

LOYOLA
UNIVERSITY CHICAGO

**School of Social Work
Field Education Manual**

Revised Summer 2015

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TABLE OF CONTENTS

I. Administrative Structure of the Field Program.....5

II. Overview of Field Placement.....6

 A. Foundation Practice.....6

 B. Advanced Practice.....6

III. Fieldwork Goals and Objectives.....7

 A. Overall Goals of Field Instruction Program7

 B. Objectives for the BSW Placement.....7

 C. Objectives for the First Level Placement.....7

 D. Objectives for the Second Level Placement8

IV. Types of Degree Programs.....8

 A. BSW – Bachelor of Social Work8

 B. MSW – Advance Standing.....8

 C. MSW – Full-Time.....9

 D. MSW – Part-Time.....9

 E. MSW – Dual Degree.....9

V. Field Work Timeframes.....9

 A. Fall to Spring.....9

 B. Spring to August.....9

 C. Summer Block.....9

VI. Employment-Site Placements.....10

VII. Conditional Admission to the Program (Academic Probation).....10

VIII. Types of Placements10

IX. Placement Process and Information11

 A. BSW and First Level MSW Placement Process12

 B. Second Level and Advance Standing MSW Student Placement Process.....13

 C. Specializations.....15

 D. Sub-Specializations/Certificate Programs.....16

X. Professional and Ethical Internship Expectations.....17

XI. Schedule and Holiday/Time Off Expectations in the Field.....18

XII. Internship Requirements18

 A. Course Enrollment.....18

B.	Learning Agreements.....	19
C.	Evaluations	19
D.	Student Self-Evaluation.....	21
E.	Field Work Forms.....	21
XIII.	Grading for Field Work.....	21
A.	BSW Students	21
B.	MSW Students.....	23
XIV.	Safety Considerations.....	25
XV.	International Field Placements.....	26
XVI.	Roles and Responsibilities of Field Instructors, Field Agencies, and Field Liaisons.....	26
A.	Field Instructor Requirements.....	26
B.	Responsibilities of Field Instructors.....	27
C.	Responsibilities of the Field Agency.....	28
D.	Requirements of a Field Liaison	29
E.	Responsibilities of a Field Liaison	29
F.	Responsibilities of Academic Advisors and Liaisons.....	30
XVII.	Roles and Responsibilities of Students in Field Placements	30
XVIII.	Roles and Responsibilities of the School of Social Work	32
A.	Responsibilities of the School to the Field Placement	33
XIX.	Procedures for Resolving Conflicts in the Field	33
XX.	Forms' and Evaluations' Due Dates	35
XXI.	Process Recording Guidelines	35
A.	Process Recording Sample – abbreviated version.....	36
Appendix A – Corrective Action Plan Template		37
Appendix B – Safety Considerations		39
Appendix C – Orientation to Field Site.....		41

INTRODUCTION TO FIELDWORK EDUCATION

Dear Students,

Welcome to Loyola University Chicago, School of Social Work's Fieldwork Manual. This manual offers information to help students navigate through the field work process. The goal of the fieldwork education program is to provide an integrative experience that brings classroom theory to the field of practice. At the conclusion of the MSW program students will be ready to enter the professional social work field whether they are engaged in direct practice, policy, advocacy and administrative work. Loyola's Field Education Staff are committed to assisting students obtain a rich, diverse and challenging fieldwork experience.

The field work program will challenge students to integrate professional values and personal perspectives to enhance their understanding of the true meaning of social work. The School of Social Work understands that both the rigorous academic culture and the unique field experiences are equally important contributing factors in the educational and professional development of our students. The work of the faculty, field instructors, field liaisons, student body, and the staff contributes to this stellar program.

Each year the School of Social Work provides field instruction to over 500 graduate and undergraduate students in more than 300 social work agencies in the Chicago metropolitan area and throughout the southeast regions of Wisconsin for the Loyola MSW program situated at Carthage College in Kenosha, WI. Loyola is affiliated with an array of agencies that offer a variety of service models and orientations that highly value our students and provide quality learning experiences to them. Matching students to a field placement site is done through the field work office where the Internship Coordinators take into consideration the following: the students' previous experiences, their future goals and professional interests, geographical location, and the requirements of the agency.

We know students' participation in field work is a rewarding learning experience. We hope you will find this manual helpful in answering your questions about the fieldwork program.

Sincerely,

The Office of Student and Internship Services

I. ADMINISTRATIVE STRUCTURE OF THE FIELD PROGRAM

The professional staff at Loyola University is invested in each student to help them succeed in this program. The roles and responsibilities of these individuals as they relate to your experience in the field are outlined below.

Dean of the School of Social Work

Susan Grossman, PhD, is the interim chief administrator for the Loyola University Chicago School of Social Work and provides administrative leadership to all aspects of the program.

Associate Dean of the School of Social Work

Marcia Spira, PhD, works closely with the Dean, the Director of Internships and Student Services, and the Faculty regarding the curricular content of the fieldwork courses.

Director of the MSW Program

Priscila R. Friere, PhD, provides overall direction to the MSW Program, assisting the Internships and Student Services staff with supervision of the advising to graduate students.

Director of the BSW Program

Jeanne Sokolec, EdD, LCSW provides direction to the BSW Program, assisting undergraduate students in their admission to the School of Social Work and oversight of the social work curriculum for the Program.

Director of Internships and Student Services

The Director of Internships and Student Services provides administrative leadership and direction for the fieldwork program and overall student services. The Director reports to the Dean of the School of Social Work and supervises the two Internship Coordinators.

Internship Coordinators

Internship Coordinators, Hilary Gilway and Sylvia Corcoran, manage the day-to-day operations of the fieldwork program. Hilary Gilway works with Second Level and Advance Standing Students. Sylvia Corcoran works with BSW and First Level MSW students. The Internship Coordinators work with the office's Field Liaisons.

Field Liaisons

Field Liaisons are a cadre of professional social workers who work part time in support of the fieldwork program, representing a wide variety of experiences in the social work field. Field Liaisons are assigned to specific students and agencies where they support the efforts of the agency, the student, and the program. Once students are placed, Field Liaisons are their primary contact regarding fieldwork.

II. OVERVIEW OF FIELD PLACEMENT

- Field placements occur during weekday business hours. Students must arrange their schedule to accommodate their field placement.
- Students must do fieldwork concurrently with course work.
- Students must begin field work within the first two semesters of starting the full-time program.
- The first level placement, totaling 480 hours, is typically on Tuesdays and Thursdays with course work scheduled on Mondays, Wednesdays, and/or Fridays.
- The second level placement is typically on Mondays, Wednesdays, and Fridays for a total of 720 hours with course work scheduled on Tuesdays and Thursdays.
- Students must complete all required 500 level courses prior to or concurrent with their second semester of their first level field placement (SWFI 531, Field Instruction II)
- Students cannot enroll in 600 level course work until they have completed field work or, in some cases, are in their final semester of first level field work SWFI 531, Field Instruction II.
- Students cannot begin their second level placement until they have completed their first level placement and all of their 500 level coursework (509 and 507 are exceptions).

A. FOUNDATION PRACTICE

All students are in direct practice in their foundation portion of the curriculum. In accord with accreditation standards, students take courses which focus on understanding professional purpose, values, and ethical implications of social work practice; developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing basic skills in the practice of social work with individuals, families, groups, organizations and communities; and fostering an appreciation of the role of research for evaluating practice, programs and service delivery. The second term refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and termination. The field experience matches this beginning phase of identification with the profession and the exploration of broad practice activity with individuals, families, groups, organizations and communities, and provides students with in-depth hands-on experience in multi-modality practice.

B. ADVANCED PRACTICE

At the second or advanced level, students must choose a specialization in one of four practice areas: Child and Family, Health, Mental Health, and Schools. Students may alternatively select the Leadership and Development in the Social Services domain, which focuses upon the administrative operations of agencies and non-profits. The choice of the specialization or domain determines the type of second field placement and the series of second level practice courses.

III. FIELDWORK GOALS AND OBJECTIVES

A. OVERALL GOALS OF FIELD INSTRUCTION PROGRAM

The objectives of Field Instruction are for students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience. The fieldwork utilization of a bio-psychosocial framework is to understand and improve the adaptive functioning of individuals, families and small groups, intervention in larger societal systems, and the development and management of agency programs and staff. Students are taught to think in terms of a “person in situation” configuration and to understand that a number of elements interacting in highly complex ways across various system levels impact clients.

In the field experience, the student has the opportunity to learn generalist and foundational elements at the first level and advanced practice at the second level while integrating the knowledge and skills learned in all other parts of the curriculum. Within this practice setting, the student can operationalize the values regarding the inherent dignity of all human beings and the importance of social justice and social responsibility that have traditionally been central, not only to the School of Social Work at Loyola, but to social work profession itself. For this reason, it has been a matter of importance to ensure that Loyola's field program includes service to a wide variety of client groups including different ages, genders, races, ethnic backgrounds, socioeconomic levels and life styles, as well as to a variety of presenting problems and systems beyond the individual client or family.

In concert with the curriculum, the focus of the Loyola program has been broadly interpreted to include outreach, prevention, advocacy, community involvement, program and staff development and management, as well as intervention methodologies with individuals, families, and small groups. Throughout the field sequence there is an emphasis on the formation and the utilization of the professional helping relationship regardless of the methodology to be utilized within that relationship or the system level engaged by the student and agency.

B. OBJECTIVES FOR THE BSW PLACEMENT

Field practicum is an integral and essential component of the BSW degree curriculum. Such a practicum is considered a foundation/generalist experience identical to the MSW first level field experience. Students will concurrently be enrolled in or have previously completed Social Work Methods, SOWK 302. Field practicum places students in agency settings and engages the student in supervised social work practice. It provides valuable opportunities to apply classroom learning in the field. Through field placement BSW students refine their professional social work skills and integrate classroom course content with on-the-job experience in service provision, outreach, networking, and resource development.

C. OBJECTIVES FOR FIRST LEVEL PLACEMENT

Foundation/Generalist content is located within the first field placement. All students must concurrently take or have taken the first semester of Social Work with Individuals and Families (SOWK 503) and Human Behavior in the Social Environment (SOWK 500) to begin their first

level field placement. The unique quality of each student's experience with service delivery means that the interrelationships between field content and organization of classroom content will vary somewhat for each student. Nevertheless, the student invariably has the opportunity to integrate the concepts within the curriculum.

D. OBJECTIVES FOR SECOND LEVEL PLACEMENT

In the second level field placement, students develop the knowledge and skills that align with their chosen domain of practice: Clinical Social Work or Leadership and Development in the Social Services. This emphasis provides an orientation from which the student can understand the unique qualities in relation to knowledge and skills of their chosen domain of practice.

At the advanced second level, there are two domains of practice: Clinical Social Work and Leadership and Development in the Social Services (LDSS). Within the Clinical Social Work domain of practice, there are four areas of specialization: School Social Work, Health, Mental Health, and Children and Families Within the Leadership and Development in the Social Services domain of practice, there is one area of specialization: Philanthropy. Each area of specialization requires an advanced policy course which is designed to provide an opportunity for students to further develop their conceptualization and practice critical thinking skills in this area. Advanced level courses and a field placement are selected based on a student's choice of domain of practice and area of specialization. Discussion of students' case material with regard to utilization of theories and methodologies to specific fieldwork cases and discussion of examples from the field to illustrate assessment, intervention, and evaluation issues, as well as advocacy, prevention, and organizational context of service delivery systems are an integral part of the advanced practice curriculum.

IV. TYPES OF DEGREE PROGRAMS

Loyola's School of Social Work Field Program provides three fieldwork options for the MSW: Advanced Standing, Full Time, and Dual Degree. The program also supports BSW students in their foundation field experience. The specific field placement options for each program are listed below:

A. BSW - BACHELOR OF SOCIAL WORK

BSW students are working toward their undergraduate degree in social work and have one field placement requirement which occurs in their senior year.

B. MSW - ADVANCED STANDING

The Advanced Standing program is for students who have completed a Bachelor of Social Work degree from an accredited program with a minimum 3.0 GPA. These students enter as a second level student and must complete three terms. Advanced Standing students begin their program in mid-July with an intensive four-week program and continue with the fall and spring semesters. Fall and spring terms follow the regular second year program of advanced classes and field education.

C. MSW - FULL TIME

The full time program is a two year program that requires two years of coursework and two different field placements.

D. MSW - PART-TIME

The part-time program is designed for students who wish to extend their course work up to four years. Students take fewer courses each term and finish the program in three or four years; however, students complete fieldwork as described in the “Overview of Field Placement” section. Students need to complete their fieldwork during the field agency’s normal business hours. There are no provisions for part-time fieldwork or weekend and evening placement opportunities.

E. MSW – DUAL DEGREE

Students in the dual degree program are enrolled in the School of Social Work and in another professional school (e.g. Law, Institute for Pastoral Studies, or Erikson Institute). Students in the dual degree program generally do not start their field work until the completion of their first year of coursework. Dual degree students do one first level field placement that represents social work and a second level field placement that represents social work with a focus on the other discipline. Both field placements must be approved by the School of Social Work.

V. FIELD WORK TIMEFRAMES

Loyola’s rolling admissions process allows students to begin their field work in the fall, spring, or summer semester. Previous work, former internships and life experience in the field of social work cannot apply towards a field placement. Please note that field work experiences are generally unpaid. All placements will be coordinated with the Internship Coordinators following the students’ application for fieldwork. Applications can be obtained through this link: <http://www.luc.edu/socialwork/resources/forms/>

A. FALL TO SPRING

Fall placements start in August/September and go through April/May depending on the field site.

B. SPRING TO AUGUST

Spring placements begin in January and go through August, spanning two semesters.

C. SUMMER BLOCK

Summer block placements are a full-time intensive immersion into fieldwork. As a summer block placement covers two semesters of field, students are required to work 30-40 hours per week. For First Level internships, placements usually begin in May and go through August. For Second Level

internships, placements typically begin in April or May and go through September. Students wishing to be a summer graduate must complete their hours by August 31st. Students may only complete one summer block placement during their academic career.

VI. EMPLOYMENT-SITE PLACEMENTS

Students who are interested in completing an employment-site placement must get prior approval from the appropriate Internship Coordinator. The following guidelines must be met:

- The internship at the employment site must be clearly educational rather than work oriented.
- The content of the field placement experience must be different than the student's work as an employee of the agency.
- The agency and student must agree that the student will be given release time to do field placement work. The field placement work must be in addition to (not included within) their work schedule.
- Students must be employed in the agency for a minimum of one year.
- Students can only do one of the required two placements at their employment setting.
- A student is allowed only one year to complete their field placement at a work setting.
- Students must be involved with the internship portion for at least 10 hours a week.
- The Field Instructor must meet all of the requirements as stated in this Field Manual.
- The Field Instructor must be a different person than the employment supervisor.
- The School of Social Work has no stipulations regarding payment for field work experience at an employment site.

VII. CONDITIONAL ADMISSION TO THE PROGRAM (ACADEMIC PROBATION)

- All students who enter the MSW program under the condition of probation must defer field work until the successful completion of the probation period.
- Please note that students who complete their first semester of classes successfully may not be eligible for fieldwork the following the semester due to the timing of final grade receipt and the availability of placement opportunities.

VIII. TYPES OF PLACEMENTS

Chicago is a dynamic area for the field of social work due to its broad diversity, urban and suburban opportunities, and wealth of resources. Field instruction sites are located throughout the Chicago metropolitan area, southeast Wisconsin and northwest Indiana.

A major effort has been made to develop and maintain fieldwork placements that reflect ethnic, racial, and cultural diversity within urban areas. There is a mix of public and private organizations serving people from a wide range of ages, socio-economic levels, racial and ethnic backgrounds and lifestyles.

There is a formal application process for new agencies wishing to become affiliated with the School of Social Work. The Internship Coordinators work in conjunction with new sites and meet

with the administration of the agency. The Internship Coordinators explain the specific responsibilities that the agencies are expected to assume. The site's potential is evaluated in terms of its capacity to provide a well-grounded social work educational experience to students, a diversity of clientele, a professional and ethical program of service, its commitment to the learning needs of the students, and teaching needs of the field instructors.

It is important to keep in mind that the field sites are reflective of the actual field of social work which means that roles and responsibilities vary tremendously from site to site. Students will have a very different field work experience from one another. No two students will have the same experience. The site, the student's level of experience, and the agency's policies will determine the kind of contact interns will have with clients. The range of experiences includes case management, resource and referrals, program planning, outreach work, intake, assessments, psycho-educational groups, and direct service.

The pace of the internship will also vary. Some sites have a lengthy orientation process and will not allow students to see clients until the end of the first semester, whereas other sites may have students meeting with clients within the first week. Students should expect very different field experiences from their peers. Social work is a broad field and it is to the student's benefit to get a varied experience in their first level placement. Students will obtain the most from this unique experience at their field site because it is **ALL** related to the field of social work. Some of the types of agencies and populations served in our fieldwork education program include:

- At-risk Intervention School Programs
- Child And Adolescent Residential Treatment
- Child Welfare Agencies
- Corrections Facilities
- Developmentally Disabled Populations
- Domestic Violence Prevention and Education Programs
- Drug and Alcohol Treatment Centers
- Family Service Agencies
- Geriatric Facilities
- Homeless Shelters
- Hospice Programs
- Immigrant and Refugees Populations
- Inpatient And Outpatient Hospitals
- Inpatient And Outpatient Mental Health Settings
- Occupational Settings (job readiness programs, ESL training)
- Schools (both private and public)

IX. PLACEMENT PROCESS AND INFORMATION

The majority of the agencies in the program have had a long association with Loyola. The school continues to expand and nurture relationships with these field sites. It is the policy of the School of Social Work that all referrals of students to internship sites must be made by the field office. Students may provide a suggestion about a field site, but may not pursue a placement on their own.

Field placements independently obtained will not be approved. Students are expected to maintain communication with the Internship Coordinator throughout the placement process especially if there is difficulty getting in touch with an agency or if there are any concerns or questions.

A. BSW AND FIRST LEVEL MSW PLACEMENT PROCESS

1. Students submit an *application and updated resume* to the BSW and First Level Internship Coordinator, Sylvia Corcoran via email (scorcoran@luc.edu) or in person (Lewis Towers Suite 850). Applications and resumes must be submitted by the appropriate deadline, which can be found at the following link: <http://www.luc.edu/socialwork/fieldwork/deadlines/>. Applications can be downloaded from the following link: <http://www.luc.edu/socialwork/resources/forms/>
2. Once the application is received, the Internship Coordinator will contact the student for an in-person appointment. This appointment will initiate the start of the placement process. All communication with students will be done through LUC email accounts.
3. Based on the student's experience, interest, and areas of potential growth, the Internship Coordinator will provide referrals to field sites. Typically students are emailed two or three referrals at a time. The referral consists of supervisor contact information and other applicable data.
4. Timeliness in outreach to the agency is critical in securing an internship placement. Students are directed to email their resume and cover letter to the agency contact person within two days of the referral. Students who do not apply within that timeframe may not be given another referral for their desired start date.
5. Students are encouraged to follow-up with the agency contact by phone or e-mail after 2 weeks of initial contact. After three weeks of no response, students should contact the Internship Coordinator.
6. Students are screened for interviews by agencies based on their resume, cover letter, student needs and site needs. Not all referrals or student outreach will result in an interview. An invitation to interview for an internship should be treated like an employment interview. Students should be professional, dress appropriately (business attire), research the site, come prepared to the interview with multiple copies of resumes, and be prepared with a list of questions about the position or agency. Students are expected to send a thank you email after interviewing.

An interview does not guarantee a placement. Many sites are selective and the process can be competitive. In addition to Loyola students, sites are interviewing students from many programs and schools.

7. Students are expected to accept an internship if it is offered. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.

8. Where a student is simultaneously offered a placement from two sites, it is the student's responsibility to make a decision about which offer they will accept and then to respond professionally declining the other offer. This must be done in a timely fashion so that sites may continue their search. Students should be in communication with the internship coordinator if there are questions or concerns.
9. Once the student has been offered and has accepted an internship, the student should complete the BSW or First Level Internship Confirmation Form and send the completed form with notification of acceptance of a field placement to the Internship Coordinator. The Internship Confirmation Form can be downloaded from the following link: <http://www.luc.edu/socialwork/resources/forms/>

This form asks for the supervisor's contact information as well as start and end dates. The student and supervisor decide the start and end dates together. Dates should be as specific as possible.

10. If a student is not able to secure a placement after interviewing with a site, additional referrals may be made. After three referrals without a successful offer, an in-person or phone meeting will be scheduled with the Internship Coordinator to discuss the process, review the student's approach to the interview process and their application materials, and share any feedback offered by agencies. The goal of the meeting will be to determine the next steps in the internship placement process. Possible outcomes of the meeting include: an additional referral, deferment of field work until the following semester or a recommendation that the student apply for a Leave of Absence. Other outcomes would be determined on a case-by-case basis.
11. Students must complete all required 500 level courses concurrently with their first level field work placement. In order for a student to continue with 600 level coursework, the foundation level internship must be completed.
12. Students are expected to be in the field Tuesdays and Thursdays (16 hours per week) for a total of 480 hours. Students must ensure that field work is a priority and arrange their schedule around field work days. Some sites may ask students to be available on days outside of Tuesdays and Thursdays. This schedule is agreed up between the supervisor and the student.

B. SECOND LEVEL AND ADVANCE STANDING MSW PLACEMENT PROCESS

1. Students submit an *application and updated resume* to the Second Level Internship Coordinator, Hilary Gilway via email (hgilway@luc.edu) or in person (Lewis Towers Suite 850). Applications and resumes must be submitted by the appropriate deadline. Designated deadlines can be found at the following link: <http://www.luc.edu/socialwork/fieldwork/deadlines/>. Applications can be downloaded from the following link: <http://www.luc.edu/socialwork/resources/forms/>

2. Once the application is received, the Internship Coordinator and student will set up an in-person appointment. This appointment will initiate the start of the placement process. All communication with students will be done through LUC email accounts.

Please be aware that certain types of field internships (e.g. Schools & CAD/C) have additional application criteria and due dates that involve test scores or prior course work as an application requirement. Contact your Academic Advisor and consult the School's website for further information and instructions.

3. Based on the student's specialization, experience, and areas of potential growth, the Internship Coordinator will provide referrals to field sites. Typically students are emailed two or three referrals at a time. The referral consists of supervisor contact information and other applicable information.
4. Timeliness in outreach to the agency is critical in securing an internship placement. Students are directed to email their resume and cover letter to the agency contact person within two days of the referral. Students who do not apply within that timeframe may not be given another referral for their desired start date.
5. Students are encouraged to follow-up with the agency contact by phone or e-mail after seven business days of initial contact. After 14 business days of no response, students should contact the Internship Program Coordinator.
6. Students are screened for interviews by agencies based on their resume, cover letter, student needs and site needs. Not all referrals or student outreach will result in an interview. An invitation to interview for an internship should be treated like an employment interview. Students should be professional, dress appropriately (business attire), research the site, come prepared to the interview with multiple copies of resumes, and be prepared with a list of questions about the position or agency. Students are expected to send a thank you email after interviewing.

An interview does not guarantee a placement. Many sites are selective and the process can be competitive. In addition to Loyola students, sites are interviewing students from many programs and schools.

7. Students are expected to accept an internship if it is offered. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.
8. If a student is simultaneously offered a placement from two sites, it is the student's responsibility to make a decision about which offer they will accept and then to respond professionally to decline the other offer. This must be done in a timely fashion so that sites may continue their search. Students should be in communication with the Internship Coordinator if there are questions or concerns. Students cannot accept two offers. Students are not to accept one offer and continue the interview process with other agencies. Once an offer is accepted the placement process is finished.

13. Once the student has been offered and has accepted an internship, the student should complete the Second Level Internship Confirmation Form and send the completed form with notification of acceptance of a field placement to the Internship Coordinator. The Internship Confirmation Form can be downloaded from the following link: <http://www.luc.edu/socialwork/resources/forms/>
9. Students are expected to be in the field Mondays, Wednesdays and Fridays (24 hours per week) for a total of 720 hours. Students must ensure that field work in a priority and arrange their schedule around field work days.
10. Students must complete all required 600 level courses concurrent with their second level field placement.
11. Please note there is a specialization meeting that students are required to attend to get more information about each specialization. There are five specializations.

C. SPECIALIZATIONS

Students must choose one specialization that will reflect their advance coursework and Second Level placement.

The School Social Work Specialization: Schools placements are from Fall to Spring only, as students are placed for the entire academic year at their school. Students need to pass all four sections of the Illinois State Board of Education (ISBE) Test for Academic Proficiency (TAP-400) prior to formal acceptance as a school social work student and before an internship referral. There are also restrictions upon application for this specialization based upon the student's entry into the MSW program. Please go to the following link for deadlines, testing standards and requirements, and other detailed information regarding the application and internship process: <http://www.luc.edu/socialwork/graduate/msw/curriculum/schools/>. In addition, Appendix A of the MSW Student Handbook has specifics about the Schools Specialization. Schools placements must be in a public school in IL. Again, this is only a Fall to Spring option as many schools start in early to mid-August and go through the end of June. Students must commit to the full academic year. Students must be accepted as a Schools student prior to interviewing at sites. The deadline for admission to the Schools specialization is March 15th of every year. In addition, students must pass the content exam in the Fall semester of their Second Level field. Score reports must be emailed from the student to hgilway@luc.edu.

The Mental Health Specialization: Mental Health placements may include the following: hospital in-patient units, out-patient community mental health centers, school-based programs, etc. Most opportunities are for Fall to Spring placements. Some placements require a full year commitment, starting in July. There are some options for Spring to Summer placements, and fewer for Summer Block placements.

The Health Specialization: Health placements may include: hospitals, nursing homes, rehabilitation centers, hospice centers, etc. Most hospital setting placements begin in July or August and continue on through May. Some hospital sites require a full year commitment starting

in July. There are only a few summer block hospital options. It is rare to secure a hospital for Jan-Aug.

The Children and Family Specialization: Children and Family placements may include: hospital in-patient units, out-patient community mental health centers, school-based programs, etc. There are several opportunities available for all three placement terms.

The Leadership and Development in Social Services (LDSS) Specialization: LDSS placements focus on working with an agency and have little contact with clients. LDSS placements may include: large and small agencies, mental health settings, foundations, etc. There are several opportunities for Fall to Spring placements, some for Spring to Summer placements, and some for Summer Block placements.

D. SUB-SPECIALIZATIONS/CERTIFICATE PROGRAMS

CADC: This is a second level option only. Students must apply and be accepted in to the CADC program during the Fall semester of their first year in order for their second level placement to be focused on substance treatment and count towards certification. Internships are either Fall to Spring or Summer Block. Spring start times are not eligible. Students can specialize in mental health or health with this sub-specialization. More information on the CADC program and the application process can be found at the following link: <http://www.luc.edu/socialwork/certificate/cadc/>

Gero –Ed: This is a second level option only. Students must apply and be accepted in to the Gero-Ed Ssub-specialization program in order for their second level placement to be focused upon Gero-Ed and count towards the certificate program. Student can specialize in mental health or health with this sub specialization. The application deadline is December 1st. Please visit the following website for more information regarding the Gero-Ed sub-specialization and application process: <http://www.luc.edu/socialwork/graduate/msw/curriculum/gero-ed/>

Migration Studies: The Migration Studies sub-specialization program does not require any field work. However, there is a study abroad field placement opportunity available within this sub-specialization. Please find more information in Section XV of this Manual, or this website: <http://www.luc.edu/socialwork/graduate/msw/curriculum/migration-studies/>

Forensic Mental Health: The Forensic Mental Health sub-specialization program is a second level option only. Full-time students must apply and be accepted into the Forensic Mental Health program during the Fall semester of their first year of the program. Students can only specialize in mental health with this sub-specialization. Please visit the following link for more information on the Forensic Mental Health sub-specialization program, required courses, and application process: <http://www.luc.edu/socialwork/graduate/msw/curriculum/forensic/>

Interprofessional Practice with At-Risk Youth Mental Health Program (IPRY): The IPRY sub-specialization program is only compatible with the Mental Health specialization. IPRY students will perform an internship as part of an interprofessional team working with children, adolescents, and young adults who are at-risk of, or have developed, a behavioral health disorder.

Students are required to apply for the program. For more information on the program, application, and requirements, please visit <http://www.luc.edu/socialwork/graduate/msw/curriculum/at-risk-youth/>.

X. PROFESSIONAL AND ETHICAL INTERNSHIP EXPECTATIONS

- Students must abide by the NASW code of Ethics throughout their academic career at Loyola University both in the classroom and at their field site. Please go to the following link for the NASW Code of Ethics: <http://www.socialworkers.org/pubs/code/default.asp>
- Students must maintain confidentiality of clients; however, keep in mind that social workers are mandated reporters.
- A relationship between a student and field work supervisor and/or field liaison is not considered confidential and all information about the student can be shared with the Internship Placement Office.
- Students are not permitted to use personal phones and communication devices during field placement hours. Any personal phone use during internship hours should be discussed and approved by a field supervisor.
- Students may have access to computers and confidential information at an internship site. Students are not permitted to use computers for personal use.
- Students must maintain professionalism in regards to their field placement and Loyola on all social media outlets. Inappropriate comments or photos on web-links may be considered a breach of ethics and could result in dismissal.
- In the field, students must dress appropriately. Standards of dress are determined by the internship site.
- Students cannot be supervised by any friend or family member or by someone who was a previous supervisor.
- Students cannot obtain a field placement through a friend or family member.
- Students can be asked to travel a minimum of an hour or more to their internship placement on CTA, METRA or by car. Travel time to and from the field site does not count towards placement hours. Travel is the responsibility of the student and students are not reimbursed for cost of travel.
- Some students may provide home-based work where they provide services in the client's home. In this instance, travel time *does* count towards field placement hours.
- Students are not required to use their personal vehicle for agency work. Students must discuss the conditions and use of their personal vehicle with the supervisor prior to the start

of placement (e.g. transportation of clients).

- All students registered for the fieldwork course are covered by Loyola University's professional liability insurance. Agencies can request copies of insurance certificates from the Internship Coordinator.
- Students who leave the BSW or MSW program to take a Leave of Absence or withdraw from the program are not guaranteed the same internship placement upon return or readmission to the School of Social Work and their designated academic program.

XI. SCHEDULE AND HOLIDAY/TIME OFF EXPECTATIONS IN THE FIELD

- Unless other arrangements are made, students follow the agreed upon work day schedule of the agency. Lunch hours and breaks do not count towards internship hours.
- Students are expected to discuss the implication of religious holidays on their internship schedule and must request time off from their supervisor for these holidays.
- All time off requests from internship must be approved by the Field Instructor.
- Students are expected to work through winter and spring breaks when class is not in session. Students will negotiate exact vacation dates with the Field Instructor, respecting the needs of the agency and the clients.
- Some sites require students to make a school-year or full-year commitment. If students accept an internship with this type of schedule, they are required to honor that commitment.

XII. INTERNSHIP REQUIREMENTS

A. COURSE ENROLLMENT

Students must enroll in a fieldwork course for each semester that they are in a placement. BSW and MSW students are required to complete two and four semesters, respectively, of field work in order to graduate.

- **BSW Level**
 - First Semester Placement – enroll in SOWK 330
 - Second Semester Placement – enroll in SOWK 340
- **First Level MSW**
 - First Semester Placement – enroll in SWFI 530 and SWFI 530S
 - Second Semester Placement – enroll in SWFI 531

- **Second Level MSW/Advance Standing**
 - First Semester Placement – enroll in SWFI 630
 - Second Semester Placement – enroll in SWFI 631 and SWFI 631S
- Students in a Summer Block placement must enroll in both the first and second semester at the start of their field placement (e.g. First Level MSW students must enroll in SWFI 530, SWFI 530S, and SWFI 531 at the start of their placement).
- Satisfactory completion of 2 field courses (SOWK 330, SOWK 340) is required of all candidates for the Bachelor of Social Work degree.
- Satisfactory completion of all 4 field courses (SWFI 530, SWFI 531, SWFI 630, SWFI 631) is required of all candidates for the Master of Social Work degree.

B. LEARNING AGREEMENTS

Within 30 days of the field placement, (about 60 hours into the field work experience), students and their Field Instructor(s) will complete a learning agreement which defines the learning goals and objectives for the placement. Learning goals and objectives will form the basis for the student's evaluations at the end of each semester. Students and their supervisor discuss the student's learning style, the expectations from the agency, and the learning goals that the student and supervisor want to accomplish. *The student and the supervisor sign this document and both keep a copy for their records. The student emails a third copy to their Field Liaison.*

The Learning Agreement reflects the ten Competencies established by the Council of Social Work Education (CSWE). Not all competencies are meant to be fully met but rather can be considered emerging or under development which is appropriate for students at this stage of learning. The ten competencies are:

- | | |
|--------------------------------|--|
| 1. Professionalism | 7. Human Behavior and Social Environment |
| 2. Values and Ethics | 8. Policy |
| 3. Critical Thinking | 9. Shaping Practice |
| 4. Diversity | 10. Engagement, Assessment, Intervention, Evaluation |
| 5. Social and Economic Justice | |
| 6. Research Informed Practice | |

If students do not meet the expectations outlined in the Learning Agreement, the field site may request a meeting with the student and their field liaison to fill out a Corrective Action Plan (Appendix A) which will clarify the field internship requirements and make any changes that are necessary to maintain the placement and ensure success.

C. EVALUATIONS

Evaluations completed by Field Instructors are used to measure a student's progress in the field. The purpose of this process is to ensure that the students have knowledge of the level of their performance. It should also promote further learning and development as a student and social

worker. Students will have two (2) evaluations; the first at the mid-way point and the second at the end of their field work.

The student and their supervisor discuss the progress of the student's learning goals and objectives, which are defined by the aforementioned ten competencies. It is expected that the mid-semester evaluation serves as an opportunity to indicate where the student can grow and enhance their practice so that they can use the second semester to improve and build upon those skills. *The student and the supervisor will review the evaluation prior to the supervisor submitting the evaluation on-line. It is recommended that both the student and Field Instructor keep copies of the evaluation.* The Field Liaison will be provided a copy of the evaluation from the Internship Coordinator.

The field evaluation of the student is on a Likert scale which utilizes a point scale to assess a student's attainment of objectives in their fieldwork activities. The scale rating is as follows:

- 1. Demonstrates No Competency** in this area
- 2. Demonstrates Minimal Competency:** little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
- 3. Developing Competency:** with some coaching or prompting student demonstrates some skill, marginal competency in working towards improvement, there is a beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, and inconsistently takes initiative.
- 4. Emerging Competency:** demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance and just needs more practice, and takes initiative for learning.
- 5. Demonstrates Competency:** Student is beginning to independently apply skills in simple or complex situations, there is moderate competency and on-going progress, there is adequate performance with a need for more practice, and takes initiative for learning.
- 0. Not Applicable:** Does not relate to the student's internship experience or there is not sufficient experience to evaluate skill level.

Several ratings of 1 or 2 on the evaluation indicate that the student is performing at an unacceptable level in that area, and is a warning that the student may be in danger of failing the course. All such ratings are to be understood minimally as meaning that improvement in the performance is mandated. If a student receives several scores of 1 - "Demonstrates No Competency" on the Field Instructor Evaluation in multiple areas of evaluation, the following procedures are followed:

1. There will be an in-person conference with the student, the Field Instructor, and the field liaison to discuss the nature of the problem and to determine an individualized plan for addressing it (a plan might include such things as additional readings and/or caseload

assignment, special supervisory focus, or supplementary educational experience inside or outside the agency).

2. The Field Instructor will be responsible for a plan that will be put into writing using the Corrective Action Plan with copies provided to the student and Field Liaison. The Corrective Action Plan is found in Appendix A.

3. The plan should include a time period within which the problem will be addressed and rectified.

D. STUDENT SELF-EVALUATION

BSW students are asked to evaluate their progress in their internship. MSW students are asked to evaluate their progress in the field at both their first and second level placements. These evaluations are completed at the end of each semester and will be made available to students through e-mail. The self-evaluation is submitted only to the Internship Coordinator and Student Services staff. It is not shared with the Field Instructor and Field Liaison.

E. FIELD WORK FORMS

All forms can be found at <http://www.luc.edu/socialwork/resources/forms/>.

XIII. GRADING FOR FIELD WORK

A. BSW STUDENTS

For BSW students, the academic letter grade given for field instruction follows the same scale of letter grades used for courses. As noted in course syllabi, the primary letter grades are assigned using the following criteria:

A = Exceptional work: Outstanding; this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice and careful attention to use of professional language, good grammar, and sentence structure in written products.

B = Fully meets undergraduate standards: This grade will be assigned to work in which all aspects of assignments are completed satisfactorily. The student shows a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is satisfactory

D = Overall performance is poor: the student must retake the course if it is a required course for the major, and/or a non-major chosen elective or CORE credit.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments is not done.

The grading system used in the Loyola School of Social Work is the same that is used within Loyola University.

A	4.00	
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	(a grade of C- or lower will require a class to be retaken)
D+	1.33	
D	1.00	
F	0.00	

I	Incomplete
W	Withdrawal
WF	Withdrawal Failure (equivalent to a failing grade)

If a student's performance is considered marginal or problematic, a meeting with the Field Liaison, Field Instructor and the student (collectively or individually) is held to discuss the evaluation and to help the student use the learning process more effectively.

If for any reason a student is asked to leave their field placement or chooses to end their field work prematurely, this is cause for great concern and a meeting is initiated by the Internship Coordinator. Every effort is made to preserve the placement and maximize the educational benefit of the student's experience through an active collaboration between the Field Liaison, the Field Instructor and the student.

If removal is the outcome, it is the responsibility of the Internship Coordinator to meet with the student and to understand the reason for the dismissal. The Fieldwork Director will also be consulted in this process. Depending on the circumstances and the outcome of the meeting/s, one of the following options may be utilized:

- A. Student may be referred to another internship site
- B. Defer internship placement to a subsequent semester
- C. Assign a grade of "F" that impacts a student's academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook.

Assignment of an "I" for Incomplete

The assignment of an "I" for incomplete is generally not an option in the fieldwork course. Only under extraordinary circumstances, and with the prior approval of the Director of Internships and Student Services, may an Incomplete be entered for a student's fieldwork grade.

Assignment of a “W” for Withdraw

Since the integrity of the two consecutive semester field courses must be maintained, withdrawal from the field course in the second or fourth semesters will be permitted only in unusual circumstances. A condition of withdrawal might require that both semesters of the field course be repeated. Students who must withdraw from fieldwork for a term or who must leave a placement and cannot secure a new placement during the same term will receive a “W” for Withdrawn and will be expected to start their field placement and fieldwork hours over again.

Assignment of a “WF” for Withdraw/ Failure

A grade of "WF" indicates withdrawal from a class without proper authorization at any time and is also assigned for withdrawal after the approval deadline (see academic calendar for dates). This grade is generally not relevant in relation to field, but in instances in which students withdraw from the field course without consent, or absent themselves from field courses, the grade “WF” will be assigned automatically. This may also result in a failing grade for field.

Assignment of an “F” Grade

In some instances, a circumstance arises when there is not sufficient time to create an educational plan to remedy the difficulty, or there is such a violation of sound practice or ethics that immediate action must be taken to safeguard the client, to protect the field agency, or to protect the school. For example, if a student exhibits behavior which indicates unsuitability for the profession, such as inability to engage clients, inability to follow the field instructor’s directions, inability to respect agency structures and negotiate within them, continuous errors in judgment, inability and or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations, or inappropriate behavior.

In these instances the Field Instructor or field liaison shall immediately notify the student that the field course has been terminated and the grade of “F” will be entered. The Field Instructor will submit, with or without the student’s signature, a final evaluation for the semester which describes the problem in detail with their recommended grade of “F.”

B. MSW STUDENTS

For MSW students, field work courses (internships) are graded Pass (P) or No Pass (NP). Each student’s internship Field Instructor recommends a grade and the Field Liaison reviews the grade and provides additional feedback as needed. The Internship Coordinator then reviews the evaluation and enters the final grade.

When a student's performance is considered marginal or problematic a meeting with the Field Liaison, Field Instructor, and the student (collectively or individually) is held to discuss the evaluation and to help the student use the learning process more effectively.

If for any reason a student is asked to leave their field placement or chooses to end their field work prematurely, this is cause for great concern and a meeting is initiated by the Internship Coordinator.

Every effort is made to preserve the placement and maximize the educational benefit of the student's experience through an active collaboration between the Field Liaison, the Field Instructor and the student.

If removal is the outcome, it is the responsibility of the Internship Coordinator to meet with the student and to understand the reason for the dismissal. The Fieldwork Director will also be consulted in this process. Depending on the circumstances and the outcome of the meeting/s, one of the following options may be utilized:

- A. Student may be referred to another internship site
- B. Defer internship placement to a subsequent semester
- C. Assign a grade of "NP" that impacts a student's academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook.

Assignment of an "I" for Incomplete

The assignment of an "I" for incomplete is generally not an option in the fieldwork course. Only under extraordinary circumstances, and with the prior approval of the Director of Internships and Student Services, may an Incomplete be entered for a student's fieldwork grade.

Assignment of a "W" for Withdraw

Since the integrity of the two consecutive semester field courses must be maintained, withdrawal from the field course in the second or fourth semesters will be permitted only in unusual circumstances. A condition of withdrawal might require that both semesters of the field course be repeated. Students who must withdraw from fieldwork for a term or who must leave a placement and cannot secure a new placement during the same term will receive a "W" for Withdrawn and will be expected to start their field placement and fieldwork hours over again.

Assignment of a "WF" for Withdraw/ Failure

A grade of "WF" indicates withdrawal from a class without proper authorization at any time and is also assigned for withdrawal after the approval deadline (see academic calendar for dates). This grade is generally not relevant in relation to field, but in instances in which students withdraw from the field course without consent, or absent themselves from field courses, the grade "WF" will be assigned automatically. This may also result in a grade of "NP" for field.

Assignment of an "NP" Grade

In some instances, a circumstance arises when there is not sufficient time to create an educational plan to remedy the difficulty, or where there is such a violation of sound practice or ethics that immediate action must be taken to safeguard the client, to protect the field agency, or to protect the school. For example, if a student exhibits behavior which indicates unsuitability for the

profession, such as inability to engage clients, inability to follow the Field Instructor's directions, inability to respect agency structures and negotiate within them, continuous errors in judgment, inability and or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations, or inappropriate behavior.

In these instances the Field Instructor or Field Liaison shall immediately notify the student that the field course has been terminated and the grade of "NP" will be entered. The Field Instructor will submit, with or without the student's signature, a final evaluation for the semester which describes the problem in detail with their recommended grade of "NP."

Since a student who receives an "NP" grade is dismissed from the program, the student may appeal or file a grievance. The procedures for this process are outlined in the Student Handbook.

Financial Aid Implications of Failure in Field

A student who is dismissed from field, or leaves a field placement, risks various consequences as noted in the preceding section. In addition, a student in such scenarios must be aware that regardless of the final decision about field, a refund of financial aid is dependent upon the last day that the student attended all classes, whether that is the field placement or in a class.

Therefore, if a student leaves or is dismissed from a field placement, but continues to attend their other classes and is then subsequently assigned an NP for the failed field placement and dismissed from the MSW Program, a financial aid refund will be considered on the basis of the last time the student was in class attendance and not the date of the last day in the field placement.

Implications of this financial aid decision could have significant impact upon the student's financial situation. As a result, all students who fall into this category involving either dismissal by the field placement or a student initiated withdrawal from a field placement will be notified of the financial aid implications by the School as a courtesy as soon as that information is brought to its attention. However, it is the student's responsibility to stay informed of the University's approved withdrawal and reimbursement deadlines. This information is posted on-line in the University's calendar.

XIV. SAFETY CONSIDERATIONS

Loyola University recognizes the potential risks involved in providing services to clients, agencies, and communities in crisis. Students sometimes lack the experience and skills to assess risk and take appropriate precautions. Each site has a unique approach and policy regarding safety in the field and the school requires that the supervisor review their safety policy during the first week of the student's field placement. There are additional safety considerations that can be reviewed with the Field Instructor (Appendix B). As part of safety considerations, Loyola University has a policy on sexual harassment that all students need to be familiar with which can be found in the Student Handbook at the following link, http://www.luc.edu/hr/policy_sexualharassment.shtml

XV. INTERNATIONAL FIELD PLACEMENTS

There are study abroad opportunities to fulfill coursework requirements as well as for field work. Students may satisfy only one of their field work requirements in a country outside of the U.S. during a summer block. LUC organizes a field experience to Mexico. Students can contact their respective Internship Coordinator for further information and possible referral to the appropriate faculty that coordinate the Mexico field experience.

The Mexico internship can be used as a First or Second Level placement, except for students pursuing a Schools specialization as a Schools internship must be completed in the United States. **A minimum of conversational Spanish is required.** These international field placements are coordinated by Dr. Vidal de Haymes and Dr. Lundy; however, students should still meet with their Internship Coordinator.

Students can, in consultation with their Internship Coordinator, organize their own summer field placement abroad. In the past, students have completed field placements in South Africa, Mexico, Israel and Italy. Students interested in a field placement abroad should fill out a study abroad proposal and have it approved by the Internship Program Coordinator and the Director of Internships, Programs and Student Services www.luc.edu/socialwork/academics/academics_studyabroad.shtml

XV. ROLES AND RESPONSIBILITIES OF FIELD INSTRUCTORS, FIELD AGENCIES AND FIELD LIAISONS

A. FIELD INSTRUCTOR REQUIREMENTS

- Loyola requires Field Instructors to have a Master of Social Work degree or a degree in a related field such as Psychology or Counseling. At times, a supervisor without a master's degree who has extensive experience in a particular area can be used. Field Instructors fill out an application and confirm their level of education and experience with Internship Coordinators.
- An LCSW license is preferred but not required due to variations in agency and state regulation and requirements. In some cases, an Internship Coordinator or the Director of Internships and Student Services may approve supervisors with alternative credentials based on the supervisor's experience within the setting. In such cases, the Internship Coordinator, Field Liaison, and agency supervisor develop a plan to ensure the students obtain the "social work perspective" with regards to their fieldwork experience.
- Loyola expects Field Instructors to be committed to the teaching role by having a clear understanding of the similarities and differences between staff and the student.
- The Field Instructor provides the support and experiences through which the student can develop and demonstrate an integration of social work knowledge, principles, methods and values.

- The Field Instructor must be familiar with the educational philosophy of the School of Social Work and must have a general knowledge of the content of the courses which the student has already taken and is currently taking. This general knowledge should correlate with what is being taught and already has been taught in the classroom and other field assignments given to the student throughout the year. At times, the Field Instructor teaches specific content needed for the student to fulfill a particular field assignment when this content has not yet been covered in the classroom curriculum.
- All Field Instructors are invited to attend seminars and in-services provided by the School of Social Work throughout the year. They are eligible to receive CEU's where offered as part of the event.
- The necessary preparations should be made in the agency prior to the arrival of the student in relation to space, selection of assignments, selection of learning opportunities, office routines, agency staff, etc.
- The Field Instructor prepares an orientation for the student which would be helpful in starting the field experience. See "Appendix C" which provides information about orienting students to internship placement.
- Field Instructors who are new to field instruction at Loyola are expected to attend special orientation sessions held at the beginning of each academic year; and to use the fieldwork staff during the first few years of field instruction.
- The Field Instructor is responsible for completing a learning agreement and the evaluations of a student's performance in the field each semester. Both the learning agreement and the evaluation are to be a joint process between the instructor and the student.

B. RESPONSIBILITIES OF FIELD INSTRUCTORS

- Field Instructors are central to the process of learning in the field. Loyola, therefore, offers considerable support and assistance to them through the in-service programs, accessibility to continuing education, and an active involvement with a Field Liaison.
- The School has high expectations of performance for Field Instructors. They are expected to meet individually with students in supervision for at least one hour per week, preferably in one block of time but at some sites it may be in different intervals throughout the week. It is expected that students in the Clinical Social Work domain of practice will be assigned an appropriate caseload of adequate size for learning. The guideline is that a large portion of the student time in the BSW/first level and most of the time in the second level should be spent in direct service. The nature and composition of a "caseload" may look very different for second level students in the Leadership and Development in the Social Services domain of practice. However, appropriate assignment of cases, projects, or tasks related to this domain of practice should constitute approximately 70% of the student's time in the agency.

- While a Field Instructor must retain a responsibility to the agency for the quality of the work done with the client or with other projects relevant to the domain of practice, the School also expects the Field Instructor to utilize the case material to teach the student general principles of the practice in a manner that is individualized on the basis of the student's previous experience, learning patterns and level of demonstrated competence.
- All students in BSW/first level placements are expected to get a broad and general sense of the agency's paperwork including; intakes, assessments, treatment plans, and progress notes. It is highly recommended that BSW/First Level students complete two process recordings per semester and that these recordings be used as learning tools and be discussed in supervision. Second level students are expected to utilize the agency's paperwork and conduct their own intakes, assessments, develop a treatment plan, and maintain progress notes. It is highly encouraged that second level students complete two process recordings per semester and that they be discussed in supervision. Second level students in the Leadership and Development of Social Services domain of practice are expected to complete reports and other documentation related assigned projects and tasks in the agency setting.
- Teaching methodologies may also include the use of observation, audio or videotapes, summary recordings, and other reporting forms. Some agencies regularly hold seminars, consultations with experts or other disciplines, student support groups, or supervision in groups in addition to the individual supervision.
- The Field Instructor is expected to help the student learn how to evaluate the effectiveness of the interventions within the cases (for Clinical Social Work domain of practice placements) and to evaluate the effectiveness of completion of tasks and projects (for Leadership and Development in the Social Services domain of practice placements) and to consider the state of the student's knowledge and skill on an on-going basis. At the end of each semester the Field Instructor and the student engage in a mutual, formal evaluation process that results in the completion of the School's on-line form. The link to the form is made available by the School in each semester. Please note that there are different evaluation instruments for BSW, first level, and second level placements.
- If a student is experiencing problems in learning, documentation that would illustrate the problem should be maintained and reviewed. In the event that the Field Instructor begins to question a student's performance and/or capacity for education in professional social work, the instructor has the responsibility to share this concern as early as possible with the student and the field liaison. If the student's performance does not improve, the Field Instructor will be asked by the student's field liaison to participate in a specially convened meeting to discuss the student's progress and take the appropriate steps to ensure positive change.

C. RESPONSIBILITIES OF THE FIELD AGENCY

The professional education of social work students is a shared responsibility between the School of Social Work and those agencies and institutions which participate in social work education.

Certain facilities and supports must be available for the educational program.

- Administration, board members and staff should be committed to the values of a fieldwork teaching program.
- Appropriate experiences for learning the delivery and development of services to families, individuals, and groups should be available to assure a breadth and depth of experience for the students. The breadth and depth of such experiences will vary by domain of practice and area of specialization.
- Communication and collaboration between the agency administration, Field Instructor, Internship Coordinator, and Field Liaison should facilitate the provision of a sound educational experience for the student.
- The ethics and values of social work should be demonstrated through the policies, program design, and delivery of services of the agency.
- The agency should make available to students the opportunity for participation in policy and program through attendance at staff meetings, critical evaluation of services, and the opportunity for research within the agency.

D. REQUIREMENTS OF A FIELD LIAISON

Field Liaisons are professionals in the field of social work typically working at agencies or private practice and are contracted through Loyola. The requirements of a Field Liaison include:

- A Master in Social Work; most have their LCSW;
- A minimum of five years working in the field in various settings, including agency work, schools, and private practice;
- Familiarity with Loyola's School of Social Work Program; and
- Availability to meet with students and field sites for individual consultation.

E. RESPONSIBILITIES OF THE FIELD LIAISON

The Field Liaison primary responsibilities are to support and communicate with their assigned caseload of students placed in internship sites and the student's field supervisors. The frequency, location, and purpose of the communication and meetings are based on the student's needs, Field Instructor's needs, agency needs, and the Field Liaison's evaluation of the placement experience. Specific responsibilities include:

- Contacting newly assigned students in caseload as well as Field Instructors to introduce themselves and review their role in working with the placement site and the student;

- Obtaining and reviewing a learning agreement from each student;
- Communicating with students through phone, e-mail and in-person individual and/or group meetings;
- Visiting each assigned student's internship site once during their internship placement;
- Reviewing field work evaluations from the Field Instructor for follow-up as well as inconsistencies or concerns;
- Sharing general information about the assigned field setting in terms of expectations, types of clients, community in which the agency is located, and the background and expectations of Field Instructors;
- Assisting students who are completing their professional education to review their achieved knowledge and skills, ongoing learning needs, and employment opportunities in the community; and
- Referring students to appropriate university resources such as an academic advisor or the Wellness Center as a student's needs are assessed.

F. RESPONSIBILITIES OF ACADEMIC ADVISORS AND LIAISONS

The interface between the academic advisors/liaisons with the School is critical to the successful maintenance between training sites and the School of Social Work. The responsibilities include:

- Sharing information about issues, problems, and trends in social work practice and education raised during agency contacts in order to insure the integration of practice and education;
- Providing the Internship Coordinator with evaluation of placements at the end of the academic year and a recommendation regarding continued use of placements; and
- Maintaining the educational standards of the School and, when indicated, direct information regarding academic problems to the appropriate school personnel.

XVI. ROLES AND RESPONSIBILITIES OF STUDENTS IN FIELD PLACEMENT

In order for students to make maximum use of field instruction, they must be consciously aware of their responsibility as a learner. In accepting a placement at an agency, students are making a contract that they will render services to the best of their ability. In accepting a placement with a given Field Instructor, the student is contracting to participate in the teacher-student relationship in which the student assumes responsibility for all commitments made with clients, colleagues and other significant people in relation to services. The student accepts their role as a learner which will be facilitated by the Field Instructor.

Field work experience is where classroom theory and direct practice interconnect. Part of this experience is the attainment of the ten competencies imbedded in the learning agreement (see section VIII). The following student responsibilities have been identified as appropriate to field learning and, while not inclusive, are basic for carrying out active participation in learning.

- Students must adhere to the Code of Ethics of NASW.
- The required number of hours for a scheduled field day is seven to eight, excluding the lunch hour, according to the schedule of the student's assigned agency. Exceptions to this are: illness of the student and important personal matters which have been previously discussed with the Field Instructor with arrangements made for makeup time.
- Field hours should be used appropriately and shall include supervisory time and time to complete tasks and projects relevant to the field placement level and area of domain.
- Within the student-instructor relationship it is appropriate for the student to use the Field Instructor in the advancement of knowledge, skills, values, and techniques relevant to the practice of social work in the specific agency setting.
- Students have the responsibility to communicate educational needs and interests to the Field Instructor; this includes having too much or not enough work, or learning about and being involved in other services which their field placement offers.
- Students have the responsibility to discuss with Field Instructors and/or Field Liaisons areas of disagreement, dissatisfaction, or confusion in respect to any part of the field learning experience. It must be emphasized that if a student is having problems or struggling in a field placement, it is the student's responsibility to communicate such information promptly and thoroughly to the Field Instructor and/or the Field Liaison so the needs of the student may be addressed in the early stages of the field placement.
- Students who carry caseloads will prepare clients ahead of time for vacation periods when students will not be at the agency. Before vacations begin, students have the responsibility to have case notes up-to-date and to inform the Field Instructor and/or the replacement of case activity which is occurring or may be anticipated to occur.
- Students have the responsibility to keep supervision times with Field Instructors and to prepare for such meetings. Students are expected to maintain their scheduled meeting times and will communicate directly with their supervisor if there is a reason that causes them to miss an appointed supervision.
- Students participate with the Field Instructors and Field Liaisons in the evaluation of learning, performance, and professional development.
- The evaluation of the student's performance in the field is to be a joint process between the student and the Field Instructor.

- Students will ensure the appropriate field work evaluations and other required forms are made available to their Field Instructor.

XVII. ROLES AND RESPONSIBILITIES OF SCHOOL OF SOCIAL WORK

The Internship Coordinators are responsible to the Director of Internships and Student Services for the day-to-day operations of the field instruction program. The Internship Coordinators, in collaboration with the Director of Internships and Student Services and the Field Work Committee, perform the following functions:

- Develop policies, procedures and objectives of field instruction;
- Partner with new field placements concerning the selection for field instruction and interpretation of field policies, procedures, requirements, and standards;
- Maintain ongoing communication with agency administrators, agency directors of social services, and/or agency program directors concerning administration or field instructions, policies, procedures, requirements and standards;
- Plan seminars and meetings for Field Instructors in order to develop the quality of field teaching and strengthen the performance of Field Instructors as educators;
- Plan student orientation to the field instruction program, as well as an orientation meeting on the process of applying for second level advanced practice options;
- Provide opportunities for agency Field Instructors to participate in the ongoing assessment and development of the School's field instruction program, in the development of the criteria for field performance and in the content of field instruction;
- Create opportunities for the Field Instructor to be familiar with the School's curriculum; as well as trends and changes in classroom course content;
- Evaluate and assess agencies' field instructional programs, in cooperation with Field Liaisons and students;
- Coordinate plans for placement of students in the field;
- Communicate with students regarding new agencies which are likely to be available and providing factual information regarding these placements;
- Provide the opportunity for students to evaluate their performance in their field experiences;
- Review periodically the field instructional program concerning immediate and long-range goals and implementation of activity toward those goals within the context of the Council of Social Work Education (CSWE).

- Collaborate with the Fieldwork Committee which meets monthly to provide feedback on student performance, school curriculum, and fieldwork policies and procedures. In addition, members are asked to share current issues and changes in the practice community.

A. RESPONSIBILITIES OF THE SCHOOL TO THE FIELD PLACEMENT

It is the philosophy of the School of Social Work that the educational program administered through Loyola University should not and would not exist without the partnership of school and agency. It is the expectation of the school that social workers in agencies and significant others will interact with the school in such a way as to share knowledge in relation to models of service, identification of problems in the field, and recommendations for social work education. Final responsibility for the design of curriculum rests with the School of Social Work.

The School has identified certain specific tasks which it believes are basic in fulfilling its partnership with agencies in the process of education.

- It is the role of the School to plan and guide the integration of the field experience with the total educational program of the student.
- The School provides each field placement a Field Liaison that collaborates with the Field Instructor in the attainment of the educational goals of the field program.
- The School takes responsibility for informing agency Field Instructors and administrations of significant curriculum changes occurring at the school.
- The School assumes the responsibility to plan and provide an orientation for Field Instructors new to the Loyola School of Social Work Program. The orientation includes content related to Loyola's educational program and the policies and procedures related to field instruction. This content supplements material contained in the Field Manual.
- Regular meetings for all Field Instructors are held at the University or other regional areas each academic year in order to provide information about developments, modifications or current emphases in the curriculum and to facilitate the development of the instructors as social work educators.
- It is the role of the School to plan and guide the integration of the field experiences with the total education program of the student. The process within which this is achieved is currently under revision by the faculty of the School and to be introduced during the current academic year.

XVIII. PROCEDURES FOR RESOLVING CONFLICTS IN THE FIELD

As in all professional settings, problems may arise that need additional attention and support to resolve. Students and their Field Instructors shall follow this general process when trying to resolve areas of conflict or concern.

1. The student and Field Instructor will attempt to resolve the conflict or concern through the supervisory process.
2. If Step 1 proves unsatisfactory for either party, the student and/or Field Instructor can request a meeting with the Field Liaison. The Field Liaison will meet with the student and Field Instructor and help resolve the conflict or concern.
3. An outcome of Step 2 can be a **Corrective Action Plan** where the specific concerns are formally outlined with the corrective actions that the student must make within a certain time frame. See Appendix A.
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator. The Internship Coordinators can set up meetings with any of the involved parties and help resolve the conflict or concern.
5. If Step 4 proves unsatisfactory, any of the parties involved can request a meeting with the Director of Internships and Student Services. The Director can set up meetings with any of the parties involved and help resolve the conflict or concern.
6. **MSW Students** – when the field grade is “NP” (No Pass) this is considered a failing grade and results in adverse action in which the student is dismissed from the program. The student may appeal the dismissal to the Committee on Student Affairs. The Committee on Student Affairs will make a decision either upholding the grade decision or reversing the grade with possible attended conditions.

If the decision of the Committee on Student Affairs upholds the failing grade and subsequent dismissal, the student may appeal that decision to the Dean of the School of Social Work. The Dean’s decision is final.

7. **BSW students** – a passing grade is “C” or better. A grade of “C-“or lower in field is considered a failing grade in the undergraduate program, requiring the student to re-take the class. BSW students have access to the Committee on Student Affairs and may also appeal an adverse field grade.

The Committee on Student Affairs will make a decision either upholding the grade decision or reverse the grade with possible attended conditions.

If the decision of the Committee on Student Affairs upholds the failing grade, the student may appeal that decision to the Dean of the School of Social Work. The Dean’s decision is final.

XIX. FORMS AND EVALUATION DUE DATES

Learning Agreement..... Due within 30 days of placement (within 60 hours for block placement)

Student Evaluation of Self..... Due at the end of each semester

Evaluation Due Dates

Fall to Spring Placement..... Midterm evaluation due by December 1st
Final evaluation Due by May 1st

Spring to Summer Placement..... Midterm evaluation due by May 1st
Final evaluation Due by August 15th

Summer to Fall Placement..... Midterm evaluation due by August 1st
Final evaluation Due by December 1st

Summer Block..... Midterm evaluation due by July 1st
Final evaluation due by August 15th

XX. PROCESS RECORDING GUIDELINES

Process recordings are used in teaching as the written description of the dynamic interaction with a client. It is expected to reveal facts, feelings, and observations within the interview, plus responses and activity of the client and student. It expands into an analysis of the student's observations of and reaction to the interview and graduates into diagnostic thinking and planning. *The School recommends that the students complete two process recordings per semester.*

It serves as a basic instrument in guiding the students' learning and helps them to conceptualize their thinking and organize ongoing casework activities. It is a basic tool for stimulating communication and self-awareness on the part of the student and gives the students an opportunity to gain the ease and freedom in written expression that are important for their professional development. It permits the instructor and the students to jointly identify the students' strengths and weaknesses without the student feeling threatened or exposed.

It plays an important part in providing direction and a structural framework for the supervisory conference. It enables the Field Instructor to assess quickly the student's ability to respond to a client's feelings. It reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.

A. PROCESS RECORDING SAMPLE - ABBREVIATED VERSION

Client-Therapist Dialogue	Student's Feelings	Interpretations	Instructor's Feedback
<p>Therapist- How are you feeling today? Client- I'm actually not doing well... I have been having thoughts about ...cutting. I've been thinking about my mom and miss her so much. Then I think of Brian and wish he were here to comfort me and I begin to feel overwhelmed. (Client begins to get tearful)</p>	<p>My first thought was panic because I've never worked with anyone who has cut before. I'm not sure if I'll be able to help her.</p>	<p>Client and I have talked a lot about the loss of her mother and the deep impact it has had on her. Since Brian, her ex-boyfriend, broke up with her she has lost a strong support. Cutting has been one of her coping mechanisms in the past although she has not actively done that since we have been together. A client- centered approach may help her feel more comfortable talking about this so that we can understand this behavior better.</p>	<p><i>Leave blank</i></p>
<p>Therapist- I know how difficult it was to lose your mom ...and what a strong support Brian had been to you. You've talked about cutting in the past and it sounded like that was something you did to help you cope. Can you share more with me about that? Client- Yeah, well I started doing it when my mom got sick and I felt like I had no control over anything. Cutting helped me feel like I could control how and when I felt. Sometimes I felt numb from the pain of my mom and cutting helped me actually feel something.</p>	<p>Wow. I wasn't expecting that answer. I feel a little unsure of what to say next.</p>	<p>Maybe understanding this from a dynamic perspective will help uncover some more thoughts she has over the loss of her mom. Since control is something she mentioned, I'll continue with the client-centered approach so that she can direct our discussion. Later on we can explore other aspects of her history.</p>	<p><i>Leave blank</i></p>

APPENDIX A: CORRECTIVE ACTION PLAN TEMPLATE



**Loyola University Chicago, School of Social Work
CORRECTIVE ACTION PLAN**

Today's Date	
Student	
Agency	
Field Instructor	
Field Liaison	
Start Date of Placement	

The Field Instructor and agency have concerns regarding this student's performance in field work. As a result of this concern it is appropriate that a formal plan be developed to address this critical component of the student's field performance.

Presenting Concerns

(Please share the main concerns and the steps that were taken to address these issues):

Statement of presenting issue:

- 1.

- 2.

- 3.

Steps proposed to address issue:

- 1.
- 2.
- 3.

Time frame for anticipated Correction:

- 1.
- 2.
- 3.

Outcome Consequences:

- 1.
- 2.

The student understands that the 480/720 hours of BSW/first/second level field placement is a basic requirement of a CSWE accredited social work program and that without the field experience, the student will not have fulfilled all necessary graduation requirements. Additionally, with the signatures below, all parties agree and will abide by the procedures as explained in the document.

Name of Student

Date

Field Instructor

Date

Field Liaison-Loyola University SSW

Date

Internship Coordinator-Loyola University
School of Social Work

Date

APPENDIX B: SAFETY CONSIDERATIONS

SAFETY TIPS FOR STUDENTS IN THE FIELD

Agency Protocol

It is important for students to know the agency's protocol for safety and security. The following are guidelines and suggestions that may be helpful to students, field instructors, and field liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will have to be determined by the individual situation, the nature of the setting, etc. The agency should know the student's schedule and whereabouts at all times, especially when the student is working outside the building.

Security of Belongings

The agency is responsible for providing students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. Students should not leave cell phones, laptops, backpacks, purses and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients

Social work students work with clients in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are threatening or appear to be threatening to the student. Students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling the appointment, it is helpful to think about whether other people will be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that the client becomes agitated. This may include having another staff person in the meeting. Clothing that is provocative is never appropriate and, in some instances, may impede one's ability to act in an unsafe situation.

Safety Tips for Travel

If a student is traveling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one's surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one's vehicle prior to parking at the destination.

When traveling by foot or public transportation, it is advisable that students carry as little as possible. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear

destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits

Prior to making a home visit, the student should discuss any issues related to safety with the field instructor. On an initial home visit it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of the home visits. If the student feels unsafe upon arrival or at any time during the visit s/he should contact the Field Instructor immediately.

Procedures for Reporting an Incident

If an incident occurs in which a student is threatened or hurt, the Field Instructor, or agency should contact the Field Liaison immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

The incident should be documented and the steps taken to address it. There will be a meeting with the student, the agency, and the school to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

APPENDIX C: ORIENTATION TO FIELD SITE

Each agency is different and will vary in its orientation plan. The items listed below will provide a thorough orientation for a new student at an agency.

Before The Student Arrives:

1. Develop the orientation plan
2. Designate and prepare a workplace for students
3. Collect initial reading material for the student
4. Collect agency-specific information that will be helpful for the student, such as:
 - The history of the agency
 - Policy and procedure manual(s)
 - Information about the clientele of the agency
 - Examples of important forms, reports, etc.
 - Information about community resources used by the agency
 - Agency staff directory information (phone numbers, office numbers, etc.)
5. Notify appropriate staff of the student's start date and time
6. Arrange for any parking permit, ID/name badge, etc. that the agency requires

During the First Week of Placement:

1. Introduce the student to others in the agency
2. Discuss safety issues and policies
3. Make a plan for lunch (or let student know about usual lunch procedures)
4. Provide a tour of the agency
5. Provide necessary keys, badges, parking permits, etc.
6. Discuss planned work hours and appropriate attire for the agency
7. Discuss any relevant policies and procedures for telephone use
8. Discuss the student's role in the agency and how the student is to be identified
9. Review the orientation plan including the student's responsibility for implementing the plan (e.g.: Is the student to arrange meetings with each staff member to discuss the work of the agency or will the supervisor arrange such meetings?)
10. Provide opportunities for the student to observe the work of the agency and to process these observations with the Field Instructor
11. Review any written material collected for the student to read
12. Discuss the Student Learning Agreement and plan to develop and complete the form.

Possible Student Questions for Field Instructor:

Students often have many questions when they begin their fieldwork placement. The following

list of questions is provided as a guide for students to help them think about important areas to cover when initially meeting with their agency supervisor:

- What are your supervisor's expectations of you?
- What exactly does the agency do and who do they primarily serve?
- Where do you fit in the agency structure?
- What form of supervision will you have?
- How will the process recordings be used in supervision?
- What intervention modalities are used at the agency?
- When will I get clients?
- What will my caseload look like? How many clients? What kind of clients?

During the First Month of Placement:

1. Discuss confidentiality and HIPPA policies and any common ethical issues that arise in the agency
2. Review paperwork and documentation requirement
3. Establish a schedule for regular supervision
4. Develop first draft of the Learning Agreement due within the first 30 days or 60 hours of the field placement.