

**Field Education Manual MSW
Specialized Practice**

(Advanced Year Internship)

2021-2022

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

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Specialized Practice (Advanced Year) Field Education

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*.

Diversity, Equity and Inclusion in Field Education

The Field Education Program in the Diana R. Garland School of Social Work is committed to producing ethical social work practitioners committed to anti-oppressive practices and the empowerment of all people. Students adhere to the NASW Code of Ethics and operate through a strengths-based lens to celebrate diversity related to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. Agencies and field instructors join the GSSW in supporting students’ ethical behavior including equitable treatment for students, clients and all persons.

All field placement sites are expected to interact with students without discrimination and to provide a safe, equitable and inclusive learning experience. As a social work program accredited by the Council on Social Work Education, the GSSW strives to place social work interns with agencies and field organizations that engage in non-discriminatory practices with their social work interns and support students in providing non-discriminatory practices to their clients. The GSSW Field Office engages Baylor’s Equity, Civil Rights and Title IX Office to support students and to strengthen placement sites. The GSSW Field Education Program is committed to learning and growing alongside students and agency partners through listening, education, training and support.

Organization and Structure of the Field Internship

Administration of the Advanced Year Field Internship

The Advanced year's Field internship is delivered through the collaboration of several components: the Field Education Office, including the Director of Field Education & the Associate and Assistant Directors of Field Education; 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 advanced year for Waco campus students and represents the advanced or specialized 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 Associate Director of Field Education for the online MSW program has primary responsibility for the placement sites and advanced practice students in the MSW online program, and the Assistant Director of Field Education for the Houston campus has primary responsibility for the placement sites and students particular to the Houston campus in both the generalist and specialized 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 and/or Associate Director of Field Education. The Garland 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, Task Supervisor 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 are made available on a monthly basis to the faculty.

Responsibilities of the Director of Field Education

The Director of Field Education carries responsibility for all aspects of the Field Education experience for the Baccalaureate and Graduate programs across all Garland School campuses. These responsibilities are carried out under the direction of the Dean of the Garland School of Social Work (GSSW) and Associate Dean for Academic Affairs, in coordination with the Associate and Assistant Directors of Field Education. The responsibilities of the Director of Field Education include ongoing administration and long-term development of the Field Education program, oversight of agency agreements and special contracts, overall processes and evaluation of the Field Education program, assuring compliance with EPAS for field policies and processes, and appeal process related to field internship courses. The Director of Field Education carries primary responsibility for the advanced field curriculum and placement of students in internship sites for the advanced MSW cohort at the Waco residential campus. The Director of Field Education is involved in the selection and support of field liaisons as well, with primary responsibility for this with the MSW advanced cohort in Waco and in conjunction with the Associate and Assistant Directors of Field Education for the other cohorts. The Director of Field Education supervises the Associate Directors of Field Education, the Assistant Director of Field Education who oversees the Houston Campus, and the Field Program Manager. Additionally, the Director of Field Education works with the Associate and Assistant Directors of Field Education to develop new field placement sites and supervisors, while supporting and training all sites and supervisors affiliated with the Garland School of Social Work.

Responsibilities of the Associate Director of Field Education

There are two Associate Directors of Field Education at the Garland School of Social Work. The Associate Director of Field Education assigned to the Waco campus carries primary responsibility for the management of the generalist field curriculum for all campuses and for placement of students in internship sites for the BSW and foundation MSW cohorts at the Waco residential campus. As part of these responsibilities, the Associate Field Director supports field liaisons at the generalist practice level in Waco and helps to seek out and train field faculty to supervise social work interns. In addition, the Associate Director of Field Education works to

develop new field placement sites, while also supporting agencies that are already affiliated with the Garland School of Social Work. See the Generalist Practice Field Education Manual for a more detailed description of those responsibilities.

The second Associate Field Director carries responsibility for the MSW students in the online MSW program. As part of these responsibilities, the Associate Field Director works with the Garland School of Social Work placement specialists to develop new Field placement sites that enhance the educational experiences available to MSW student interns in the Online Program and support agencies that are already affiliated with the Online Campus. Additionally, the Associate Field Director supports students in confirming their final agency and field instructor assignments. The Associate Field Director trains and supports online campus field faculty and provides support and direction to field faculty and online students as needed. See the Garland School of Social Work Online Field Education Manual for a more detailed description of those responsibilities.

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 students enrolled at the Houston campus. The Assistant Director of Field Education carries primary responsibility for placement of students in internship sites for the foundation MSW and advanced clinical MSW cohorts at the Houston residential campus. As part of these responsibilities, the Assistant Field Director supports Houston field liaisons at the generalist and specialized levels and helps to seek out and train field faculty to supervise social work interns. In addition, the Assistant Director of Field Education works to develop new field placement sites in the Houston area, while also supporting agencies that are already affiliated with the Garland School of Social Work.

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 an area of specialized practice.
3. Regular contact with the Field Instructor and/or intern. This may include telephone contact, email contact, and scheduled and as needed visits in the agency or by videoconferencing.
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, Associate 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 specialization and the intern's research and Capstone Seminar presentation (as applicable to the field placement).

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. Submit 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 the internship seminar. 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 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, Associate and Assistant Directors 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 experience in the area of specialized practice and consequently will be able to guide the graduate intern's educational experience in the specialized 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 behaviors are addressed, and required electronic signatures are presented. The Learning Contract is understood to be a fluid document with opportunity for modification throughout the internship. 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, if applicable) and determines the most effective way to work together. The agency is notified of the date and the anticipated length of the visit. Liaison visits take place in the agency unless there is a compelling reason to meet elsewhere. 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.

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. Whether supervision is onsite or offsite, group or individual, supervision time is counted as part of the internship hours. We encourage use of the Field Logs & Field Journals 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.

13. Review the student's Field Log & Field Journals 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, or the agency Field Instructor does not directly oversee the work of the student. 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. 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 one time 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 office as do Field Instructors.

Educational issues as well as administrative issues encountered in the supervision of students must be identified and referred to the Field Instructor/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 responsibility for 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 area of specialized practice (clinical or community). 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 Field information and policies outlined in the *School of Social Work Catalog* and in the *Field Education Manual – MSW Specialized Practice (Advanced Year)*.
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 "Request to Change a 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. 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 (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 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 5494; and prior to the spring semester for SWO 5490. Failure to receive approval for a late start in SWO 5494 and SWO 5490 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 Conduct and Standards of Practice. Failure to abide by the professional codes of ethics/conduct will be grounds for dismissal from Field placement, which would result in a failing grade, and may warrant further school disciplinary action. Interns in advanced/specialized practice 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.
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 logs, journals, and process recordings.
14. Abiding by the Academic Integrity and Honor Code of Baylor University.
15. 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.
16. Completing an evaluation of the Field experience at the conclusion of the internship.

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 or 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 area of specialized practice (clinical or community).
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 Diana R. Garland School of Social Work at Baylor University 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) 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

For the Waco campus, area placements shall be those within Waco, McLennan County and within a 75-mile radius (driving distance for seminar) of Baylor University. Most Waco campus students will be placed in Field placement sites within Waco, McLennan County, and its neighboring counties. The Field Education office has

developed a number of placements in Bell County including Temple, Belton, and Killeen; as well as in the Dallas/Fort Worth and Austin/Travis county areas. For the Houston campus, area placements shall be those within the city of Houston as well as within a 75-mile radius of the GSSW Houston campus. Most Houston campus students will be placed in Field placement sites within Houston and Harris County.

Students in these area placements will be expected to drive in to attend integrative Field seminars unless special approval for an exception is given by the Field Education office to use distance technology (rare).

Students enrolling in the Online program should be prepared for up to a 75-mile commute, depending on the availability of eligible placements sites and available positions in their area.

If Waco or Houston campus 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 or Assistant Director of Field Education about developing that site.

In order for Waco campus students to be considered for placements outside of Waco and McLennan County and its surrounding counties (or Houston/Harris county area, for Houston campus students), students must submit a written request to their Field Director.

The follow areas will be considered:

- 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 (Specialized Practice) Field internships do not come with any financial compensation. Subsidized internships will be treated like uncompensated internships in relation to Field requirements. 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 Garland School of Social Work has established criteria for the utilization of a student's work setting as Field instruction placement. These are:

1. The organization must be one in which social work practice is 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.
6. The agency must meet all requirements of any agency site for Field placements including affiliation with the GSSW.

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 "Proposal for Field at Employment Agency" document.
10. The student must acknowledge in writing in the "Proposal for Field at Employment Agency" document that the internship could be put at risk if employment is terminated or suspended for any reason during the internship placement. If this should happen, the student may be financially impacted and their plan of study could be delayed.

Selection, Affiliation and Benefits of Field Personnel

Selection of Field Instructors

Each potential Field Instructor's Information Sheet and resume are reviewed by the Field Education office. A phone interview or on-site interview may be required by the Director, Associate Directors or Assistant 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 be committed 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 Master 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 Conduct (or applicable code for the state in which they practice) 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. Licensure is strongly encouraged, especially for advanced students in the clinical area of specialized practice.
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/resume are reviewed together. 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 or Assistant Field Director may choose to visit with the potential instructor, or otherwise make information available regarding the responsibilities and benefits of Field instruction, reviewing the *Field Education Manual* and the evaluation tools. Discussion may 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.
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.

Support and Benefits for Field Instructors and Task Supervisors*

Field Instructors are members of the Diana R. Garland School of 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. 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.

Below are benefits that are available to all supervisors:

1. Annual Field orientation and in-service workshops provided by GSSW for all Field supervisors including Field Instructors and Task Supervisors related to social work and student/educational issues.
2. Free continuing education hours at GSSW events.
3. Individual Field consultation from faculty assigned as liaisons to the agency.
4. Use of Field Education instructional materials, including books, journals, and videos.
5. 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.) GSSW does not provide the actual CE hours but will provide a certificate of recognition that the hours were earned.
6. Access to audit graduate program elective courses as space is available.

In addition to the benefits above, the benefits below are only available for supervisors who have completed the Contingent Worker Form (provided by GSSW by email).

1. BUID Number - The Baylor ID number is a nine digit number beginning with an '8'. This nine digit number becomes the person's primary identifier in those systems. For those persons who receive a University ID card, this is the number printed on the card and encoded on the back of the card. Therefore, this number is also known as the Baylor ID card number.
2. Bear_ID – A Bear ID is an electronic identifier created uniquely for every auxiliary, student, and employee at Baylor. Your Bear ID and password are the keys to your Baylor email account and to accessing many campus digital resources.
3. Baylor Auxiliary ID card – ID cards are available to be picked up in person at the ID office located in Waco. It can be used at the library and for athletic tickets. It is not required to access all benefits.
4. Baylor Email – Access to a baylor.edu email account. It is only active during the semester/term(s) that you are supervising a student intern. GSSW will not use the Baylor email for communication.
5. University Libraries - Checkout and electronic library services.
6. Baylor Bookstore - 10% discount on all items including books for all ages, Baylor Bear apparel, gift items and more, except those items "on sale." Discounts can be applied to online purchases (enter in the comment area that you a Baylor auxiliary personnel/employee and your ID number).
7. Athletic Tickets** - Eligible for free admission to campus athletic events (excluding football and post-season games) when available. The Baylor Athletic Ticket Office is located in the Ferrell Center, 1900 South University Parks Drive in Waco. The office phone number is 254.710.1000, and weekday business hours are Monday through Friday, 8:30 a.m. until 5 p.m. (Central).
8. Season Tickets - Eligible for discounted season tickets to campus athletic events. More athletic ticket information is available at: <https://baylorbears.com/sports/2018/5/16/game-day-FAQ.aspx>

**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*

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 year internships are in the student's area of specialized practice (clinical or community) and are a devoted educational work experience. Prerequisites for the advanced internship include all foundation year generalist practice 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 advanced year must have already completed all required specialized practice coursework or be concurrently enrolled in requisite specialized practice courses in order to enroll in and begin the advanced internship.

The advanced internship is offered concurrently within the Clinical Practice specialization and the Community Practice specialization. The total required advanced internship hours equal 550.

Students registered in concurrent internships enroll in SWO 5494 Advanced Internship III – Part 1 in the fall concurrently with specialization theory and practice coursework; Administration (5323) and Evaluation of Practice I (5282). 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 specialization practice coursework, and the Evaluation of Practice II (5283).

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

Following successful completion of Advanced Internship III (5490), and all advanced year courses in the specialized practice curriculum including the research project, students return to campus in the final week of the semester for the MSW degree culminating course - the intensive Capstone Seminar (5298).

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 orientation and training for 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 experience in the area of specialized practice (clinical or community) and are able to facilitate the student’s learning and research in the specialization.

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.

Students who are denied admission to the field internship are informed in writing, and are directed to contact their faculty mentor regarding any effect on the completion of the degree plan. Please see the corresponding Field Manual for more information.

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 advanced/specialized 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 (Waco), orientation to Field internship takes place concurrently with the MSW Program Orientation for new students.

Application Process for Field Internship

Advanced/Specialized 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 Specialized Practice/Advanced 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 specialization when applying for the advanced internship. Any change to the specialization 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 specialization, and whether there was still time to secure a different internship that aligned with the area of specialized practice.

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

Specialized Practice/Advanced

1. Concurrent Internships (Clinical & Community Practice specialization):
Requires concurrent enrollment in specialization courses, Advanced Internship III, Part 1 (5494), Administration Practice (5323), and Evaluation of Practice I (5282) in the fall semester. In the spring semester, students enroll in specialization coursework, Advanced Internship III, Part 2 (5490), Evaluation of Practice II (5283) 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 specialization-specific practice course(s).
4. A minimum grade of "B" in Advanced Internship III, Part 1 (5494) in the fall.
5. Continuing in good standing in the MSW program.

Background Checks, Drug Screenings, and Additional Clearances

Baylor University's Garland School of Social Work does not require background checks, drug testing, proof of vaccinations or other such screenings or clearances as part of admission to the degree program or to its Field Education component. However, most internship organizations require one or more of these screening processes (as well as other types of screens, tests, or verifications not mentioned here) in order to participate in an internship or practicum experience at their site.

It is the responsibility of the student to successfully complete all screening and verification requirements of the internship site. Baylor University does not provide, coordinate, pay for or certify such clearances. Occasionally agencies cover the cost of required background checks and additional screenings, but students should follow all agency instructions and expect to pay for any associated fees. All screening and/or testing results and documentation should be submitted directly to the agency. Baylor University does not maintain such records or hold responsibility for the results of such screening.

If a student refuses to complete or is unable to pass background checks or others screens/verifications required for the internship site, it may delay the student's forward movement in the MSW program and thus delay or prevent graduation, as completion of the field internship experience and requirements is a required piece of both degree programs. The Field Education office will attempt to identify an alternate agency for student placement but cannot guarantee the availability of a placement site with different screening requirements, nor can it guarantee the student would be accepted for placement following an agency interview.

Students should inform the Field Education Office of any special circumstances that could impact the field placement and should recognize that challenges with passing such background checks and screening/testing may impact not only the student's ability to complete the field internship, and thus the social work degree, but may also impact eligibility for licensure depending on the nature of their circumstances. Students should check with the social work board in the state in which they intend to practice in order determine the potential licensing impact.

If the Field Education Office has this information at the start of the placement process, the Field Education Office has an opportunity to direct students to an appropriate site based on the nature of the information shared. If students choose not to inform the Field Education Office of any possible challenges with passing a background check or screening, it could delay the student's placement at an internship site and could therefore possibly delay the student's progress in the social work degree program.

Agency Placement Considerations

Considerations by the Directors of Field Education (including Associate and Assistant Field Directors) 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 Directors 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 appropriate Director of Field Education. The final placement determination will be made by their 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. Advanced year students in specialized practice 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 Directors 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 if approved by the agency. 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 Directors 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 specialization and/or concentration 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 Associate/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 specialized practice (clinical or community), 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.22)
 - See this section for a request to change from one agency to another
- Unsatisfactory Progress in the Placement (p. 23)
 - See this section related to a student who is not progressing as expected in the agency placement
- Disruption within the Placement (p. 25)
 - See this section related to unexpected changes related to student or supervisor(s)
- Removal of a Student from the Field Internship (p. 25)
 - 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 consult and work together on such procedures. For Online campus students, the Associate Field Director and the Director of Field Education will consult and work together.

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 circumstances 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. Lack of opportunities for student to develop competence
4. 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 appropriate 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 appropriate Field Director will follow up with the student, Field Instructor, and Field Liaison. When possible, a conference with all parties together will take place. The Director of Field Education (and the Associate/Assistant Field Director, as applicable) will evaluate the information shared and arrive at a decision regarding the desired change. Efforts will be directed toward working through problems in the placement. Whenever possible, efforts will be made for transitions that best meet the needs of the clients, the agency and the intern. See the Memorandum of Agreement for the specific contractual agreement.
3. The Director of Field Education (or Associate/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, or the Associate Field Director in regard to Online students) makes all final decisions related to placements for MSW Advanced 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:

1. 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.)
2. The Field Liaison will schedule a conference with the Field Instructor (and Task Supervisor, if applicable) to discuss the problem.

3. The student, Field Liaison and the Field Instructor and Task Supervisor (if applicable) discuss the problem(s).
4. 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.
5. 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 (action plan) 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. Even if the changes required have been made by student at the end of the time frame agreed upon, the addendum/action plan stays in effect for the remainder of the semester and deviance from the plan (or lack of continued progress) can still result in failing the internship course.

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

The Learning Contract 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), and Advanced Internship III, Part 2, (5490), is initiated and developed in the fall semester. 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 submits the learning contract electronically to the faculty Field Liaison. The faculty Field Liaison utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience.

The Learning Contract and Evaluation document for Advanced Internship III in either specialization is managed electronically through the Slate system. The Learning Contract and Evaluation consist of the program’s educational competencies and 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 core and specialization-specific 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 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 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 electronically 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 within an area of specialized practice. 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, the Associate Director of Field Education (Online campus students), 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 electronically sign the evaluation prior to submitting it to the faculty Field Liaison, and there is also space provided for the faculty Field Liaison to write comments.

Disruption with the Placement

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

1. Student personal issues: The Field Liaison may recommend counseling 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:

1. 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.
2. The Field Instructor, individual requesting the removal, Field Liaison, and the appropriate Field Director will discuss the circumstances involved in the request.
3. 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, the student should consider and prioritize personal safety. If the student's placement agency is closed due to inclement weather, the student shall follow the agency ruling. If the agency is closed during regularly scheduled internship days, the student is excused from the placement and is not required to make up the hours. In the exceptional circumstance where a weather event impacts the agency's ability to open for more than 20 internship hours, it is the student's responsibility to seek and follow direction from the Field Office regarding alternative methods for earning hours until the agency reopens. Any exceptional circumstances not covered by this policy should be discussed with the Field Office, who maintain the ability to make professional judgments based on the extenuating circumstance.

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

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

Dress Code

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

Sick Leave

In the case of illness or injury necessitating absence from the Field setting, students shall notify the Field Instructor 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 and liability.

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.

For any travel outside the United States, see the policy on "International Field Internship Experiences" for required steps and approval processes.

Professional Liability Insurance

The University provides limited professional liability insurance coverage for students involved in professional Field internships. 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 to 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, whether participating in activities on the Waco or Houston campus or in internship/academic activities off-site, should plan carefully all aspects of their educational 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 on campus and off site.
2. Obtain, read and carefully consider materials related to any 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 placements.
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 campus and 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 the Waco 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 Internship Experiences

The Garland School of Social Work seeks to prepare social workers in a Christian context for worldwide service and leadership. However, international Field internships are not currently offered for students in the BSW or MSW program other than those for Global Mission Leadership Scholars returning to their home regions. Smaller-scale global experiences may be possible depending on the agency setting. Any internship experience that includes travel outside the United States, no matter how short-term, must include approval from the Director of Field Education as well as through Baylor University's Center for Global Education.

Students participating in international travel as part of their internship experience must follow all safety requirements established through the Center for Global Education, including all Baylor University and agency policies and procedures regarding travel abroad. To reiterate, students who believe that international travel may be a potential opportunity within the context of their local internship placement should discuss the opportunity right away with the appropriate Field Director and must have approval of the Field Education office and Center for Global Education before any decisions around short-term international travel are made.

Please note: Students will be responsible for the full cost of any international travel experience not subsidized by their internship site (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.

Field Grievance Policy

The Diana R. Garland School of Social Work Grievance and Appeal 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 believes they have been treated unfairly with respect to their Field experience at the internship agency, the student should formally discuss the issue with their 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 their 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*.

Please note: Matters related to alleged violations of the University Honor Code will be handled through the processes identified in the Baylor University Honor Code. Matters related to discrimination and harassment will be handled in coordination with the Equity, Civil Rights, and Title IX Office <https://www.baylor.edu/equity> through the processes identified in the University's Title IX and Civil Rights policies.

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 Conduct can be found at the following websites: www.socialworkers.org and http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

Social Media Policy for Field Education

The use of technology and social media is an ever-growing and ever-changing platform for connection, information and communication. The National Association of Social Workers released an updated Code of Ethics in 2017 to address important ethical considerations in the use of technology in social work practice. The Garland School of Social Work's Field Education office recognizes the benefits of individuals and organizations maintaining an active online presence. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace.

Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals and the general public to shape opinions about you and social workers as a whole. Maintaining primary social work values like client privacy and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

Social workers' professional behavior is guided by the *NASW Code of Ethics*, the State Code of Conduct, and the policies and practices of their employing organizations. Students in the Garland School of Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by all policies of Baylor University, the Garland School of Social Work, and the Field Education manual in addition to the legal and ethical responsibilities of the social work profession.

We have distilled those standards down to a few key practices that should be kept in mind when using social media or any other technology sources or devices. Students should use caution when participating in social media. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

- **Assume that anything said or done online is public.** Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.
- **Discussions about clients are always off-limits, even when speaking generally or positively.** Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends/followers could easily include an acquaintance of your client, especially in our increasingly inter-connected world.
- **Do not post any references to your field internship site and/or duties on your personal social media.** Such discussions put the student at risk for confidentiality breaches or accusations of unethical and unprofessional behavior.
- **Negative comments on social media about colleagues, supervisors, faculty, or your field placement or work environment are inappropriate and disrespectful.**
- **Avoid posting photographs or content that imply unprofessional behavior.** This includes photographs that could suggest to the viewer binge drinking, gambling, sexual behavior, etc.
- **Avoid taking and sharing photographs or content that could violate client confidentiality.** Observe all state and federal regulations such as HIPAA as well as agency, department, and university policies.
- **Avoid using social media during class or in field settings, unless part of the curriculum or specific request of the agency placement.** In general, your time in field and the resources provided to you in your field placement are to be used solely for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval of the agency. If you have personal sites, it is best to maintain them on your own time using your own computer.

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that students who choose to utilize social media sites take precautions to keep personal information private, out of a concern for both professionalism and personal safety. Precautions include, but are not limited to, the following:

- **Consider Field Placement Policies and ask if your field site has a policy regarding social media.** If so, review this policy with your field instructor. If not, what expectation does the agency have regarding the use of social media?
- **Manage social media account settings by checking them often and ensuring they are up to date.** Be cautious regarding what you share online and think about your digital professional identity. The Garland School of Social Work **strongly recommends** setting your social media account settings to "private" during internship semesters, with consideration for leaving settings private as you enter the social work profession.
- **Do not accept or request any "friending" or addition of clients to your personal social networks.**
- **Consider how to manage friend requests from agency colleagues, your own level of self-disclosure whether online or off, and how you will manage interactions with others on your social media accounts.** Remember that it is your responsibility as a professional social worker to abide by the Code of Ethics, including virtual communications and using social work values and principles to guide your interactions.
- **Refrain from listing or sharing personal information.** This includes home address, cell phone number, or intimate details about your personal life online.
- **Turn off automatic location check in on social media posts.** Sharing the location of specific agencies or clients publicly could be a direct violation of confidentiality.

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation, degree completion, and career of individual students, to undermining the reputation of the Garland School of Social Work or public trust in the social work profession. Field agencies can dismiss a student for unprofessional or unethical conduct. Take some time to review these guidelines with your Field Instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

(Adapted with permission from California State University San Marcos)

Discrimination and Harassment

The School of Social Work endorses Baylor University's policies prohibiting unlawful discrimination and harassment based on protected characteristics and expects that the Field environment will be nondiscriminatory, inclusive and free from sexual and interpersonal misconduct. Interns are encouraged to examine the policies within the agency regarding discrimination, harassment and sexual misconduct. In the event there is any incident which appears to involve such matters, students should notify the faculty Field Liaison, who will consult with the Director of Field Education and the appropriate Baylor resources, including the Equity, Civil Rights and Title IX Office.

Please note that the Baylor faculty, staff, and social work field personnel are in compliance with Baylor's Civil Rights and Title IX policies and procedures for reporting discrimination, bias, sexual harassment, sexual violence, stalking and domestic/dating relationship violence. For more information regarding the Equity, Civil Rights and Title IX Office at Baylor University go to <https://www.baylor.edu/equity/> or contact the Director of Field Education or Associate/Assistant Field Director.

Media Interviews

From time to time, students, in their role as interns in their respective agencies, may be approached by the media to comment or give opinions on various issues, and/or agency programs, policies and practice. Students are to refer all such requests to their agency-based 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 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 the concurrent internship format.

Advanced Internship III

The Advanced Internship is delivered in a concurrent format (courses 5494 and 5490). Students complete a minimum of 550 internship hours across two semesters. Each of the courses is described below.

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 specializations) and consist of supervised advanced social work practice in the field and a weekly integrative seminar with a school faculty member. 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 specialized practice. 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 specialization, consideration of any concentration 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 advanced 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 specialization are listed following the course objectives.

Course Objectives

Upon completion of the advanced/specialized practice 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. (G2, G6)
2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research. (G1, G4, G7)
3. *Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history. (G1)*
4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems. (G6, G7, G8, G9)
5. Understand the forms and mechanisms of privilege and oppression and apply strategies of advocacy and social change that advance social and economic justice globally. (G3, G5)
6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts. (G10)

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

1. Discover, compare, apply and evaluate conceptual perspectives, models, and research that guide advanced practice. (S4, S6, S8, S9, S10)
2. Demonstrate competence in advanced practice skills and the evaluation of advanced practice skills. (S1, S3, S4, S5, S6, S7, S8, S9, S10)
3. Demonstrate competence in both working autonomously and working collaboratively. (S1, S2, S6, S8)
4. Know, evaluate, integrate and use literature in decision-making in advanced practice. (S1, S4, S6, S8, S9, S10)

Garland School of Social Work Competencies/Behaviors

(Please contact the Field office for a narrative description of the generalist or specialized competencies, or for a list of behaviors specific to one area of specialized practice.) G=Generalist, SCO=Specialized Community, SCL=Specialized Clinical

1	Demonstrate Ethical and Professional Behavior
G1.1	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;
G1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
G1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
G1.4	Use technology ethically and appropriately to facilitate practice outcomes;
G1.5	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.
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 interprofessional teams.
2	Engage diversity and difference in practice
G2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

G2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences;
G2.3	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.
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
3	Advance Human Rights and Social, Economic, and Environmental Justice
G3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
G3.2	Engage in practices that advance social, economic, and environmental justice.
SCO3.3	Identify and address social, environmental, and economic injustice within communities & organizations.
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.
4	Engage in Practice-informed Research and Research-informed Practice
G4.1	Use practice experience and theory to inform scientific inquiry and research;
G4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
G4.3	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.
SCL4.6	Apply research evidence informed practice to client system problems/issues.
SCL4.7	Conduct research that contributes to social work knowledge.
5	Engage in Policy Practice
G5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
G5.2	Assess how social welfare and economic policies impact the delivery of and access to social services;
G5.3	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.
SCL5.6	Evaluate the access to and impact of systems on clients and communicate implications to stakeholders.
6	Engage with Individuals, Families, Groups, Organizations, and Communities
G6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
G6.2	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.
SCL6.6	Partner with clients to establish treatment goals, interventions, and outcomes.
SCL6.7	Apply knowledge of human and organizational development to engage clients with complex needs.
7	Assess Individuals, Families, Groups, Organizations, and Communities
G7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
G7.2	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;
G7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
G7.4	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.
SCL7.8	Demonstrate effective bio-psycho-social-spiritual assessment connected to care/service plans in cases across the lifespan.
SCL7.9	Accurately provide differential diagnostic clinical impressions of mental health impacting clients.
SCL7.10	Identify and articulate clients' strengths and vulnerabilities.
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
G8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
G8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
G8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
G8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
G8.5	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.
SCL8.8	Systematically evaluate effectiveness of practice, including RAIs as appropriate, and adjust practice interventions as needed
SCL8.9	Articulate and apply evidence-informed intervention to activate interpersonal, familial, and organizational change.
SCL8.10	Use consultation and supervision for effective practice .
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
G9.1	Select and use appropriate methods for evaluation of outcomes;
G9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
G9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
G9.4	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.
SCL9.6	Utilize appropriate multidimensional evaluation tools.
10	Apply an ethical integration of faith and social work practice
G10.1	Understand and work effectively with the religious, faith, and spirituality dimensions of persons and communities.
G10.2	Examine one's own religious, faith, and spiritual frameworks and know how these aspects self-inform and conflict with one's social work practice.
G10.3	Understand and work effectively within the context of the practice setting in regard to religion, faith, and spirituality.
SCO10.4	Identify and work effectively with religious leaders in communities.
SCO10.5	Examine one's own religious, faith, and spiritual frameworks to identify how they influence one's preference for certain theories of social change.
SCO10.6	Identify religious and faith-based theories of social change.
SCO10.7	Understand and work effectively within the context of communities in regard to religious, faith and spiritual diversity.
SCL10.8	Recognize and incorporate religion and spirituality, as appropriate, in clinical practice.

Addendum – Field Education Modifications for Academic Year 2021/2022

The following policy modifications relate to internship placements taking place between August 23, 2021 and ending by the end of April 2022. These modifications have been put into place by the Field Education Office based on the current COVID-19 pandemic and the related strain on internship site availability, the possible absence due to illness, and the possible internship disruption due to the need to quarantine after COVID 19 exposure for interns or for supervisors in agency settings. Only Field Manual sections with 2021/2022 modifications are included in the addendum. If a particular section listed in the Field Education Manual is not listed in the Addendum, it is unchanged.

Field Liaison Procedure

Each student is responsible for submitting to the Field Liaison the “completed” learning contract. “Completed” means that all competencies and related behaviors are addressed, and required electronic signatures are presented. The Learning Contract is understood to be a fluid document with opportunity for modification throughout the internship. In addition to the Learning Contract, students who are involved in an in-person or partially in-person internship must complete a 4 week Virtual Alternative Learning Plan. Please see further information regarding the Virtual Alternative Learning Plan in the Learning Contract and Evaluation section.

Responsibilities of the Field Student Intern:

The Field Student intern responsibilities listed in the Field Education Manual still remain. There are minor modifications and additions to these responsibilities for the 2021/2022 academic year, as listed below.

1. Should a student be concerned about changes in the availability of work with clients, of supervisor support, or of internship tasks related to the competency areas due to agency or staff changes related to the COVID-19 pandemic, the student should discuss this with the Field Liaison. The Field Liaison can then work in conjunction with the appropriate field director

determine next steps in order for the student to achieve competency in the required 10 areas of competence as designated by CSWE and the Diana R. Garland School of Social Work.

2. Field Student Interns will seek out and follow the policies of their placement site regarding any assigned virtual client work and documentation guidelines when working remotely, in addition to learning and following the client work and documentation guidelines related to in-person internship duties. Documentation must be HIPAA compliant if the internship setting is governed by HIPAA.
3. The Field Intern will become familiar with the safety guidelines of the placement site regarding COVID-19 and will follow all required safety precautions. In addition, the student will follow the guidelines of both Baylor University and the placement site regarding reporting positive test results, notifying others of possible exposure, self-isolation, and self-quarantine. Students who fail to do so, face disciplinary action through Baylor University. See Baylor University's *Interim COVID Policies* <https://www.baylor.edu/risk/index.php?id=970933>

Field Placement in the Employment Setting

In accordance with the *CSWE Commission on Accreditation Responses to the NASS Subcommittee Report on Field Education* (June 12, 2020) https://cswe.org/CSWE/media/AccreditationPDFs/COA-Response-to-NADD-Field-Subcommittee-Report.pdf?_zs=Om0Uf1&_zl=VV7s6, the Garland School of Social Work has modified the requirements for Field Student Interns seeking place-of-employment internships for those completing their internship in the Fall of 2021 and completing their second term or semester of internship in the Spring of 2022.

Newly Revised Guidelines:

1. A student's regular job duties CAN be approved to count for internship hours IF the job duties can be clearly tied to each of the 10 GSSW competency areas. Additional tasks are likely to be added to ensure development of competency in all 10 required areas.
2. The newly revised [Proposal for Field at Employment Agency](#) and the [GSSW Place of Employment Field Placement Policy Statement](#) must be submitted by students AND must be approved by the Field Office to show clear connection to competencies and opportunity to develop competency in all 10 competency areas. Approval is at the discretion of the Field Office. It is not guaranteed.
3. Students will only be permitted to count their work hours towards their internship hours total when engaging in tasks that build social work competency and are in compliance with GSSW field policies, as approved by the field liaison in conjunction with the appropriate field director.

Guidelines That Remain Unchanged:

1. 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.)
2. The organization must be one in which social work practice is supported and is clearly distinguishable from the practice of other disciplines.
3. The Field placement must have a clearly identifiable education focus guided by the learning contract, which coincides with the workload of regular employment.
4. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar.
5. The agency must meet all requirements of any agency site for Field placements including affiliation with the GSSW.
6. Under no circumstances will a student do more than one Field placement at the place of employment.
7. The student, employer, Field Instructor and Director of Field Education must sign the "Proposal for Field at Place of Employment" document.

Process for Students:

1. Student submits the Proposal for Field at Place of Employment form and the GSSW Place of Employment Field Placement Policy Statement, once completed and signed by all required parties, to the Director of Field Education/Associate Director of Field Education.
2. Student will consult the appropriate competency list for their particular internship level in order to better understand the competency areas and then to complete the portion of the Proposal for Field at Place of Employment form devoted to correlating job duties to the 10 competency areas.
3. The Field Office then reviews the forms and makes a determination regarding approval for the student to complete their internship at the student's place of employment.

Assignment of Students to Field Placements

Agency Placement Considerations

The considerations listed in the Field Education Manual for the Field Directors in placing Field Student Interns remain. In addition, Field Directors must consider the preferences of the student and agency regarding in-person or virtual work. Both are possible approved modes of learning for students. If student preferences regarding in-person or virtual work change during the placement, students should notify their Field Liaison and the appropriate Field Director in writing. The Field Education Office will work to accommodate student preferences regarding in-person/virtual internships and changes in these preferences; however, this is limited by agency availability and service delivery models.

Another current consideration in the field placement process is placement site requirement of the COVID-19 vaccine. COVID-19 vaccination is not a requirement of Baylor students. Should a site require the vaccine of their interns, students shall either comply with the site requirements or contact the appropriate field director for their campus and level, as well as their liaison, regarding possible alternatives. The Field Education Office will work to accommodate student replacement in situations involving COVID-19 vaccination requirements; however, this may be limited by agency availability. Any replacement needs or requests could possibly impact a student's degree plan and graduation date.

Administrative Policies

Safety

All policies listed in the Field Education Manual still pertain to Field Student Interns. Additionally, students must review and abide by Baylor University's *Interim COVID Policies* <https://www.baylor.edu/risk/index.php?id=970933> pertaining to safety precautions related to COVID-19 and the reporting of COVID-19 positive cases. In addition, interns must follow the guidelines of their placement site in regards to COVID-19 safety precautions when completing internship activities in-person at the placement site.

Educational Policies

Learning Contract and Evaluation Form

The Learning Contract 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), and Advanced Internship III, Part 2, (5490), is initiated and developed in the first semester/term of advanced practice internship. The learning contract in the second semester/term can consist of ongoing tasks copied over from the first semester/term contract, with additional tasks to represent new learning experiences for the spring semester. The student submits the learning contract electronically to the faculty Field Liaison. The faculty Field Liaison

utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience.

The Learning Contract and Evaluation document for Advanced Internship III in either specialization is managed with the use of a word document sent via email for the Fall of 2021 and Spring of 2022. The Learning Contract and Evaluation consist of the program's educational competencies and 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 core and specialization-specific 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 is completed at the end of the first semester/term in advanced internship, and at both mid- term and the end of the second semester/term.

In the Learning Contract, interns will designate which activities listed are planned to be completed in-person or virtually. In addition, the student is responsible for submitting to the Field Liaison a Virtual Alternative Learning Plan, due at the same time as the learning contract. This will allow the student to plan ahead for ways to seek competency building in all competency areas even if the student's internship switches to a virtual format, closes temporarily or if illness or the need to quarantine disrupts internship hours. The ability for students to complete internship work, particularly related to client contact, virtually reflects the Council on Social Work Education Commission on Accreditation decision to broaden its interpretation of "in-person contact" to include remote-based field activity. Remote field activity can include engagement such as field-related assignments, trainings, and virtual meetings. Client-related virtual meetings should be in accordance with field site policies for secure communications (Please see the *COA Field Reduction Update 05/09/2020* <https://baylor.box.com/s/x37fxev9c4shecntdrg8xul68xcqc2ay>).