

Field Education Manual

MSW Advanced Practice 2017-2018

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

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Field Education - Advanced Practice

Goals and Objectives

Field Education is the “Signature Pedagogy” within the academic program. The mission and goals of Baylor University’s Garland School of Social Work (GSSW) are operationalized within Field Education. Field internship learning contracts and evaluation tools are centered around educational competencies with students, Field faculty and classroom faculty collaboration on the development of practice behaviors and tasks in the agency that address each competency. Mission and Objectives of Field Education are found in the *Catalog of the School of Social Work*.

Organization and Structure of the Field Internship

Administration of the Advanced Practice Field Internship

The Advanced Practice Field internship is delivered through the collaboration of several components: the Field Education Office, including the Director of Field Education & the Assistant Director of Field Education – Houston Extension; the Field Education Advisory Council; the Field Instructors and Task Supervisors; the Field Liaisons and seminar instructors; and the student interns.

The Director of Field Education has primary administrative responsibility for graduate Field Education in the concentration year for Waco campus students and represents the concentration or advanced practice Field Education component, upon request, on the School’s Administrative Committee, as well as with university and community constituents. With support of the Director of Field Education, the Assistant Director of Field Education – Houston Extension has primary responsibility for the placement sites and students particular to the Houston extension campus in both the foundation and concentration level of internship.

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

Field Education Advisory Council

The Field Education Advisory Council is composed of the Baylor 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. The Baylor SSW Associate Dean for Academic Affairs will serve as an ex-officio member.

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

1. Field policies and procedures.

2. Planning of special programs and services for Field Instructors, Task Supervisors and students.
3. Recommendation of Field Intern of the Year, Field Instructor of the Year, the Agency Administrator of the Year, and other awards as approved, related to the Field Education experience.
4. Counsel related to curriculum, when requested.

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

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 Deans 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 Deans.

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 Deans 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 Deans 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 Deans 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 Deans.
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 Deans 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 Deans.
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 program 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 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. Teach at least one integrative field seminar.
2. Assist the Field Instructor and intern in developing the learning contract, augmenting core competencies developed in the foundation-year with knowledge and professional behaviors specific to a concentration.
3. 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.
4. Serve as a resource person to intern and Field Instructor on classroom content, and integrating classroom and Field knowledge, practice, and skills.
5. Consult with the Director of Field Education and/or Assistant Director of Field Education in relation to initiating, continuing, or terminating the Field placement site.
6. Discuss with student and Field Instructor the student's level of performance toward meeting educational competencies and assisting with modifying the Learning Contract when needed.
7. Give guidance in the area of the intern's concentration and the intern's research and Capstone Seminar presentation.
8. 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.
9. Serve on the Field Curriculum Team, when possible.

10. Make the final decision on the grade in the Field portion of the internship course.
11. Secure and provide to the Field Education Office all Final Field Evaluations (prior to turning in grades).
12. Complete and provide to the Field Education Office liaison forms and mileage forms prior to the end of the semester.

The Field Liaison has grade authority and final responsibility for the student's grade for Advanced Internship III. The grade is based on the assessment of the student's competence in the Field and the student's performance in the integrative seminar. In the concurrent format, the field grade is 50% of the total course grade, and the seminar assignments make up the remaining 50%. In the block format, the Field grade for the spring semester is 70% of the total course grade. The remaining 30% is the grade from the integrative seminar and is determined by the seminar faculty/Field Liaison. In instances where the student's performance in the Field is deemed less than competent by the Field Instructor, the Field Liaison shall be informed and shall consult with the Field Instructor, and student regarding strategies to increase the student's competence and provide the student with optimal opportunity to achieve competence.

Field Liaison Procedure

The assignment of a full-time or part-time 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 he/she is responsible. The faculty for the integrative seminar will also be the Field Liaison for the students in the seminar.

Faculty for the advanced internship integrative seminars will have particular expertise in the concentration area and consequently will be able to guide the graduate intern's education experience in the concentration placement. The same Liaison will work with the student intern in the fall and the spring semester.

Each student is responsible for submitting to the Field Liaison the "completed" learning contract. "Completed" means that all competencies and related practice behaviors are addressed, and required signatures are presented. The Learning Contract is understood to be a fluid document with opportunity for modification throughout the internship. For the block format Advanced Internship III, Liaisons may *elect* to make a Liaison visit in the fall semester to finalize the initial learning contract. Otherwise, each semester of the internship will include regular contact with the Field Instructor and the intern and, in most cases, a minimum of one Liaison visit with the intern and Field Instructor will be made to ensure progress on the learning contract competencies and practice behaviors. 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.

The Field Liaison structures these visits in advance with the respective Field Instructor (and agency Task Supervisor) 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. Virtual meetings can be arranged when distance makes in-person meetings a challenge.

Any questions or concerns regarding the Liaison should be addressed to the Director of Field Education.

Field Liaison Visits

The faculty Field Liaison assists the Field Instructor in individualizing the student intern's learning plan and contract. Additionally, the Liaison may function as a "bridge" between the academic world of the student and the professional world of the placement. The Liaison will be prepared to answer questions regarding the curriculum plan, the mission and the theoretical underpinnings of the School of Social Work or provide to the intern and the Field Instructor information specific to concentration content and educational competencies. Liaison visits will, also, 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, practice behaviors and skills, and Field policies or procedures about which the Field Instructor and/or intern have questions.

Field Liaison visits are an opportunity for clear, honest, professional communication about the student's progress, opportunities for growth, and learning needs. In the Fall semester for concurrent placements, the Field Liaison will use the Mid-term Evaluation and Liaison Meeting document to guide and document the mid-term evaluation process.

The Liaison will maintain contact with the agency and Field Instructor. Liaisons for block placements may *elect* to make a Liaison visit in the fall semester to finalize the initial learning contract. In the spring semester, the Liaison will make, in most cases, a minimum of one Liaison visit with the intern and Field Instructor in the agency to ensure progress on the learning contract goals. In some instances, Liaison visits will be accomplished through telecommunications. Video-conferencing is preferred for meetings when distance makes in-person meetings a challenge.

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. 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, with specific attention to safety 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.
3. For the Field Instructor 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. 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.
6. Provide feedback to the social work program regarding the future use of the placement.

Educational:

7. Become familiar with the basic curriculum content of the social work program and, more particularly, the expected content of field expectations. Curricular materials are provided in the Field Instructor/Task Supervisor Orientation.
8. 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 the CSWE and the program competencies and practice behaviors, with responsibilities and tasks in the agency.
9. Make available to the student cases and learning experiences that will address the student's particular learning need and abilities.
10. Provide weekly supervision to the intern. Individualized supervision of 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, 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. We encourage use of the Field Log & Journal and/or supervisory agenda format provided to guide the supervisory sessions.
11. Review student's documentation, process recordings, and/or audio or video tapes of work and provide written and/or 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.
12. 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.

13. Review the student's Field Log & Journal and/or supervisory agenda 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.
14. 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 MSW volunteer or by an off-site community-based MSW (or BSW for baccalaureate students). Task supervisors are generally in the agency for a minimum of 3-6 months before supervising students in the agency.

The responsibilities of the agency-based task supervisor include:

1. In consultation with the field instructor/ field specialist, secure and document meaningful social work experiences for the intern(s) in placement. 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.
2. Assign clients, workload, and other tasks to the interns.
3. 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 daily tasks
4. Orient interns to the agency including purpose, policies and procedures in the agency, with specific attention to safety in the agency and expectations for student performance.
5. Review and verify the number of hours the intern participates in the field placement.
6. Monitor and document students' organizational performance at the agency, including dependability, attitude, work with clients, participation in meetings, and documentation.
7. Provide formal and informal feedback to the field instructor/specialist concerning student's performance and progress.

8. Meet with intern and field instructor/specialist a minimum of two times per semester concerning the student's progress. These meetings may be with the field liaison as well.
9. Contact field instructor/specialist in the event of any significant changes, difficulties, or concerns.
10. Participate in field orientation, continuing education and in-service opportunities provided by the field education program 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/specialist 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 the placement, identifying their own professional needs, as well as using the supervisory time to learn what they need to know, share ideas, and evaluate their 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, organizations including faith based 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 specific to the student's concentration. Whatever the placement situation, the student should always be thinking, "What is best practice for helping the client?" and "How can I improve my knowledge and skills?"

The Directors of Field Education, seminar faculty, Field Instructor, and the other students in Field internship seminar are available to support and assist students in taking responsibility for their own professional development. Additional Field intern responsibilities in Field Education include:

1. Attending the Field Orientation.
2. Reading, knowing, and following the policies outlined in Field information and policies in the *School of Social Work Catalog* and in the *Field Education Manual – MSW Advanced Practice*.
3. Completing the "Field Application/Registration", supplying all other required application materials, completing successfully any screening and/or criminal background checks

required by the agency and conveying to the Director of Field Education all information pertinent to the selection of a Field placement in the semester prior to Field internship.

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 the assigned agency (as designated in the Internship Seminar syllabus). The Field office will provide information regarding the official start date. Concentration advanced internship in the spring generally begins the week before the first day of class. Advanced internship requires a *minimum* of 550 hours in the Field placement (for block: 60-100 hours in fall semester; 450-490 hours in spring semester; for concurrent: 225-275 hours in fall semester, 275-325 hours in spring semester). Students wanting to begin placement or internship hours before the beginning of the course must have approval of the Director of Field Education, seminar faculty and Field Instructor. If approved, the learning contract must reflect the start date, practice behaviors and tasks required during the early start and for the semester. Approval of such situations for any reason other than required orientation is rare.

Students wanting to begin internship orientation and training (SWO 5190/5790 related to block internships) and Advanced Internship III (SWO 5494/5490) after the official start date must obtain approval from the Director of Field Education and their Seminar Faculty/Field Liaison prior to the fall semester for SWO 5190 and SWO 5494; and prior to the spring semester for SWO 5490 and SWO 5790. Failure to receive approval for a late start in SWO 5190, SWO 5494, SWO 5490 and SWO 5790 will affect the grade in the respective course.

6. Functioning as a professional and a graduate student, in the placement setting. Students are responsible for reading and abiding by the agency Personnel Manual and any related policies including safety & confidentiality 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 concentration placements 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.
8. Being prompt for work at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the Field Instructor if unable to report for Field work. Students are responsible for making arrangements for clients to be seen or rescheduled. Unavoidable absences can be made up within a reasonable limit. (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 their activities in Field work.
11. Sharing Field experiences and activities (appropriately disguised to protect confidentiality) 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 any required journals and process recordings.
14. Completing documentation required by the agency according to the agency's personnel policies and HIPAA standards. 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 and/or Director of Field Education 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 in each seminar.
17. Completing an evaluation (exit survey) of the social work program at the conclusion of the final Advanced Internship III. 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 timeframes 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 paperwork in addition to the seminar requirements, process recordings and other assignments required for the internship and 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. Adhere to HIPAA standards regarding documentation. 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 Directors of Field with oversight approval of the faculty. 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 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 responsibilities and tasks of a masters-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 and represent diversity within the client population. All interns are expected to have experience working with oppressed, disadvantaged, and marginalized populations. All interns will have opportunity to choose to work with faith-based organizations and/or congregations as a context of practice in one of their Field placements.
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 and as framed by the parameters of the intern's concentration.
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 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.
12. Agree to the execution of a written 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 Baylor University School of Social Work for the purpose of Field instruction usually involves:

1. The agency expressing its interest in affiliation through writing or by telephone contact with the Field Education office.
OR
One of the Field Directors (including the Director of Field Education, Associate Field Director, and/or Assistant Director of Field Education – Houston extension) contacts an appropriate agency representative, inquiring about their interest in becoming a Field internship site.
2. One of the Field Directors mentioned above meets with an appropriate agency representative to discuss Field internship requirements and to assess further the agency and designated Field Instructor'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 Field Education office 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

The following information is the Out-of-Area Field Placements Policy.

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. The Field Education office has developed a number of placements in Bell County including Temple and Killeen; and in other surrounding counties. Students in these areas will be expected to drive in to attend integrative Field seminars unless special approval is given by the Field Education office to use distance technology. If students are interested in out-of-area in area placements that are not on the approved list of Field placements, the student should ascertain that the site and supervisor meet the Garland SSW criteria and then talk with the Director of Field Education about developing that site.

To be considered for placements outside of Waco and McLennan County (or Houston area, for Houston campus students), students must meet the following criteria:

- * Proficient or Excellent practice skills as evidenced by a grade of A in practice

courses

- * Demonstrated dependability and reliability
- * Superior attendance record
- * Timeliness of assignments

Additionally, to be considered for an out-of-area Field placement, the student must:

1. Discuss with the Director of Field Education 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 or proposal 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 Garland SSW criteria and then talk with the Director of Field Education about developing that specific site. This must occur ***no later than April 1*** in the spring semester prior to the beginning of the internship (internships begin in August, at the start of the fall semester).
2. The student must be willing to maintain contact for additional supervision with the Field Liaison. There may be an additional student fee associated with the use of out-of-area Field placements, particularly related to the increased expenses incurred with Field Liaison visits that cannot be accomplished virtually through videoconferencing or other online platforms.

Funded Internships

Compensated or subsidized internships will be the exception rather than the rule. Most Advanced Practice Field internships do not come with any financial compensation. Subsidized internships will be treated like uncompensated internships in relation to Field requirements. Advanced Practice placement subsidies may initially be negotiated by the School of Social Work with follow-up by the student, in cases where the funding is through a grant in the School of Social Work, or an agency stipend.

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.

Any internships offering payment for the student need to be communicated with the Field Education office, so that we may ensure we are tracking such opportunities and following proper processes for the organization and the university. Students with special needs or interest in compensated internships should discuss these needs with the Director of Field Education. Like uncompensated internships, when more than one student is interested in a particular opportunity, the students will interview with the organization itself, and the organization/subsidizing entity

will have significant input in making the final decision about the placement. All elements of the decision-making process for uncompensated internships still apply.

Offers of employment for the student at the field placement agency during the time the student is still an intern must be discussed with the Director of Field Education in order to ensure that previous agreements and Council on Social Work Education (CSWE) standards are maintained. Failure to communicate about employment offers at the agency could lead to the internship no longer being approved.

Field Placement in the Employment Setting

In order to ensure an educationally directed Field experience, School policy requires that a student complete Field instruction in an agency or organization in which he or she is not employed. In special circumstances, the School may consider an exception to the policy contingent upon the agency or organization 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 policies.)

The 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 supported and 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 Baylor 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. Under no circumstances will a student do more than one Field placement at the place of employment.
9. The student, employer, Field Instructor and Director of Field Education must sign the Contract for Placement in Place of Employment.

Criteria for Selection of Field Personnel

Selection of Field Instructors

Each potential Field Instructor's Information Sheet and resume are reviewed by the Field Education office. A phone interview or on-site interview may be required by the Director of Field Education. Recommendations regarding Field Instructors are presented to and voted on by the faculty of the 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, the individual must meet the criteria below:

1. Possess the Masters of Social Work degree from an accredited school of social work. Two years of professional practice experience are required.
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 Baylor University's Garland School of Social Work.
5. Practice congruent with the values and ethics of the profession.
6. Be in good standing as a social worker in the state in which he/she practices.
7. NASW membership and involvement is strongly encouraged.

Selection of Task Supervisors

In the unusual event that a Field agency site does not have or contract with 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, as well as a degree and experience in a related profession. Task Supervisors should be willing to commit to the requirements listed earlier in this manual.

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. 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 Field Education office of new staff who would like to become Field Instructors or Task Supervisors.
2. The Field Education office sends each individual an email/letter and a Field Instructor Information Sheet or Task Supervisor Information Sheet. The potential Field Instructor or Task Supervisor completes the proper form and submits it with an up-to-date vita/resume.
3. Upon favorable review of the information, the Director of Field Education and/or the Associate Field Director interviews 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.
4. The Directors of Field Education submit the recommendation for approval of a Field Instructor or Task Supervisor to the Field Education Office Program Manager. The Program Manager summarizes data on each Field Instructor and Task Supervisor candidate and, on behalf of the Field Directors, forwards that information to the faculty for approval. The Program Manager makes the registration documents for each candidate available to all faculty for review. Following review, the Directors of Field Education (through the Field Program Manager) 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 Directors of Field Education are 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 are made available to the new Field Instructor or Task Supervisor.
6. 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. Free continuing education hours at Garland School of Social Work events
4. Individual Field consultation from faculty assigned as Liaisons to the agency.
5. Use of Field Education instructional materials, including books, journals, and video tapes.
6. Use of Baylor University library facilities, including check out privileges and electronic library services.
7. Use of Baylor University recreational facilities. (Exception: The Student Life Center.)
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 discounted or free admission to campus Athletic events (excluding football and post-season games).
10. Season Tickets – Faculty and staff are eligible for a discounted or free admission 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 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 Instructor and Task Supervisor of the Year

The School may recognize the contributions of Field supervisors during the annual Field Educators Luncheon and through the awarding of an award for the outstanding Field Instructor and outstanding Task Supervisor in a particular year. Nomination forms are provided on the Field Blackboard site and through email. Nominations may be made by any student, faculty member, or agency representative. The Field Education Advisory Council will consider nominations and make recommendations to the faculty in the spring semester.

Criteria considered include:

1. Excellence in supervision of student(s)
2. Years of service
3. Numbers 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 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. Nomination forms are provided on the Field Blackboard site and through email. Nominations may be made by any student, faculty member, or agency representative. The Field Education Advisory Council will consider nominations and make recommendations to the faculty in the spring semester.

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.

Assignment of Students to Field Placements

Relationship between the Degree Plan and Field Internship

Field internship is the application of the knowledge and skills the student obtained in the classroom. Advanced practice internships are in the student's area of concentration and are a devoted educational work experience. Prerequisites for the advanced internship include all foundation year coursework including Foundation Internship I & II, the Garland School of Social Work's BSW internship year of Social Work Internship I & II, or successful completion of the Advanced Standing Seminar. Students in the concentration year must have already completed all required coursework or be concurrently enrolled in requisite courses in order to enroll in and begin the advanced internship.

The advanced internship is offered concurrently within the Clinical Practice concentration and the Community Practice concentration. Advanced internship, also, is offered in the traditional modified block format in the Clinical Practice concentration. Total required advanced internship hours (concurrent or block): 550.

Students enrolled in the modified block internship complete concentration theory and practice courses, Administration Practice (5323), Research Seminar (5182) and SWO 5190 - Introduction to Advanced Internship III (60-100 hours) in the fall, prior to enrolling in Advanced Internship III (5790) in the spring. Students in SWO 5790 Advanced Internship III are in internship 32-35 hours per week (450-490 hours across the spring semester) in the spring. Students, also, complete the Research Project (5383) in the spring semester.

Students registered in concurrent internships enroll in SWO 5494 Advanced Internship III – Part 1 in the fall concurrently with concentration theory and practice coursework; Administration (5323) and Research Seminar (5182). Total fall semester concurrent internship hours: 225-275 hours, with a schedule of 16-20 hours per week (minimum). In the spring, students in concurrent placements enroll in SWO 5490 Advanced Internship III – Part 2, and are in internship for a

minimum of 20-24 hours per week. Total spring semester concurrent hours: 275-325, and students must reach the yearly total of 550. Concurrent students, also, are concurrently enrolled in concentration practice coursework, Research Project (5383), and in Administration Practice (5323), if they did not enroll in second practice course or Administration Practice in the fall.

Both block and concurrent internship students must earn a minimum grade of “B” in all advanced practice and internship courses. Failure to earn a “B” or higher grade in fall practice or internship courses (5190 or 5494) prevents students from registering for the second semester of spring internship courses (5790 or 5490). A minimum grade of “B” is required to successfully complete the spring internship course (5790 or 5490).

Following successful completion of Advanced Internship III (5490 or 5790), and all concentration year courses including the research project, students return to campus for the MSW degree culminating course - the two-week Capstone Seminar (5398).

All students are expected to complete the required minimum internship hours during the semester they are enrolled in an internship course. Students will not complete internship more than one week prior to the official end of the internship. Students may, with approval of the seminar faculty, Field Instructor, and Director of Field Education, begin an internship early. Start and end dates must be reflected on the learning contract and a Liaison or Field office representative must be available for consultation during an early start of internship.

Field Instructors and Field Liaisons for the advanced internship have expertise in the area of concentration and are able to facilitate the student’s learning and research in the concentration.

Field Orientation

Completion of orientation to Field is required prior to entering Field.

Prior to beginning Field internship, all students must attend a 3-4 hour 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 relevant Field information. Failure to attend this orientation will prohibit entry into Field internship and will therefore delay a student's course of study. The date, time and place of the Field orientation are emailed to students via the student’s Baylor email account.

Standard 2-Year Program, Dual Degree MSW programs, /Baylor BSW-MSW 5-year program

For students admitted to the Standard Two-Year Program, the BSW/MSW 5-year program and students admitted to the seminary and business school Dual Degree Programs, orientation to Field internship takes place at the beginning of the spring semester one year prior to the Advanced Internship. The date of orientation will be emailed to all students from the Field Education office.

Advanced Standing Program

For students admitted to the Advanced Standing Program, orientation to Field internship takes place in July concurrent with the M.S.W Program Orientation for new students.

The Application Process for Field Internship

Concentration/Advanced Internship

Graduate students in good standing in the School of Social Work are considered eligible for Field internship when they have satisfactorily completed the prerequisite course work. Satisfactory completion includes a minimum grade of "B" in required practice course(s).

Advanced Standing students are given Field application materials via email once they have returned their letter of intent to come to Baylor's Garland School of Social Work. The email attaches all necessary documents and explains procedures for document submission as well as an additional online acknowledgment form to complete that covers our Disclosure Policy and Information Sharing as well as the Student Code of Conduct. Deadlines for submission of all Field materials, including registration forms and online forms are final. Failure to submit materials by the posted deadline date results in not being eligible for placement in that specific semester. Deadlines for Field applications are given in writing in the emailed instructions and orientations. Failure to meet deadlines or other requirements can result in not being confirmed in an internship until the following academic year.

Current Foundation students entering the Advanced Practice/Concentration year are asked to update their Field application materials. This includes a Field Registration Addendum, Internship Interest/Focus Sheet, updated resume and the additional online acknowledgment form.

Other documents may be added to the registration/application expectations, and will be communicated ahead of time to students. All students must be prepared to declare their chosen concentration when applying for the advanced internship. Any change to the concentration choice after submitting the application would require resubmitting field application documents and re-interviewing with the field director. Approving such a change would depend on whether there was still a seat available in the courses for the other concentration, and whether there was still time to secure a different internship that aligned with the concentration.

Field Requirements and Considerations for Admission to Advanced Practice/Concentration Internship

Advanced Practice/Concentration

1. a. Block internships (Clinical Practice concentration only):
Requires successful completion of concentration coursework, Administration Practice (5323), Research Seminar (5182), and Introduction to Advanced Internship III (5190) in the fall semester. In spring semester, students enroll in Advanced Internship III (5790), Research Project (5383) and the Capstone Seminar (5398).
- b. Concurrent Internships (Clinical & Community Practice concentration):
Requires concurrent enrollment in concentration courses, Advanced Internship III, Part 1 (5494), Administration Practice (5323), and Research Seminar (5182) in the fall semester. In the spring semester, students enroll in concentration coursework, Advanced Internship III, Part 2 (5490), Research Project (5383) and Administration Practice (5323), if not completed in the fall semester.

2. Completion of Field Orientation and required steps and paperwork.
3. A minimum grade of “B” in the concentration-specific practice course(s)
4. A minimum grade of “B” in Introduction to Advanced Internship III (5190), or Advanced Internship III, Part 1 (5494) in the fall
5. Continuing in good standing in the MSW program.

Agency Placement Considerations

Considerations by the Director of Field Education 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. Students' preferences for Field placement settings. (These will be given serious consideration in Field assignments; however, the final determination is the responsibility of the Director of Field Education, based on the student's interests, strengths, and educational needs, paired with agency availability and appropriate fit as noted above.)
3. Feedback from student's Practice instructors and other faculty who are familiar with the student's work in social work courses.
4. Previous placement. Students will not be placed in internships that repeat previous placements. Additionally, on-site Field instruction and supervision is expected.
5. After interviewing with and receiving approval from the Directors of Field Education, students will be directed to interview with particular Field placement sites. Students will schedule and complete interviews with Field Instructors or other agency personnel identified by the Field Directors. Field Instructors and students will communicate the results of these interviews to the Director of Field Education. The final placement determination will be made by the Director of Field Education and communicated in writing to the student and the Field Instructor. Students will contact those agencies in which they interviewed but were not placed to acknowledge appreciation for the interview and to let them know they have been confirmed in another agency.
6. Concentration students may request to be placed in a congregational setting if the foundation or BSW internship was in a traditional social work setting, as long as the congregation is able to meet all educational and policy requirements for affiliation as a field site.
7. See “*Funded Internships*” for information regarding financial compensation or internship in work settings.

The Director of Field Education will interview each student prior to Advanced Internship III placements and will provide the student with, when available, two agency sites for interviews.

Students will interview in-person at each agency to which they are referred. For distant placements, interviews using telecommunications will be acceptable. The interview process shall duplicate job interviewing and selection as much as possible. Students will approach this interview as a job interview and dress and conduct themselves professionally.

The final placement decision will be made by the Director of Field Education.

Additional Factors

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

1. The student's concentration and/or specialization and areas of interest
2. Available transportation and distance of agency from school/home
3. Special language requirements
4. 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 an area for personal counseling or therapy. Additionally, students with disabilities needing accommodation in the internship are to work with the Office of Access and Learning Accommodation (OALA) to determine appropriate accommodations.)
5. Particular practice learning needs of the student as determined and documented by the Practice faculty
6. Specific hours required by the agency as related to student availability
7. 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 minimize dual relationships.

Note: The Field Education office will make reasonable attempts to place a student in a Field placement, to include arranging for interviews with supervisors in two agencies. If a student is denied acceptance at both agencies, they will be given one more opportunity to interview at an additional placement.

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

Regarding new or not currently-affiliated agencies: Students wanting to be considered for organizations that are not currently affiliated with the Garland School of Social Work will need to be prepared with information regarding (1) MSW supervision availability, (2) roles at the organization that connect to the area of concentration, and (3) the appropriate contact person at

the organization (phone and email identified) that will have further conversation with the Director of Field Education about the potential opportunity.

Placement decisions will be final when the paperwork is mailed (via email or standard mail) to the student and to the agency.

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.31)
 - See this section for a request to change from one agency to another
- Unsatisfactory Progress in the Placement (p. 32)
 - See this section related to a student who is not progressing as expected in the agency placement
- Disruption within the Placement (p. 35)
 - See this section related to unexpected changes related to student or supervisor(s)
- Removal of a Student from the Field Internship (p. 35)
 - 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.

Please note, for Houston campus students, the Assistant Field Director and the Director of Field Education will work together on such procedures.

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.

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 appropriate 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 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 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 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 appropriate Field Director.
2. The 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 Assistant Field Director, for Houston students) 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 Assistant Field Director, if applicable) 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 appropriate 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. The Director of Field Education (in communication with the Assistant Field Director, for Houston students) makes all final decisions related to placements for MSW Concentration 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 Field Liaison as soon as possible regarding the concern. (Unsatisfactory work includes performance problems like repeated tardiness, absence, or 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 appropriate Director of Field Education.

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 Document

The Learning Contract and Evaluation Document is a single document that contains both the learning contract and evaluation components of the internship experience.

The Learning Contract portion is considered a working document designed to give direction and structure to the internship experience. The learning contract for Advanced Internship III, Part 1, (5494), Advanced Internship III, Part 2, (5490), and Advanced Internship III (5790) is initiated and developed in the fall semester. For students in block internships, the learning contract is developed in Introduction to Advanced Internship III (5190) in the fall, and modified, as needed, during internship in the spring. For students in concurrent internships, the learning contract in the spring can consist of ongoing tasks copied over from the fall's contract, with additional tasks to represent new learning experiences for the spring semester. The student may submit the learning contract electronically to the faculty Field Liaison. Electronic copies must reflect signatures of all parties or have all parties copied in the electronic submission. 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.

The Learning Contract and Evaluation document for Advanced Internship III in all concentrations is included on Canvas. The Learning Contract and Evaluation Document consists of the program’s educational competencies and practice behaviors. The Learning Contract provides the student with the opportunity to identify strengths and limitations and then develop a plan for specific tasks and behaviors to address areas of limitation and growth. The Learning Contract, with practice behaviors for each competency, is to be updated at least at the time of the mid-term evaluation, and as often during the semester as is necessary. The Evaluation Document is completed at the end of the fall semester, and at both mid-term and the end of the spring semester.

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 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 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 Fall Final Evaluation and the Spring 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. In the fall, the mid-term evaluation is documented by the Field Liaison and based on items addressed during the Field Liaison visit, such as professionalism, reliability, completion of orientation activities and readiness for advanced social work roles. In the spring, the mid-term evaluation is documented by the Field Instructor and based on evidence submitted by the student (described above). In both the fall and spring semesters, 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 Director of Field Education or the Assistant 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.

7. Evaluation of the Introduction to Advanced Internship (5190, block internship fall semester) will be based on satisfactory completion of the following tasks:
 - a) Orientation to the agency, to the clients and to the work
 - b) Any training required by the agency as part of the orientation/preparation process
 - c) Completion of the initial Learning Contract for the Advanced Internship III experience
 - d) Readiness for advanced social work roles

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 or other personal support, as well as modification of the learning contract to support the student's learning and developing competence.
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

Advanced Internship III students will negotiate days and hours with the Field agency, but will generally only observe agency holidays. 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 and Field Instructor.

Inclement Weather

In the event of inclement weather that restricts travel in the Waco and McLennan County area, the student shall first follow the University's procedures. 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 outside of Waco and McLennan County, the student shall follow the agency's procedures. If the agency is closed, the student is excused from the placement and is not required to make up the hours. 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.

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 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 and Field Instructor, and Task Supervisor (if applicable). 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. Baylor University's 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 Garland School of Social Work that interns not transport clients in their own vehicles. Baylor University does not provide any coverage for transportation of clients. Interns who transport clients do so under their own automobile insurance and at their own risk.

Students may travel, occasionally, 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 plans to travel as part of the Field internship out of the local service area. Students will not share overnight accommodations with Field Instructors or 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 United States. 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 students engaged in professional activities in 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. Please consult with the Field Education office regarding whether limited professional liability

insurance coverage provided by the University extends internship activities outside of the United States.

Personal Safety Guidelines

Student interns are provided information in class regarding 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 to the student through their seminar instructor/Canvas site. This guide is for discussion and not intended to be prescriptive for agencies. Additionally, students should request in-service training and orientation in the agency regarding the particular personal 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 additionally to use discernment when making home visits or delivering services in the community. Students should always let someone in the agency know where he/she 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 Director of Field Education 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 provided by permission of Dr. Isaac Gusukuma is provided in the Field seminars 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.

In regard to personal safety, all students, including those in in out-of-area placements (90 mile radius of the School), 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 and Baylor's Director of Field Education 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 campus, inform Baylor Department of Public Safety (254) 710-2222 and promptly notify the Associate Dean of Academic Affairs or Director of Field Education. 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 or the Associate Dean of Academic Affairs.

International Field Internships

The mission of Baylor University's Diana R. Garland School of Social Work is to prepare social workers in a Christian context for worldwide service and leadership. An international internship, *when possible*, is one among many educational opportunities in the School of Social Work preparing social work students for service in a vastly diverse global community.

Exploration of an international internship must be initiated with the Director of Field Education. International Field internship experiences must include approval through Baylor University's Center for Global Education office. The exploration and approval process may take several months so students should begin discussions with the Director of Field Education, as early as possible.

The international field internship component is offered in two ways:

1. BSW and MSW students may be placed in internships in US agencies that have an international focus (e.g. American Red Cross, Catholic Charities, Buckner International, and International Rescue Committee). BSW and MSW foundation-year students (Generalist Practice students) will explore this US-based international internship option with the Associate Field Director. This may or may not include short-term international travel
2. MSW concentration (advanced practice) students may inquire about US-based international internships and other international Field internships with the Director of Field Education. Students may apply for an internship in international locations where the Baylor University School of Social Work has Field internship affiliations and qualified social work supervision is available. The expectation is that, at least, two students will be assigned to the same international internship setting for placement to be confirmed.

Please note: To ensure excellence in the Field educational experience and efficient management of faculty and staff resources to support Field Education, international internships will be offered in a limited number of countries, and on a limited basis. Interest in international internships should be directed to the Director of Field Education, and students should be prepared to explore domestic internships since international internships cannot be guaranteed and are not available every year. Students may be asked to provide references (personal and professional) supporting their readiness and suitability for a semester-long stay abroad.

Typically, MSW concentration (advanced practice) students who are approved for an international internship will complete the fall semester in the United States and the spring semester in the assigned country, with the possibility of the final 2-3 weeks of internship completed in the US. The final 2-3 weeks in the U.S. would include internship activity that supports re-entry and re-adjustment, debriefing and closure (with Capstone to follow).

In the fall semester preceding the spring semester international experience, students will study the culture of the country in which they are placed in addition to completing other orientation and training assignments. Students are expected to be able to speak the language of the country before beginning their placement. Students in international placements are expected to meet all Garland SSW Field Education competency standards and perform them in ways that demonstrate respect and cultural competence for the specific culture(s) in the international location.

Please note: Students will be responsible for the full cost of the international internship experience (including travel insurance, round trip travel, lodging and meals, in-country transportation, any in-country instructional or supervisory cost), unless notified in writing that compensation or subsidization is available. Compensated or subsidized international internships are rare and should not be expected.

There is a \$1500 minimum international internship fee for internships outside the US, which may be paid for by the student, a grant, or sponsoring organization. The fee supports international

internship set-up and Field Education Office representative's (e.g. Field Director, Field Liaison, etc.) travel to the country where student will be/is in internship. The exact amount of the fee will be determined based on the cost for a Field Education Office representative to travel to the international internship site.

Questions about international internships may be directed to the Director of Field Education.

International Travel

Students participating in any international travel as a part of their internship will follow all Baylor University and agency policies and procedures regarding travel abroad, which includes approval from the Center for Global Education, as noted in the previous section. Any international travel as part of the internship experience must be approved by the Director of Field Education. Students who believe that international travel may be a potential opportunity within the context of their U.S.-based internship placement should discuss the opportunity right away with the Field Director and must have approval of the Field Education office and Center for Global Education before any decisions around short-term international travel are made. This approval process could easily take up to two months, if not longer, for official approval.

Field Grievance Policy

The Baylor University 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 at the internship agency, the student should formally discuss the issue with his/her Field Instructor and Task Supervisor (if applicable). 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 student should:

- (a) Follow the previously outlined Policies/Procedures for Challenges or Changes in the Placement (if applicable)

OR

- (b) Follow the appeal/grievance policy outlined in the *School of Social Work Catalog*.

Confidentiality

In addition to following privacy requirements of HIPAA, 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. In addition to following the guidelines of HIPAA and the NASW Code of Ethics, 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.

**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*

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 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 or Associate 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 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 Director of Field Education.

Field Internship Seminars

Each semester of Field placement is accompanied by an integrative seminar. These seminars meet for in both the fall and spring semesters, and provide support to the internship learning process. The hours students spend in the integrative seminar do not count toward the required number of 550 internship hours for the year.

The following pages describe the seminars for both the block and concurrent internship formats.

Advanced Internship III

The Advanced Internship is delivered in a modified block format (courses 5190 and 5790) or in a concurrent format (courses 5494 and 5490). For either format, students complete a minimum of 550 internship hours across two semesters. Each of the courses is described below.

SWO 5190 – Introduction to Advanced Internship III. Clinical practice concentration students in block placements will begin their advanced internships with the Introduction to Advanced Internship in the fall semester. During this semester, students are enrolled in an integrative seminar and complete 60-100 hours in the field. In the field, students will complete orientation and training in the agency, and in consultation with the seminar faculty, develop the learning contract for the advanced internship. In addition to orientation and training activities and hours, students may develop with the agency the research question and research proposal.

These seminar objectives are educationally directed and connected to the Field internship experience in the following semester. Students in the advanced Field internship will perform tasks and demonstrate practice behaviors that will accomplish program objectives and demonstrate level of competence. In seminar, students critically consider the process of integrating coursework to orientation and training experiences in the Field internship. Assignments in the integrative seminar (including the development of the learning contract) are based on the student's clinical practice concentration, consideration of any specialization the student is pursuing, the student's identified learning needs, and the learning opportunities available in the internship setting.

A grade of "B" is required to successfully complete SWO 5190.

SWO 5790 - Advanced Internship III

Students will apply their social work education to practice in the field under the supervision of an experienced social worker who has practiced in the student's area of concentration. Students in 5790 have completed health track course of the Clinical Practice concentration. Student practice is educationally directed to accomplish program objectives and competencies, and is enhanced by the seminar meetings. Seminar meetings are designed to enable students to compare their practice experiences with one another, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of their particular practicum setting. Internship assignments and integrative seminar assignments are made based on the student's area of concentration, consideration of any specialization the student is pursuing, and the student's identified learning needs. Total internship hours for 5790 are 450-490, to reach a total of 550 when combined with the hours earned in the fall semester's 5190 course.

A grade of "B" is required to successfully SWO 5790. The syllabus for 5790 explains how a B or higher is earned based on benchmarks for both the Field portion of the grade and the seminar-specific portion of the grade. If SWO 5790 results in a grade below "B" and, if on appeal, the student is permitted to be repeat SWO 5790, the student repeating SWO 5790 is required to repeat SWO 5190 –Introduction to the Advanced Internship (even if a passing grade was earned in SWO 5190, previously). SWO 5190 is designed to prepare students for the assigned internship setting and internship experience.

SWO 5494 – Advanced Internship III, Part 1 and
SWO 5490 – Advanced Internship III, Part 2

These courses are for students in concurrent field placements (in both the community practice and clinical practice concentrations) and consist of supervised advanced social work practice in the field and a weekly integrative seminar with a school faculty member. Seminar objectives for these courses are equivalent to Advanced Internship III (5790). Students will apply their social work education to practice in the field under the supervision of an experienced social worker who has practiced in the student's area of concentration). Student practice is educationally directed and is enhanced by the seminar meetings which are designed to enable students to compare their practice experiences with one another, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of their particular internship setting. Internship assignments and integrative seminar assignments are made based on the student's area of concentration, consideration of any specialization the student is pursuing, and the student's identified learning needs. Total internship hours for 5494 are a range of 225-275, and total hours for 5490 are 275-325, to total 550 for both semesters.

For students in concurrent internships, a grade of "B" is required to successfully complete SWO 5494 (fall) and SWO 5490 (spring). The syllabus for each course explains how a B or higher is earned based on benchmarks for both the Field portion of the grade and the seminar-specific portion of the grade.

Course Objectives & Competencies

The objective of the courses in the concentration internship is to engage students in educationally directed orientation and skill development activities that show their ability to meet the program goals for the MSW program. The objectives below align with the program goals. This is done through Learning Contracts and Evaluations that develop and then measure their competence across the CSWE and GSSW competencies and behaviors. The competencies and behaviors for each concentration are listed following the course objectives.

Course Objectives

Upon completion of the advanced internship courses, students should be able to, at an advanced 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. (PG1)
2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research. (PG2)
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. (PG3)
4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems. (PG4)
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. (PG5)

6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts. (PG6)

Additionally, students should be able to, within the area of concentration:

1. Discover, compare, apply and evaluate conceptual perspectives, models, and research that guide advanced practice. (PG7)
2. Demonstrate competence in advanced practice skills and the evaluation of advanced practice skills. (PG8)
3. Demonstrate competence in both working autonomously and working collaboratively. (PG9)
4. Know, evaluate, integrate and use literature in decision-making in advanced practice. (PG10)

Clinical Practice Concentration -- Competencies & Behaviors

S1	Demonstrate Ethical and Professional Behavior
S1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
S1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
S1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
S1.4	Use technology ethically and appropriately to facilitate practice outcomes;
S1.5	Use supervision and consultation to guide professional judgment and behavior.
SCL1.9	Make ethical decisions in complex clinical cases based on applicable law, regulations and standards
SCL1.10	Demonstrate leadership and professional behavior in all communication and work effectively with multi/interdisciplinary teams.
S2	Engage diversity and difference in practice
S2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
S2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences;
S2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
SCL2.5	Include client as cultural guide in practice with diverse populations
SCL2.6	Apply self-awareness and self-regulation of personal values to work effectively with diverse populations
S3	Advance Human Rights and Social, Economic, and Environmental Justice
S3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
S3.2	Engage in practices that advance social, economic, and environmental justice.

SCL3.4	Identify and address disproportionality, oppression and social injustice in client experiences
SCL3.5	Advocate for clinical practices and policies that advance social, economic, and environmental justice
S4	Engage In Practice-informed Research and Research-informed Practice
S4.1	Use practice experience and theory to inform scientific inquiry and research;
S4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
S4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
SCL4.6	Apply research evidence informed practice to client system problems/issues.
SCL4.7	Conduct research that contributes to social work knowledge
S5	Engage in Policy Practice
S5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
S5.2	Assess how social welfare and economic policies impact the delivery of and access to social services;
S5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
SCL5.6	Evaluate the access to and impact of systems on clients and communicate implications to stakeholders

(Community practice on next page)

Community Practice Concentration Competencies & Behaviors

S1	Demonstrate Ethical and Professional Behavior
S1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
S1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
S1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
S1.4	Use technology ethically and appropriately to facilitate practice outcomes;
S1.5	Use supervision and consultation to guide professional judgment and behavior.
SCO1.6	Synthesize multiple community practice models and frameworks to make professional judgments.
SCO1.7	Weigh the strengths and the limitations of various ethical frameworks for community practice.

SCO1.8	Engage diverse constituents in critical community and organizational analysis, problem-solving, and policy formation.
S2	Engage diversity and difference in practice
S2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
S2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences;
S2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
SCO2.4	Strive to ensure participation of diverse and marginalized community constituents in assessing, planning and implementing interventions.
S3	Advance Human Rights and Social, Economic, and Environmental Justice
S3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
S3.2	Engage in practices that advance social, economic, and environmental justice.
SCO3.3	Work to eliminate social and economic injustice within communities & organizations.
S4	Engage In Practice-informed Research and Research-informed Practice
S4.1	Use practice experience and theory to inform scientific inquiry and research;
S4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
S4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
SCO4.4	Utilize quantitative and qualitative research to understand the nature of communities and organizations and effective practices to improve well-being in these macro systems.
SCO4.5	Advance research that is participatory and inclusive of the constituencies of communities and organizations in which they practice.
S5	Engage in Policy Practice
S5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
S5.2	Assess how social welfare and economic policies impact the delivery of and access to social services;
S5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
SCO5.4	Engage with and support community leaders (e.g. educational, religious, financial, and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members.
SCO5.5	Engage with communities, their constituencies, & organizations that serve them to assess and analyze community/organization strengths, & needs.
S6	Engage with Individuals, Families, Groups, Organizations, and Communities
S6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
S6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

SCO6.3	Engage community and organizational constituencies in order to assess assets and opportunities and plan future actions.
SCO6.4	Discuss the practical implications of conceptualizing communities as geographical, social, and political units.
SCO6.5	Reflect on the intersections of gender identity, gender expression, sexual orientation , race, ethnicity, class, citizenship, and religion with community formation and community functioning.
S7	Assess Individuals, Families, Groups, Organizations, and Communities
S7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
S7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
S7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
S7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
SCO7.5	Assess with communities and organizations their assets and needs.
SCO7.6	Strengthen the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive communities.
SCO7.7	Explore the role of past policies and historical trajectories in creating disparities between/among communities and identify strategies to amend those policies.
S8	Intervene with Individuals, Families, Groups, Organizations, and Communities
S8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
S8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
S8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
S8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
S8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.
SCO8.6	Develop and implement with communities and organizations interventions through a variety of models (e.g. development, planning, and organizing), appropriate to the local, regional, national and international contexts and needs for change.
SCO8.7	Articulate the role of theories in informing practice models, which, in turn, inform particular interventions.
SCL8.10	Use consultation and supervision for effective practice
S9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
S9.1	Select and use appropriate methods for evaluation of outcomes;
S9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

S9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
S9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels,
SCO9.5	Evaluate with communities and organizations through a variety of methods programs and other interventions they have implemented or that were implemented by others and affect their quality of life.
S10	Apply an ethical integration of faith and social work practice
S10.1	Understand and work effectively with the religious, faith, and spirituality dimensions of persons and communities.
S10.2	Examine one's own religious, faith, and spiritual frameworks and know how these aspects self inform and conflict with one's social work practice.
10.3	Understand and work effectively within the context of the practice setting in regard to religion, faith, and spirituality.