructor (and Task Supervisor, if applicable) to discuss the problem.
c. The student, Field Liaison and the Field Instructor and Task Supervisor if applicable discuss the problem(s).
d. The student will receive written notification from the Field Instructor and/or Field Liaison regarding the specific concerns and the specific changes necessary. This should include a time frame for demonstrative observable progress. This written notification will serve as an addendum to the learning contract.
e. This information will be communicated to the Associate Field Director (Waco campus) or Director of Field Education (Houston campus).

If the student does not meet the requirements of the addendum to the learning contract and those in the written notification, the student will receive a failing grade for the internship course. At the time the student is determined to not have met the communicated requirements of the addendum and thus will fail the internship course, the student will not return to the internship site except for reasons directed by the agency for proper termination.

Note: Failure to earn the necessary grade of "B" to move forward from the current internship course, for any reason, results in students reapplying to the field education component of the degree program. If readmitted to field, the Directors of Field Education will decide if the student is placed back at the original site or at an alternate site.

In rare circumstances, if the student may meet the objectives with additional time and work, an "Incomplete" may be given at the discretion of the seminar faculty/Field Liaison and the Field Education office with contracted, specific requirements for successful completion of the placement. This will be dependent on the willingness of the agency, the Field Instructor's ability to give the extra time required, and the student's commitment to and investment in the continued learning requirements.

## Educational Policies

### Learning Contract and Evaluation Form

The learning contract is a working document designed to give direction and structure to the internship experience. It is the joint responsibility of the student and Field Instructor to negotiate this contract within the initial weeks of placement. The student is responsible for submitting a copy of the learning contract to the faculty Field Liaison. The faculty Field Liaison utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience. A separate contract is written to cover each semester of Field internship.

Both the learning contract and the evaluation form will be given to each student in the integrative Field seminar at the beginning of each semester via the seminar's Canvas site. The learning contract and the evaluation form for BSW students consist of the core generalist practice competencies operationalized with practice behaviors as well as the roles, responsibilities and tasks the student will be engaged in as an intern. The learning contract and the evaluation form for MSW foundation students consist of the core generalist practice competencies with advanced expectations regarding how they will be operationalized with practice behaviors and the roles, responsibilities and tasks the student will be engaged in as an intern. The learning contract provides the student with the opportunity to identify strengths and limitations and then develop a plan for specific roles and responsibilities to address areas of limitation and growth and provide opportunity to develop competency in each of the core areas. The evaluation form then requires that the student identify evidence supporting the ways each competency has been accomplished through practice behaviors and allows for the Field Instructor to rate and give feedback regarding the student's level of competence. The learning contract may be updated at the mid-term evaluation and as often during the semester as is necessary. Any updates should be submitted to the faculty Field Liaison.

## Evaluation Procedures

Evaluation of the student's performance in the Field agency by the Field Instructor is to be an ongoing process through which the student receives continued assessment of his/her performance. Evaluation must assess not only where the student is in relation to defined goals, competencies and practice behaviors, but must help her/him identify factors that facilitated and/or interfered with his/her performance. Feedback is given orally, in writing on assignments, and in writing on the learning contract and the Evaluation Form provided by the Field Education office. Evaluation includes the following components:

1. Participation by the student in all steps of the evaluation process is essential if the evaluation is to achieve its purpose.

2. It is the student's responsibility to document evidence of developing competence throughout the semester. The student should be prepared to present this evidence to the Field Instructor (and Task Supervisor, if applicable) at least at mid-term and final evaluation periods, but as often as requested by the Field Instructor, Task Supervisor, or faculty Field Liaison.

3. Responsibility for the Mid-Term and Final Evaluation scoring is placed with the Field Instructor and is done in consultation with the Task Supervisor as applicable. However, the student has a right to express difference and have this difference recorded. The student will read the written evaluation and will sign it to indicate that he/she has read it, prior to transmittal of the evaluation to the faculty Field Liaison. Space is provided on the evaluation form for students to write their comments. Students are encouraged to write their response to the evaluation even if they fully agree with the instructor's comments.

4. Evaluation should determine and clarify not only the student's current performance, but progress that needs to be made within a specified period in the future. The evaluation at mid-term should not only address the current grade assessment of the student, but also the specific tasks and behaviors to be demonstrated by the end of the semester for improved grading, and more importantly, improved practice. It is imperative that the Field Instructor notify the faculty Field Liaison immediately if there is an indication that the student's performance is less than satisfactory at mid-term.

5. There should be no surprise in the Final Evaluation, since progress should be evaluated on an on-going basis. If the student's performance at mid-term (or at any point in the semester) is assessed by the Field Instructor as less than satisfactory, the faculty Field Liaison shall inform the Associate Field Director (Waco campus students) or the Director of Field Education (Houston campus students), according to the process identified earlier in this manual. See "Unsatisfactory Progress in Placement" section.

6. The Field Instructor (and Task Supervisor, if applicable) as well as the student must sign the evaluation form prior to submitting it to the faculty Field Liaison, and there is also space provided for the faculty Field Liaison to write comments.

## Disruption with the Placement

When disruption or difficulties occur, the Field Liaison will work with the student and the Field Instructor to resolve it. Difficulties that may occur in a placement include:

1. Student personal issues: The Field Liaison may recommend counseling and/or modification of the learning contract to accommodate learning.
2. Student performance: Please see the section "Unsatisfactory Progress in the Placement".
3. Field Instructor or Task Supervisor leaving the agency or needing to rescind agreement to supervise: The Liaison will work with the agency to identify an appropriate replacement supervisor to recommend to the appropriate Field Director and facilitate the transfer of evaluation information.

The Field Liaison should be informed immediately of any changes in supervision for students. The Field Liaison will then inform the appropriate Field Director so that adjustments can be made as smoothly and quickly as possible.

## Removal of a Student from Field Internship

It is the expectation of the Field Education Office that concerns related to a student's progress or professional behavior would be addressed according to the process described above in the section titled "Unsatisfactory Progress in the Placement". However, as written in the standard Memorandum of Agreement, placement sites reserve the right to request removal of a student from the agency at any time. This would apply when an agency has significant concerns regarding a student that would not result in a change of placement or plan of action for required improvement, but rather a discussion regarding a potential immediate withdrawal or failure of the internship course for the semester in question.

Examples of circumstances leading to removal of a student from Field placement include:

1. Failure to abide by the NASW Code of Ethics and/or Texas State Board of Social Worker Examiners Code of Conduct
2. Failure to abide by agency policies and/or GSSW field internship policies
3. An attempt to harm oneself or someone else.
4. Excessive tardiness or absence from the agency, especially without notification.
5. Inappropriate or unprofessional behavior in connection with the Field placement.
6. Inability, because of illness or other circumstance, to meet the necessary job requirements of the placement.

When there is an immediate removal requested, the following steps should be followed:

a. A written statement and, if appropriate, the Evaluation Form will be prepared by the Field Instructor in consultation with the faculty Field Liaison attesting to this action. These items will be placed in the student's file.

b. The Field Instructor, individual requesting the removal, Field Liaison, the appropriate Field Director will discuss the circumstances involved in the request.

c. The final decision regarding the result of the removal from the Field placement will be made by the Director of Field Education, in consultation with the Associate Dean for Academic

Affairs. The expected result from an immediate removal from a Field placement is failure of the internship course (grade of F).

The student may appeal the decision according to the program and University grievance policy. The possibility of return to Field will depend on the seriousness of the problem. The student may apply to return to Field. The Director of Field Education and Associate Dean will decide on the outcome of the appeal and conditions of return if approved.

## Administrative Policies

### Holidays

Students in both the BSW and MSW Foundation Field experience are entitled to observe all University holidays except Diadeloso. Baylor University holidays are published in the Schedule of Classes and the Field calendar that is given at the beginning of the internship. In the event that an agency holiday which is not an official Baylor University holiday falls on a scheduled internship day, the student must make up such hours as agreed upon by the student, Field Instructor and Task Supervisor (if applicable). If the University and the agency are closed, the student is not required to make up the hours. In the event that an official Baylor University holiday is not observed by the agency, the student can choose to either go in to the agency for internship or make up such hours as agreed upon by the student, Field Instructor and Task Supervisor (if applicable). Students and supervisors should discuss the Baylor University holiday schedule at the beginning of each semester to agree on these arrangements and document it in the learning contract. *Please note: Spring Break is not factored into the required 480 hours, and is therefore not subject to this policy. Students in Generalist Practice internships are entitled to observe Spring Break but will not be granted hours for it according to the holiday policy.*

### Inclement Weather

In the event of inclement weather that restricts travel, the student shall first follow the University ruling. If the University and the agency are closed, the student is excused from his/her placement, and is not required to make up the hours. If the University is closed, but the agency is open, the student is expected to report to the agency if s/he is able to travel there safely. In such a case the student may elect, with the permission of agency-based Field Instructor or Task Supervisor not to go to the agency, but the time missed must be made up. If the agency is closed, but the University is open, the student is also required to make up the missed time.

For placements out of the identified local area, the student shall follow the agency ruling. If the agency is closed, the student is excused from the placement and is not required to make up the hours.

In any case, local or distant, if the agency is open but the student is unable to safely go to the agency, the hours may be made up when travel can be accomplished safely. The student shall notify the agency and make arrangements for rescheduling client appointments and other work responsibilities.

Students must be in clear communication with a sense of urgency with the Task Supervisor, Field Instructor and Field Liaison regarding arrangements for his or her whereabouts during times of inclement weather on internship days.

## Dress Code

Students are expected to abide by the dress code of the agency. Students are responsible for dressing professionally remembering that they represent the professional staff of the agency and that they represent the Garland School of Social Work. Modest professional dress that is consistent with the policy of the agency and reflects professionalism is expected of all students in the Field.

## Sick Leave

In the case of illness or injury necessitating absence from the Field setting, students shall notify the Field Instructor (and Task Supervisor, if applicable) at the earliest possible time and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up within two weeks of the day(s) missed, and at the time agreed upon by the student, Field Instructor, and Task Supervisor (if applicable). Any arrangements that differ from this policy must be approved by and given in writing to the Field Instructor, Task Supervisor and Field Liaison. If the student misses more than two consecutive days, or more than three days collectively at any point during the semester, the Field Liaison shall be notified by the student and by the Field Instructor and be included in approval of the plan for making up the hours. Students shall follow the policies of the agency regarding working when ill.

## Travel

It is the student's responsibility to secure transportation to and from the Field setting. It is also the student's responsibility to provide his/her own liability insurance coverage for agency-related travel if no such coverage is provided by the agency. The Garland School of Social Work does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business. Agencies are encouraged but not required to reimburse interns for mileage for agency business. It is the strong recommendation of the School of Social Work that interns not transport clients in their own vehicles. Baylor University does not provide any coverage for transportation of clients. The Garland SSW recommends and requests that students do not transport clients as part of their internship duties. Interns who transport clients do so under their own automobile insurance and at their own risk and liability.

Students may travel with agency representatives on agency business. Any Field internship trips out of the area must be reported to the Field Liaison prior to the trip and must be reflected on the learning contract. The student is responsible for communicating with the Field Liaison any travel plans as part of the Field internship out of the local service area. Students will not share overnight accommodations with Field Instructors, Task Supervisors, or anyone with supervisory responsibility or authority over the student.

## Professional Liability Insurance

The University provides limited professional liability insurance coverage for students involved in professional Field internships in the U.S. This insurance includes coverage for professional activities required as part of the educational experience only. The Garland School of Social Work has been assured by duly appointed University administrators that this coverage is adequate and will cover both compensated and uncompensated placements. However, the faculty strongly recommends each student also purchase his/her own professional liability insurance through NASW or a comparable professional group or private insurance firm.

Students should also ask the agency about availability of professional liability or malpractice insurance coverage provided by the agency. The limited professional liability insurance coverage provided by Baylor does not cover internship activities outside the United States.

## Personal Safety Guidelines

Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. A guide for discussion of safety in the agency is provided as part of the internship seminar. This guide is for discussion and not intended to be prescriptive for agencies, but rather inform important conversations between the student intern and agency personnel. Additionally, students should request in-service training and orientation in the agency regarding the particular safety information in that setting. The student should review the personnel policies and safety guidelines of the agency before any work with the agency begins. Students are expected to follow the recommended safety guidelines of the practice setting rigorously, and to use discernment when making home visits or delivering services in the community. Students should always let someone in the agency know where s/he will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request alternate assignment. They have the right and responsibility to appeal to the Field Liaison or the Field Directors if they have concerns about the response to their request. Finally, students are expected to follow the infection control guidelines of the agency to protect from contagious diseases. A guideline for Social Worker Safety written and provided by permission of Dr. Isaac Gusukuma is provided in the Field seminar courses to assist students with personal safety protection.

Please note that the Baylor faculty, staff, and social work field personnel are in compliance with Baylor's Title IX policies and procedures for reporting sexual harassment, sexual violence, stalking and domestic/dating relationship violence. For more information go to www.baylor.edu/titleIX or contact the Director of Field Education, Associate Field Director or Assistant Field Director.

In regard to personal safety, all students in internship placements will follow Baylor's "Off-Site Academic Programs within the United States Policy":

Academic programs may require academic credit through experience in clinical or other business locations that are not part of Baylor facilities. Such off-site programs may place a single student participant in an off-site location without the presence of Baylor faculty or support. Student participants in off-site programs are encouraged to plan carefully all aspects of the off-site experience to maximize the academic experience and minimize any potential safety or health problems. The following guidelines emphasize student responsibility for planning and for communicating during the program and in the event of any emergency.

1. Know how to obtain emergency health and law enforcement services off site.

2. Obtain, read and carefully consider materials related to the off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.

3. Consider your health and personal circumstances when applying for or accepting placement

in the off-site program.

4. Make available to the off-site program and Baylor accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy off-site program experience.

5. Assume responsibility for all the elements necessary for personal preparation for the off-site program.

6. Participate fully in any orientations by the off-site program and Baylor.

7. Obtain or maintain appropriate insurance coverage, particularly health insurance in the event of sickness or injury during the program.

8. Inform next of kin and others with a need to know about participation in the off-site program.

9. Provide next of kin with emergency contact information, and keep them informed on an ongoing basis.

10. Understand and comply with the off-site program's terms of participation, codes of conduct, and emergency procedures, as well as Baylor's terms of participation, codes of conduct, and emergency procedures. (Baylor's codes of conduct apply off site.)

11. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the off-site program and Baylor.

In case of an emergency or threat to your safety while on the Baylor University campus, inform Baylor Department of Public Safety (254) 710-2222. In case of an emergency or threat to your safety while in the Field, follow the safety procedures of your Field agency and promptly notify the Director of Field Education, the Associate Field Director, the Assistant Field Director or the Associate Dean for Academic Affairs.

## International Field Internship Experiences

International Field internship experiences are not currently offered for students in the BSW or MSW Foundation Field experience. Any international experience must include approval through Baylor University's Center for International Education. Students must follow all safety requirements established through that office. The approval process may take several weeks so students interested in an international experience for the Advanced Practice Field experience should be communicating with Director of Field Education and the Center for International Education at the beginning of the internship application process and before final decisions around internships are made.

Students participating in international travel as a part of their internship will follow all Baylor University and agency policies and procedures regarding travel abroad. Students who believe that international travel may be a potential opportunity within the context of their local internship placement should discuss the opportunity right away with the appropriate Field Director and must

have approval of the Field Education office and Center for International Education before any decisions around short-term international travel are made.

## Field Grievance Policy

The Diana R. Garland School of Social Work Grievance Policy is found in the *School of Social Work Catalog*. The University's grievance policy is in the *University Student Handbook*. It is the student's responsibility to be familiar with these policies and to initiate implementation when needed.

In instances where a student's rights have been allegedly denied or violated with respect to his/her Field experience, the student should formally discuss the issue with his/her Field Instructor and Task Supervisor. If the student feels that the meeting does not provide a satisfactory resolution, the student should request a meeting with his/her Field Instructor and faculty Field Liaison. If this meeting does not lead to a satisfactory resolution of the issue, the faculty Field Liaison will schedule a meeting with the Assistant Director of Field Education (for Houston campus), Associate Field Director (for Waco campus), Field Instructor, and the student. If resolution is not reached, the student may request in writing a meeting with the Associate Dean, Director of Field Education, faculty Field Liaison, and Field Instructor. If this meeting does not result in a satisfactory resolution for the student, he/she may request in writing to discuss the issue with the Dean of the Garland School of Social Work. The student also has the option of filing a grievance with the Academic Appeals Committee as prescribed in the *BU SSW catalog.*

## Confidentiality

The NASW Code of Ethics serves as our guide for confidentiality in all aspects of the Field experience. Students sign a release of information (Information Sharing Form) which makes provision for discussion of the student's learning needs and successes and information pertinent to the Field Education experience and client services among the social work faculty and the Field personnel. Students are also bound by the Code of Ethics pertaining to confidentiality in matters relating to clients both in contacts as part of the agency, and in contacts within the educational setting, including the integrative seminar. A breach in confidentiality can be grounds for termination and could even be grounds for reporting professional malpractice. Students are required to know and abide by the agency's policies regarding confidentiality, specifically with regard to documentation, clients' records, and informed consent to make referrals and release information.

Within the educational context, there will, of necessity be discussion regarding clients and the intern's practice. The intern is expected to protect the client's identity in those discussions and on process recordings by disguising names and situations, not revealing information that is not pertinent to the discussion, and following agency policy regarding documentation. Additionally, seminar participants are expected to protect client information discussed during the processing portion of the seminar.

## Sexual Harassment

The School of Social Work endorses the Baylor University policy prohibiting sexual harassment and expects that the Field environment will be free from sexual harassment. Interns are encouraged to examine policy within the agency regarding sexual harassment and should notify the faculty Field Liaison and the Assistant Field Director, Associate Field Director or Director of

Field Education immediately in the event there is any incident which appears to involve sexual harassment.

Please note that the Baylor faculty, staff, and social work field personnel are in compliance with Baylor's Title IX policies and procedures for reporting sexual harassment, sexual violence, stalking and domestic/dating relationship violence. For more information go to www.baylor.edu/titleIX or contact the Director of Field Education, Associate Field Director or Assistant Field Director.

### Media Interviews

From time to time, students, in their role as interns in their respective agencies, may be approached by the media to comment or give opinions on various issues, and/or agency programs, policies and practice. Students are to refer all such requests to their agency-based Task Supervisor/Field Instructor and/or the agency public relations staff. When the Field Instructor is not agency-based, students, also, will report the request to their Field Instructor and indicate how the student disposed of the request. Notice should also be given to the Field Liaison and Assistant/Associate Field Director or Director of Field Education. Student interns should not make any statements to media as a representation of Baylor or the GSSW without express permission from the Director of Field Education, in communication with the Dean of the Garland SSW.

**NASW Code of Ethics and Texas State Code of Ethics can be found at the following websites: www.socialworkers.org and http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm*

## Field Internship Seminars

Each semester of Field placement is accompanied by an integrative seminar. These seminars provide support to the internship learning process.

### Baccalaureate Internship I Seminar (4491)

This seminar is a required course for all Baccalaureate social work majors, taken in conjunction with their first semester of supervised Field instruction. Students must earn a minimum of a "B" in this course to move on to the Internship II seminar and Field experience.

An attempt is made, with University approval, for the number of students enrolled in each section of the seminar to remain at a maximum of 12-16 students. The seminar is typically held every week for two hours. The seminar provides an experience in group process through its focus on group processing time and can also include topical lectures, guided classroom discussion, and other means of educational support to the internship learning process.

1. Apply generalist social work knowledge and skills in practice using a strengths oriented, ecological systems perspective that demonstrates respect for human diversity and cultures. *(PG 1; G2, G6)*

2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research. *(PG 2; G1, G4, G7)*

3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history. *(PG 3; G1)*

4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems. *(PG 4; G6, G7, G8, G9)*

5. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally. *(PG 5; G3, G5)*

6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts. *(PG 6; G10)*

Numbers in parentheses above indicate program goals (PG) and EPAS Competencies (G for Generalist, A for Advanced) to which the course objectives are related.

The seminar is designed to assist students in demonstrating competence in these six objectives and to:

1. Provide classroom support for the Field experience.
2. Apply and develop social work knowledge and practice skills.
3. Promote the opportunity for continued professional and personal growth.
4. Expose students to a variety of practice areas and experiences through seminar discussions and agency presentations.

## Baccalaureate Internship II Seminar (4492)

This seminar is a required course for all Baccalaureate social work majors, taken in conjunction with their second semester of supervised Field instruction. Students must earn a minimum of a "B" in this course to successfully complete the Field Education component of the degree program.

The second semester seminar is designed to build on the first semester seminar and Field experiences. When possible, cohorts of students and seminar faculty/liaison are kept together from the previous semester (4491). This seminar is typically held every week for two hours each meeting time. Again, most meeting times are split between a topical lecture/class discussion, group processing time, and student presentations.

Students in the second semester of the BSW internship continue their professional growth through continuous consultation with the instructor, community social workers, and fellow students in a variety of practice areas. This growth includes an emphasis on the attitudes, values and ethics of social work practice as they relate to diverse groups of people as well as the ethical integration of faith and practice including exposure to practice in congregational contexts or religiously-affiliated organizations.

*Baccalaureate Internship II Seminar Objectives:*

The successful Field Internship II student will, at a professional level:

1. Apply generalist social work knowledge and skills in practice using a strengths oriented, ecological systems perspective that demonstrates respect for human diversity and cultures. *(PG 1; G2, G6)*

2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research. *(PG 2; G1, G4, G7)*

3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history. *(PG 3; G1)*

4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems. *(PG 4; G6, G7, G8, G9)*

5. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally. *(PG 5; G3, G5)*

6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts. *(PG 6; G10)*

Numbers in parentheses above indicate program goals (PG) and EPAS Competencies (G for Generalist, A for Advanced) to which the course objectives are related.

In addition to these goals, the Seminar experience will:

1. Provide classroom support for the Field experience.
2. Apply and develop social work knowledge and practice skills as student social workers; to become responsible for one's own professional growth and competence.
3. Continue to confront issues of social and economic injustice and develop strategies for dealing with ethical issues.
4. Support professional development in the social work field.

## Foundation Internship I (5491)

This seminar is a required course for all Graduate students in the standard program, taken as part of the first semester of Field internship. Students must earn a minimum of a "B" in this course to move on to the Internship II seminar and Field experience.

This seminar typically meets weekly for two hours each meeting time. This course is designed to provide an opportunity for student social workers to apply what they have been learning in the classroom to practice in the Field setting under the supervision of an experienced social worker. The seminar provides an experience in group process through its focus on group processing time

and can also include topical lectures, guided classroom discussion, and other means of educational support to the internship learning process. As students hear from their classmates in seminar they are able to broaden their understanding of the function of the social service agency within the larger system.

*Foundation Internship I Seminar Outcomes:*

This course is designed to contribute to the accomplishment of the graduate program's advanced expectations regarding core competencies and practice behaviors, so the successful student will at an entry level:

1. Apply generalist social work knowledge and skills in practice using a strengths oriented, ecological systems perspective that demonstrates respect for human diversity and cultures. *(PG 1; G2, G6)*

2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research. *(PG 2; G1, G4, G7)*

3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history. *(PG 3; G1)*

4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems. *(PG 4; G6, G7, G8, G9)*

5. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally. *(PG 5; G3, G5)*

6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts. *(PG 6; G10)*

Numbers in parentheses above indicate program goals (PG) and EPAS Competencies (G for Generalist, A for Advanced) to which the course objectives are related.

The seminar is designed to assist students in demonstrating competence in these six objectives and to:

1. Provide classroom support for the Field experience.
2. Apply and develop social work knowledge and practice skills.
3. Promote the opportunity for continued professional and personal growth.
4. Expose students to a variety of practice areas and experiences through seminar discussions and agency presentations.

## Foundation Internship II (5492)

This seminar is a required course for all standard program graduate students, taken in

conjunction with the second semester of Field internship. This course follows immediately after Foundation Internship I and consists of an enhancement of professional practice opportunities in the concurrent Field site.

The second semester seminar is designed to build on the first semester seminar and Field experiences. When possible, cohorts of students and seminar faculty/liaison are kept together from the previous semester (5491). Like 5491, this seminar is typically held every week for two hours each meeting time. Again, most meeting times are split between a topical lecture/class discussion, group processing time, and student presentations. Students must earn a minimum of a "B" in this course to move on to the Concentration Field experience.

Students in the second semester of the MSW Foundation internship continue their professional growth through continuous consultation with the instructor, community social workers, and fellow students in a variety of practice areas. This growth includes an emphasis on the attitudes, values and ethics of social work practice as they relate to diverse groups of people as well as the ethical integration of faith and practice including exposure to practice in congregational contexts or religiously-affiliated organizations.

*Foundation Internship II Seminar Objectives:*

This course is designed to contribute to the accomplishment of the graduate program's advanced expectations regarding generalist goals, so the successful student will (at an intermediate level):

1. Apply generalist social work knowledge and skills in practice using a strengths oriented, ecological systems perspective that demonstrates respect for human diversity and cultures. *(PG 1; G2, G6)*

2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research. *(PG 2; G1, G4, G7)*

3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history. *(PG 3; G1)*

4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems. *(PG 4; G6, G7, G8, G9)*

5. Understand the forms and mechanisms of privilege and oppression, and apply strategies of advocacy and social change that advance social and economic justice globally. *(PG 5; G3, G5)*

6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts. *(PG 6; G10)*

Numbers in parentheses above indicate program goals (PG) and EPAS Competencies (G for Generalist, A for Advanced) to which the course objectives are related.

In addition to these goals, the Seminar experience will:

1. Provide classroom support for the Field experience.
2. Apply and develop social work knowledge and practice skills as student social workers; to become responsible for one's own professional growth and competence.
3. Continue to confront issues of social and economic injustice and develop strategies for dealing with ethical issues.
4. Support professional development in the social work field.

## Field Education Advisory Council

The Field Education Advisory Council is composed of the Garland SSW's Directors of Field Education, social work faculty members, at least three Field Instructors, and student members. The committee is chaired by the Director of Field Education. Members of the Field Education Advisory Council sign an agreement to serve one year and to attend regularly. Three or more absences result in replacement on the committee. The Garland SSW's Associate Dean will serve as ex- officio members.

The Field Education Advisory Council serves an advisory function in these areas:

1. Field policies and procedures
2. Planning of special programs and services for Field Instructors and students
3. Recommendation to the GSSW Faculty of the Field Intern of the Year, Field Instructor of the Year, and other awards as approved, related to the Field Education experience

Discussions of the Field Education Advisory Council meetings will be reported on a monthly basis to the faculty at faculty meeting.