



CHICAGO STATE
UNIVERSITY



Department of Social Work FIELD MANUAL

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PROGRAM LEVEL:

MASTER OF SOCIAL WORK (MSW)

REV AUGUST 2023

Chicago State University
Field Practicum Manual/Policies

This manual will be routinely updated. All students are responsible for knowing and adhering to policies and procedures in the Field Manual, Student Handbook, Graduate Handbook and Bulletin.

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Welcome to Field Practicum

Dear MSW Graduate Student:

You are about to embark on what is likely for many to be the most memorable part of the MSW program.

It is here that you will have the opportunity to apply knowledge learned in the classroom. You will receive supervisory field instruction from an experienced MSW and further supported by a Faculty Field Liaison who will also be your Field Seminar Instructor.

Although many of you have already had extensive work and life experience, you will now discover new and different perspectives and we hope you will be open to all of them.

Personal self-reflection and time commitment will present challenges on a regular basis. It is a time of sacrifice for many of you. However, you will have the support of your peers, faculty, field instructors, liaison, field director and department chairperson to assist and support you in any reasonable effort to mitigate barriers to success.

This manual was developed to familiarize you with expectations, policies and procedures that are critical to a smooth practicum experience. Please use it as an on-going reference for your questions. On behalf of the Department of Social Work, we look forward to working with each of you on your successful achievements in the field.

Sincerely,

Lolita Godbold MSW, LCSW, PEL
Interim Chairperson

Yolanda Harris MSW, ACSW, LCSW
Interim Director of Field Education

Please sign and upload this document in Tevera to acknowledge that you understand that you are expected to uphold the principles and policies within this Manual and the code of Ethics created to govern the practices of social workers everywhere.

NAME (Print): _____

TODAY'S DATE: Month _____/Day _____/Year _____

I understand that I am responsible for reading the Chicago State University, Department of Social Work Field Education Manual and agree to abide by the policies and procedures specified in the Field Manual

Signature: _____

I have read the Code of Ethics of the National Association of Social Workers and agree to abide by the Code while in field placement. The Code can be found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-ofEthics-English>

Signature: _____

Section 1: Introduction

1.1 Chicago State University Mission Statement

Mission

Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice.

Values

- Personal and academic excellence
- Personal, professional, and academic integrity
- Diversity, Equity, and inclusion
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Creative and innovative thinking and learning
- Pride in self, community, and the university
- Lifelong learning

1.2 Master of Social Work Program Mission Statement

The mission of the MSW program at Chicago State University is to prepare graduate social work professionals, who are committed to life-long learning through a competent, evidence-based, trauma informed, family centered practice, and who use their leadership skills with a spirit of inquiry to serve urban communities with a commitment to social, racial, and economic justice.

1.3 Family-Centered Perspective

The family-centered perspective serves as the organizing framework for the curriculum of the Master of Social Work program. This perspective emphasizes the centrality of family and interpersonal relationships in the development of individuals. The program emphasizes the importance of utilizing an inclusive definition of "family" that includes blood ties and families of appropriation. Affirming the diversity of modern family structures is emphasized throughout the sequence.

The family-centered perspective transcends the level of service delivery and easily accommodates micro, mezzo, or macro systems. With family as partner and collaborator, both problems and solutions can more readily be accurately identified within the context, culture and ethnicity, age, affection preference, race, mental or physical attributes or social class. This holistic view of the family supports the best interests, of the family as a unit and the development,

nurture and safety of its members. Students develop the knowledge, skills, and values to assess the strengths, resilience and breakdown within families and systems that impact their functioning. The mechanisms of oppression and discrimination, with concomitant identification of needed changes or modifications in service delivery or social policies to strengthen and empower families are identified.

A family-centered perspective is consistent with an ecological focus for social work practice. It is essential that students are able to account for the broader social, political, and historical forces that have influenced the development of individuals and their family relationships. Throughout the curriculum there is an emphasis on placing behavior in the context of social and political oppression. Opportunities for the application of the family-centered perspective are integrated into the field practice and shared peer experience in the field seminars.

Section 2: Description of Field Education Model

2.1 Field Entry Points

Full time students begin their field practicum during their first semester. Part-time students begin their field practicum during their fourth semester after completing their first year of course work.

2.2 Field Practicum Overview

Field Practicum courses provide classroom seminars and field internship experience. The field practicum is based on concurrent enrollment in a field placement and course work. The Field Practicum cannot be taken alone. Certain courses must be taken prior to or concurrent with each field practicum class. Students must comply with their study plan as designed by their advisor. Students that do not follow their study plan risk being removed from their field placement and thus delaying graduation.

2.2.1 Field Seminar

Generalist students participate in an integrative field seminar that meets five times per semester. The field practicum and field seminar combined are considered one course and students receive one grade of Pass/Fail for a total of 3 credit hours.

Specialization Students participate in an integrative field seminar that meets four-five times per semester. Additional meetings are scheduled by the Faculty Liaison. The field practicum and field seminar combined are considered one course and students receive one grade of Pass/Fail for a total of 3 credit hours.

2.3 Practicum Goals, Objectives and Outcomes

Generalist Field Practicum /Generalist Practice

The Generalist year provides a range of activities that reflect the generalist practice perspective. Whether a student is a novice to the profession or a seasoned veteran, all students benefit from a Generalist placement that considers practice activities across system levels (individuals, families, groups, communities and organizations). The interrelationships of all levels of practice must be realized through the student's Generalist learning experiences.

Goal: To prepare students to competently apply generalist knowledge, skills, values and ethics to practice with individuals, families, groups, organizations and communities. Generalist Field Practicum is an integrated process where students will enact the core competencies. The competencies and component behaviors can be found in appendix B.

Objective 1): To assist students in designing and implementing an individualized Field Learning Contract that identifies specific Generalist learning objectives and outcome measures that attend to 10 core competencies and related component behaviors for each competency.

Objective 2): Provide student with a range of sequentially planned learning experiences to enable the student to develop the capacity to apply the core generalist practice skills across system levels.

Outcomes

At the completion of the Generalist field practicum, students will be able to

- A. Demonstrate the ability to competently integrate and apply academic content to the generalist social work perspective in micro-, mezzo- and macro-level social work interventions.
- B. Demonstrate an understanding of practicum setting, community needs and resources.
- C. Engage client systems in a collaborative problem-solving process.
- D. Practice disciplined self-awareness in developing interventions that respect client diversity and self-determination.
- E. Demonstrate beginning ability to identify, select and articulate the theories/models of intervention utilized with client systems.
- F. Demonstrate beginning ability to identify and apply the application of the *strengths-based, trauma-informed, and family-centered* perspective in micro and macro practice interventions
- G. Identify practicum agency advocacy efforts, join existing ones and/or work on new initiatives
- H. Develop and produce oral and written communications that are consistent with professional expectations.

- I. Demonstrate purposeful use of practicum supervisory field instruction and peer feedback to enhance learning.
- J. Consistently utilize social work values and demonstrate the ability to identify and evaluate the ethical dimensions of practice situations utilizing the NASW Code of Ethics and models of ethical decision-making.

Specialization Field Practicum /Specialization

The Specialization Placement builds on the Generalist and will provide added rigor that requires the student to develop knowledge and skills for specialization social work practice. The second placement will offer challenges to deal with practice situations of greater complexity requiring increased autonomy and analytical skills specific to the Specialization.

Goal: To prepare students to competently apply specialization family-centered practice with diverse urban populations within the following areas of Specialization: Family Centered Program Planning and Administration, Family Centered Practice with Families and Children, or School Social Work. Specialization Field Practicum is an integrated process where students will enact the core competencies. The competencies and component behaviors can be found in appendix B.

Objective 1): Objective 1): To assist students in the design and implementation of an individualized Field Learning Contract that identifies specific specialization learning objectives and outcome measures that attend to 10 competencies and content specific component behaviors.

Objective 2): To provide an opportunity for students to apply classroom knowledge and evaluate the utility and limitations of the knowledge base through participation in Field Seminars.

Outcomes

At the completion of the specialization field practicum students will be able to

- A. Demonstrate ability to plan and implement multi-level, multi-modal intervention in collaboration with client systems;
- B. Demonstrate ability to make comprehensive assessments utilizing such tools as multigenerational genograms, eco maps and other specialized assessment instruments;
- C. Demonstrate a comprehensive knowledge of the organizational culture, climate and resources of the agency and of the community it serves;
- D. Demonstrate an ability to assess and effectively intervene in increasingly complex problems and ethical dilemmas;

-
- E. Engage in personal and professional reflection to enhance professional service that demonstrates respect and affirmation of people without discrimination based on age, class, color, disability, ethnicity, family structure, national origin, race or sexual orientation;
 - F. Demonstrate increased autonomy in practice;
 - G. Evaluate need for advocacy and participate in at least one advocacy initiative;
 - H. Organize/lead or contribute to interdisciplinary or other kinds of teams or staff groups using collaborative skills and sensitivity to diversity;
 - I. Utilize research skills in seeking knowledge or generating knowledge about problems or concerns identified in field;
 - J. Articulate rationale for practice decisions;
 - K. Consistently present well-organized information, reports, professional assessments and other communications with clarity and depth in both oral and written form;
 - L. Demonstrate increased organization and sophistication in the use of supervisory field instruction.

Additional Outcomes for *Family-Centered Direct Practice* Specialization:

- A. Utilize and integrate multigenerational genograms and/or eco-maps in clinical assessment;
- B. Assess family structure, functioning and dynamics;
- C. Identify family strengths and utilize social supports and other resources to enhance family wellbeing.

Additional Outcomes for *Program Planning and Administration* Specialization:

- A. Utilize oral and written communication skills to effectively prepare and present program proposals evaluations or grant applications.
- B. Understand and support empowerment of client systems and staff.
- C. Demonstrate the ability to evaluate how the structure, resources and size of service delivery systems impact populations with diverse needs.

Additional Outcomes for *School Social Work* Specialization:

- A. Students will demonstrate mastery of the School Social Work Standards Of Illinois State Board of Education.
- B. Design services and interventions based on knowledge of the educational setting, as well as information about the students, families and communities
- C. Understand the broad range of backgrounds that shape students' approaches to learning and help create opportunities adapted to diverse population of learners.
- D. Integrate the strength-based and family-centered perspective into the

Illinois Board of Higher Education Standards for services that support educational and emotional development; utilization; assessment and evaluation skills; advocacy; active learning; ethical conduct and professional development.

- E. Students seeking a PEL (Professional Educators License in School Social Work) must complete “course work that addresses a) the psychology of, the identification of and the methods of instruction for the exceptional child, including without limitation the learning disabled, which shall focus on the characteristics and methods of instruction for cross-categorical special education students b) methods of reading and reading in the content area.” (Illinois Administrative Code 25.25). In accordance with Administrative Code 25.25 students seeking a PEL (Professional Educator License in Social Work) will complete two modules 1) Reading Modules for School Service Personnel and 2) SED Modules/School Counseling and Social Work.

2.4 Hour Requirements

Students complete two field placements over four semesters for a total of **950 clock hours**. The first two semesters of field instruction support the Generalist curriculum and total **400 clock hours**. The last two semesters support the Specialization and total of **550 clock hours**. Advanced standing Students have one field placement completed over two semesters for a total of **550 clock hours**. Students in the school social work Specialization complete **600 clock hours** during their specialization placement.

2.5 Virtual In-person

Students may engage in virtual learning experiences. Direct practice students may participate in field placements that offer 100% virtual learning providing telehealth services as this has become organic and aligns with the current provision of clinical services. School Social work and Program Planning students may engage in the provision of telehealth services and/or engage in virtual in-person activities if approved by the field instructor and written into the learning plan, not to exceed 20% of the required hours. A rationale for providing virtual services should be given. Generalist students may engage in the provision of telehealth services and/or engage in virtual in-person activities if approved by the field instructor and written into the learning plan, not to exceed 10% of the required hours. A rationale for providing services should be given. The provision of services should align with the culture of service provision in this setting. Independent arrangements for virtual or telehealth services for the sole purpose of convenience for the student are prohibited. Simulated practice situations cannot be counted toward field hours.

2.6 Academic Requirements

All students must remain in good academic standing in order to begin or remain in the field placement. A GPA of 3.0 is required for graduation, students with a 3.0 GPA are considered to be in good standing. Any student whose GPA falls below 3.00 is considered to be not in good academic standing and cannot begin or remain in field placement. Students who are not in good academic standing prior to entering field are to discuss the situation with their advisor and the director of field education to determine possible options and outcomes. Students who are in the field and found to no longer be in good academic standing are to discuss the situation with their faculty field liaison, advisor and the director of field education to determine possible options and outcomes.

All students must remain in good academic standing in order to begin or remain in the field placement. A GPA of 3.0 is required for graduation, students with a 3.0 GPA are considered to be in good standing. Any student whose GPA falls below 3.00 is considered to be not in good academic standing and cannot begin or remain in field placement. Students who are not in good academic standing prior to entering field are to discuss the situation with their advisor and the director of field education to determine possible options and outcomes. Students who are in the field and found to no longer be in good academic standing are to discuss the situation with their faculty field liaison, advisor and the director of field education to determine possible options and outcomes.

In order to enroll in SWK 5460 (Generalist Field—first semester):

Students must enroll in or have completed SWK 5420- Human Behavior I

Students must enroll in or have completed SWK 5430- Integrated Methods

In order to enroll in SWK 5461 (Generalist Field—second semester):

Students must enroll in or have completed SWK 5421- Human Behavior

II Students must enroll in or have completed SWK 5432- Family Support

In order to enroll in SWK 5462 (Specialization Field—first semester):

Students must enroll in SWK 5433 or 5451 or 5471 (depending on the selected specialization)

In order to enroll in SWK 5463 (Specialization Field—second semester):

5463- Students must enroll in SWK 5490 Capstone and SWK 5434 or 5452 or 5472 (depending on selected specialization)

Summary of Field Course Learning Activities

Final Field Evaluation

Students must receive a grade of “PASS” to receive the points allotted (50) for the field practicum evaluation. Failure to pass the practicum and to successfully meet the expectations of the internship will result in failure of the course. If a student fails to meet the expectations of a remediation plan, they may fail the course. Students should also see the Field Manual for policies related to developing remediation plans. Evaluations should not be submitted until the student has completed **the required hours**. If a student has not completed **the required** clock hours the student will receive a deferred grade until the required clock hours are completed.

Attendance and Participation

Seminar sessions are to provide a supportive cohort and didactic learning experience. Given the seminar functions as a group, the absence of any member adversely affects the group process.

Weekly Supervision Logs

Students are to prepare for supervision utilizing this reflective tool, promoting the integration of the field practice experience and the class. This supervision exercise is also intended to prepare students to utilize supervision for continued professional development post-MSW in preparation for clinical licensure. Students are to prepare the log before supervision. Select agenda items of their interest. Select competencies addressed during the past week, write a narrative to explain how the competency or competencies were addressed in the activities, and discuss with their supervisor. Select a course from the current semester and explain how the course selected connected to their practice experience for the week and discuss it with their supervisor. Lastly, after the meeting with the supervisor, reflect on what you heard or received from the supervisor and write a brief statement that corresponds to your reflection. The faculty field liaison will review the weekly supervisions logs as a tool to assess student learning in the field practicum. Students should be prepared to review the Weekly Supervisions logs during the site visit.

Field Journal/Short Papers

Students are expected to complete four journal/short papers designed to allow students to reflect on experiences in the field and to incorporate classroom-learning experiences into practice situations.

Process Recording

Students are expected to complete process recordings which serve as a teaching and learning tool. Students will recall and report the client interaction and gain insight about the client or system interaction. The process recording should help students improve their practice through reflection and feedback.

Presentation

Students will be required to do class presentations on diverse topics as indicated in the syllabus course outline.

The Integrated Learning Plan/Contract:

The Learning Plan can be developed to be used the entire academic year. The plan can be changed should learning goals and objectives be met and additional or new goals and objectives seem reasonable. The Learning Plan will provide the basis for the student evaluation.

- The student and the field instructor will develop five major, overarching learning objectives.
- Learning activities in the plan will be addressed under one of the five overarching learning objectives.
- All the competencies and component behaviors must be addressed under the Learning Objectives.
- A well-written plan will demonstrate learning occurrences, and competencies addressed under multiple overarching learning objectives.

Example of an integrated learning plan objective

Overarching learning objective:

The student will enhance their knowledge of work with individuals and groups by providing services to the population served to address life skills and provide support utilizing a trauma-focused lens.

Activities associated with the learning objective:

The student will develop, recruit and/or participate in the development and facilitation of a life skills group.

The student will research types of groups to address communication, expression of feelings, life skills etc. for the population, seeking those that are evidence-based.

The student will utilize a pre-test, and post-test to evaluate practice.

Competencies addressed:

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 10: Trauma-informed, family-centered, urban context

Section 3: Affiliation, Agency Relations

3.1 Introduction to Field Practicum

The Practicum is an integral part of the social work curriculum. Students complete each field practicum in a community-based organization under the direct supervisory instruction of a social work practitioner who has a Master of Social Work degree and a minimum of two years post MSW experience. The Director of Field Education, who takes into account the student's professional goals, employment, volunteer, and life experiences, facilitates placements. The field practicum must demonstrate the ability to integrate theory with practice, provide competency based education across multiple systems levels appropriate to the practice level and/or specialization.

In order to fully appreciate the organizational dynamics of the field agency and the full array of services, students are expected to be in placement during regular agency business hours (usually Monday through Friday from 8:00 A.M. to 5:00 P.M.). This ensures optimal access to professional social workers and administrators who are most likely to be available for coordination of activities, collaboration and supervisory field instruction. Additionally, it is expected that all assignments and clock hours be completed at the practicum site unless an in-person virtual plan has been established and approved specifying otherwise (the defined practicum site may include multiple agencies and/ or community home visits).

3.2 Agency Affiliation Process

Any agency interested in becoming a field practicum site must adhere to the affiliation process that includes the development of a formal affiliation agreement between the agency and Chicago State University. Each affiliated agency and supervising Field Instructor have been evaluated by CSU. The agency mission, scope of services, funding sources, staffing, client populations, levels of supervision, and learning opportunities are assessed. Concurrently, an assessment is made of the credentials and experience of the MSW professionals who elect to directly instruct student learning.

3.3 Supervision Requirements

Field Instructors are required to have a MSW from a CSWE Accredited University, plus 2 years post masters experience. Occasionally a Task Supervisor or adjunct Field Instructor is also assigned who does not have an MSW. If an MSW is not available, a person holding a master's degree in a related field with 2 years post master's can be considered.

When there is no MSW available on site to provide the required MSW supervision, the Faculty Field Liaison may assume responsibility for reinforcing a social work perspective in the provision of supervision. The Field Liaison will be held to the same expectation of providing the student with one hour a week of supervision and will work collaboratively with the agency designated non-MSW supervisor to develop the student's learning contract and complete the evaluation. The required MSW supervision and the decision to provide supervision will be determined by the Director of Field Education.

3.4 Field Instructor Orientation

Orientation and Training is held in the fall and spring for Field Instructors. The Faculty Field Liaison also uses their initial site visit to provide additional orientation and training as needed. The program recruits professionals who have an interest in providing educational opportunities for our students. Populations served by the agencies that are practicum sites are populations that have traditionally been considered vulnerable and oppressed such as women, ethnic minorities, the poor, children, people of color, the elderly, and persons of diverse religious and sexual orientations.

3.5 Concerns of Placement

In cases where the placement appears to be questionable in their educational or professional practices on the part of the Field Instructor or agency, the Director of Field Education will evaluate whether the agency or instructor will be utilized as an educational resource for the MSW Program. The Director of Field Education may refer the matter to the Faculty Field Liaison Committee for review and may make a decision not to utilize the services of the agency or Field Instructor during the deliberations.

The Director of Field Education, Field Instructors, Faculty Field Liaisons, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals to optimize student learning.

3.6 Practicum Coordination/ Roles and Responsibilities

3.6.1 Director of Field Education

The Director of Field Education is responsible for developing all practicum placements. It is the goal of the University to identify placements that will best serve to broaden and diversify a student's professional identification and exposure to experiences, skills and knowledge that will prepare students for the professional responsibilities of a specialization social work practitioner. A student's placement assignment is based on careful consideration of the individual student's previous experience, identified learning needs, interests and goals.

3.6.2 Faculty Field Liaison

A Faculty Field Liaison is assigned to each student. At the core of the field liaison's responsibility is to ensure that competencies, component behaviors and dimensions are addressed.

The role of the Liaison is to:

- assist the student and the field agency in all areas of practicum, including answering practicum related questions, addressing needs, problems and or concerns, making agency-based site visits with the student and the Field Instructor, reviewing the evaluation, and assigning the grade.
- The Liaison who also serves as the instructor for the Integrative Seminar Course creates an interactive learning environment where students process the integration of course work and the component behaviors in the practicum itself. The seminar functions as a laboratory where students demonstrate knowledge with an emphasis on skill building and the relationship between knowledge and action. Students will engage in experiential activities (e.g. role-plays) designed to simulate practice situations and dilemmas that reflect the experiences students are encountering in the field.
- When there is no MSW available at the practicum site to provide the required MSW supervision, the department will provide. The department may designate a section of the Field Practicum course for generalist and specialization students to attend to receive the required MSW supervision and to provide the service of the Faculty Field Liaison.
- The Faculty Field Liaison for the designated section of field will assume responsibility for reinforcing a social work perspective in the provision of supervision.
- The decision to provide supervision will be determined by the Director of Field Education, in conjunction with the Department Chairperson.

3.6.3 Field Instructor/Field Supervisor

The Field Instructor is an agency-based social worker appointed by the University to direct the student in his/her individual educational and professional development. The Instructor's responsibilities include:

- Directing the student's practicum education within an agency setting. This includes assessment of the individual student's needs and selection of assignments that meet the student's and MSW program objectives.
- Provision of ongoing supervisory field instruction to evaluate the student's educational progress within the agency setting as well as the student's progress in achieving the goals and objectives of the MSW program.
- Facilitating agency/community resources to ensure the completion of student assignments. This may include the development of inter- and intra-agency coordination as well as providing support, space, supplies and staff support.

- Providing specialized educational content to ensure and enhance the student's understanding and compliance with agency policies and procedures, as well as the particular client populations served by the agency.
- Collaboration with the student to develop an individualized learning contract, which enhances the
- student's opportunity to gain the expected proficiencies.
- Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student. (See Remediation/Resolving Practicum Concerns)
- Attend the Field Instructor Orientation in the fall and the training in the spring.

3.6.4 Task Instructors

Task Instructors are agency professionals who typically do not have a Master of Social Work degree but who provide day-to-day instruction for the student or instruction on specific tasks. The agency still identifies someone with a Master of Social Work degree from a CSWE accredited program to provide the MSW **supervisory field instruction**. In this case the role of the MSW Field Instructor helps the student with socialization to the Social Work profession, integration of Social Work Theory with practice provides weekly supervision to provide the MSW perspective to the field experience.

3.7 Field Instructor Orientation Agenda

Field Instructor Orientation is held in September of each year. Information is provided to acquaint field instructors with program updates and expectations. The orientation addresses the following:

- Mission of Field Education
- Field Seminar
- Roles and responsibilities
- Supervision, who, what, when, how
- Field Instructor Guide to student orientation
- Generalist and specialization placements/Learning objectives operationalized through competencies and component behaviors and system levels
- Social work courses related and how to integrate them into the field practicum
- Process Recordings (Required Assignment for Generalist Students) Field manual (Highlights)
- Hour's log, learning plan, evaluation of student performance, grades
- Weekly Supervision Log (requires student reflection on competencies and component behaviors addressed in field practicum)
- Remediation plan
- Calendar and Key Dates
- Tevera

Alternating every other year the program offers 2 hours of Diversity training and/or 2 hours of Ethics.

Section 4: Field Placement Process

4.1 Internship Management System-Tevera

Our program utilizes Tevera, a web-based, field management and program outcomes management system critical to the evaluation of our program. Tevera is used to manage and simplify student field placements, to complete field related documentation, track all hours and performance of students in field practicum classes. Tevera is also utilized to capture data related to student social work competence for the purpose of program evaluation in the field and across the curriculum. Students are required to purchase Tevera during the first semester of their academic journey, continuing to use it throughout with access beyond program completion.

4.2 Application Process

The Director of Field Education will make classroom visits to review the process for applying for field placement in September.

4.2.1 You must be in good academic standing to enter and remain in the field (3.0 GPA). You must not have more than two grades of C or below to enter the field.

4.2.2 Application Deadline:

- **November 1st** for current CSU MSW Students
- **June 15th** for newly admitted full-time MSW students

4.2.3 Submission for Current CSU MSW Students

Applications for Field Placement are to be completed in Tevera for current CSU MSW students. Applications received after the deadline date may compromise the placement selection process and place the student in jeopardy of securing placement.

As part of the application process students are asked to complete the following in Tevera:

- The **“Student Consent to Release Information related to Field Education”** form. The Family Educational Rights Act (FERPA) is a federal law that protects the privacy of student educational records. This form is to be used by students to grant permission to the Chicago State University Department of Social Work, to release to field instructors’ information gathered from the student in the field application process.
- **The Application for Field Placement.**
- Upload an updated resume that states the anticipated date of graduation

4.2.4 Submission for Newly Admitted Full-time CSU MSW Students

As part of the application process for NEW students, please visit the CSU MSW webpage to locate the field forms to be utilized to apply for field placement.

<https://www.csu.edu/socialwork/fieldforms.htm>

- The “***Student Consent to Release Information related to Field Education***” form. The Family Educational Rights Act (FERPA) is a federal law that protects the privacy of student educational records. This form is to be used by students to grant permission to the Chicago State University Department of Social Work, to release field instructors’ information gathered from the student in the field application process.
- ***The Application for Field Placement.***
- An updated resume that states the anticipated date of graduation
- **Email the completed documents to lgodbold@csu.edu**

4.3 Field Selection Advisement

Students complete an Application for Field Practicum and are strongly encouraged to review it with their advisor prior to submitting it. The Director of Field Education meets with students in groups to review and discuss the individual student's interests and educational needs and answer questions related to the practicum. All information is carefully reviewed and utilized in the agency referral process. Every effort is made to ensure that the learning needs and interests of each student are met. The Director of Field Education retains the ultimate authority in the final determination of field placements.

4.4 Evening and Weekend Placements

Evening and weekend only placements are not available and should not be requested. Students should also avoid requesting placements on the basis of convenience factors (e.g. “it’s near home”). Students must make a commitment to the educational experience and consider opportunities that will enhance their previous experiences and allow them to develop new skills.

4.5 Placement Interview

The Director of Field Education, students and agency personnel collaborate in the placement selection process. The Director of Field Education refers students to the placement setting. Students are expected to initiate contact with an agency, send a professional email (please see the appendix for an example), cover letter and their resume. An appointment should be made to interview and to gain a more specific understanding of the agency setting and services.

- Students should meet with the agency staff member assigned as the field instructor since the relationship between the student and field instructor will be the key to the educational experience. During the interview process, students should make every effort to ascertain their potential ability to work with the potential field instructor. The student should be prepared to discuss with the potential field instructor possible learning activities, the supervisory philosophy and style, and past experiences (if applicable) of the field instructor

with students. Students should also be prepared to be assessed by the agency. Students should identify their educational goals in specialization and be able to articulate them to agency staff. Students should also use the opportunity to demonstrate the skills they would bring to the organization. Students must notify the Director of Field Education of the outcome of the interview, who will then make a final placement decision in consultation with the field instructor.

- Finding a match between the student intern and the field instructor can be a challenging process. The Director of Field Education will serve as a facilitator in coordinating interviews, offering options, and ultimately providing final approval of the selection of field internships. Students may interview at three potential sites in order to make comparisons and maximize the potential learning experience. If a student is not accepted for placement after three interviews, a conference with the Director of Field Education, Field Liaison Committee and advisor will be scheduled to discuss alternatives including delay of field placement. Students are responsible for notifying the agency of their decision once they have interviewed at an agency and decided not to accept the placement.
- After the interview/meeting, students should email the agency, potential field instructor and/or the person or persons who conducted the interview/meeting to thank them for the interview. Please see the appendix for an example.

FIELD APPLICATION PROCESS STUDENT QUICK GUIDE

Application Deadline IS NOVEMBER 15th

Application Process

The Director of Field Education will make classroom visits to review the process for applying for field placement in September.

- Talk with your advisor about your field plans, concentration, and classes that must be taken concurrent with Field.
- You must be in good academic standing to enter and remain in the field (3.0 GPA). You must not have more than two grades of C or below to enter the field.
- Must meet course pre-requisite requirements
- Login to Tevera:
- Go to the “Site Placements” to begin your application process
- review listing of Practicum Sites and identify your top 3 choices
Besides the name of each site, you will find
F-Indicating that the site is appropriate for Generalist students
AD- Indicating that the site is appropriate for Program Planning and Administration
DP- Indicating that the site is appropriate for Direct Practice
SSW-Indicating that the site is appropriate for School Social Work, other than Chicago Public Schools.
- Complete the Field Application
- Attach your resume
- Complete and submit the Student Consent to Release Information Related to Field Placement form (FERPA)

Early During Second Semester:

- Sign up for a Field Planning Meeting to discuss your placement options and get a referral to apply for 3 placements. *Small group meetings will occur in January.*
- **Do not interview at an agency until you have received a referral from the Field Director**

<p>Required Field Hours</p> <ul style="list-style-type: none"> ➤ Students need to be available during the day. <u>Do not request evening and weekend-only placements</u> ➤ School Social Work- 300 hours per semester. Student must agree to remain in placement till the end of the academic year for the school to which they are assigned. ➤ PLEASE GIVE STRONG CONSIDERATION TO YOUR SCHEDULE!!!! THE FIELD APPLICATION WILL REQUIRE YOU ARE SPECIFIC ABOUT YOUR PLAN TO MEET THE REQUIRED FIELD HOURS. ➤ Remember when creating a draft of schedule to consider that classes meet 2 days out of the week ➤ Field Practicum Seminar meets 5 times each semester from 4pm-5:50pm, students should consider this when establishing a schedule
<p>Generalist Field Placements are not Concentration Focused. Generalist field placements are intended to provide a general experience and could be with any population regardless of your concentration.</p>
<p>Hospital Field Placements, VA, Clinical Field Placements are for specialization year students.</p>
<p>Flexible Field Placements are few, please submit your application on time for the best opportunity to be considered for one.</p>
<p>Group Homes, Residential Facilities, Shelters, are only for Generalist year students</p>
<p>work Field Placement, You can only perform a worksite field placement one time. Decide if Generalist or Specialization year would be best. Information regarding the request for a worksite placement is on the standard application. (REQUEST DEADLINE MARCH 30TH) The relationships between an employee/employer are different than a student/field placement. An employee is responsible for aiding the organization; o Whereas the field-setting is responsible for supporting the student learner. Students are permitted to complete their field placement hours in their place of employment, with a separate supervisor and duties, even if the student is paid a salary that includes payment for the hours spent in field placement.</p> <p>Please note that when completing your field application in Tevera, the employment-based field application is embedded in the application and should be completed in Tevera as well.</p>
<p>Vetting New Placements (REQUEST DEADLINE MARCH 30TH)</p> <p>Please note that when completing your field application in Tevera, the option to identify a new site for consideration is embedded in the application and should be completed in Tevera as well.</p>
<p>Front Door/Back Door</p> <p>Please follow the procedures for securing a field placement as outlined by the CSU field director. If you know someone at the organization, though that may be a plus and a benefit, we must first adhere to their instructions for applying. Once you have applied following the standard CSU and the site, you should then utilize other avenues known to you by affiliation or acquaintance. Please inform the Director of Field Education of your plan and desire to do so.</p>
<p>Answers to Frequently asked questions:</p> <ul style="list-style-type: none"> ➤ You may only complete an internship at a facility one time. This is to enhance your learning experience. ➤ You remain in the same placement for one academic year, fall and spring. ➤ You must be supervised by an MSW with 2 years post masters experience. If there is no MSW in the placement to supervise you, but a master level person of another related discipline, the university has the capacity to provide supervision for a limited number of students. These students must enroll in field classes designated to provide the additional support needed.

4.6 Placement Acceptance

Students are to inform the agency in writing that they accepted the field placement. An example can be found in the appendix of this manual. After informing the agency of the

decision to accept the field placement, the student intern is to complete the Confirmation of Field Placement Decision form found in Tevera.

The Director of Field Education will review Tevera to Confirm that the placement supervisor is listed, resume or resumes have been reviewed and if the Affiliation Agreement is Current. Information will be updated as needed and any additional information requested. The Director of Field Education will send a letter to the agency that confirms student’s field placement acceptance. The letter to the field instructors will include additional information about field placement and particularly information about the field instructor orientation held in September as well.

Field Placement Acceptance Process

Step 1	Please email the Director of Field Education to inform you that you have completed your interviews and have accepted a field placement. Please provide the name of the agency and the name of the field instructor(supervisor).
Step 2	<p>Login to Tevera to complete the Confirmation of Field Form</p> <ul style="list-style-type: none"> • Go to site Placements. • Open Your Site • Confirmation Form can be found there • Confirm Your Field Instructor by selecting from the drop down menu • If your Field Instructor(supervisor) name is not in Tevera, please inform the Director of Field Education • If a field instructor(supervisor) has yet to be determined, please inform the Director of Field Education • If the identified field instructor(supervisor) changes by the start of the academic year, please inform the Director of Field Education <p>YOUR FIELD INSTRUCTOR(Supervisor) MUST BE AN MSW WITH 2 YEARS POST MASTERS EXPERIENCE</p>
Step 3	<p>To complete the form, you will need to know who will be your actual field instructor (MSW with 2 years post master's experience).</p> <p>If the agency will assign an MSW other than the person who will supervise you daily, please inform the Director of Field Education. Both individuals should have a Tevera account.</p> <p>If the person supervising you does not have an MSW with 2 years post master's experience, please indicate that on the confirmation form. The University will provide the required supervision for a limited number of students. Those students who will require this from the University are to register for the field class taught by Prof. Yolanda Harris. Prof Harris will serve as your field liaison and will provide weekly contact to provide the required MSW perspective to your placement. <u>THERE MUST STILL BE AN IDENTIFIED FIELD INSTRUCTOR(SUPERVISOR) AT THE FIELD PLACEMENT WHO WILL ULTIMATELY GUIDE THE LEARNING EXPERIENCE.</u></p>

Step 4	Please ask the agency for a written description of your role, activities, and responsibilities. You will need this information to actively engage in the required Summer Field Institute 4-hour session. We will begin to structure a draft of your learning plan therefore knowledge about possible activities will be key in this process.
Step 3	The Field Director/Ms. Godbold will send a letter to the agency that confirms on our end the plan for you to begin placement there. This letter will include a save the date as well for the August Field Instructor Orientation. This letter also informs them about the use of electronic based learning plans, the summer institute for students etc.

4.8 Student Field Institute

Students are required to attend the field institute before the start of the academic year, and before beginning the field practicum in the fall. The three-hour field institute prepares students for the field practicum. The agenda includes an overview of the field manual, field policies, field procedures, expectations, managing challenges, supervision expectations and styles, the field seminar course, a review of other courses and the integration with field practicum, creating a learning plan, and Tevera. Ninety minutes of the orientation is dedicated to establishing the integrated learning plan. Students are instructed to have available the syllabi from their practice courses and from their field placement site a description of the activities that they will most likely engage in to facilitate their learning. Students must establish at least one learning objective as an exit activity at the time of the orientation.

Field Institute Agenda

Agenda Review

Field Manual Review/Field Policies

Field Instructor Orientation Checklist

Break

Field Assignments/Course Connections

The Road Map for Learning, Understanding the Integrated Learning Plan, and Writing the Plan

Tevera exploration

Complete one Learning Objective/Exit

4.9 Securing and Beginning Field Placement Timely

Students are expected to have been selected and to begin field placement at the start of the first semester in August, the first week of classes. Any student who has not secured a field placement or whose field placement has not begun by the fourth week of class will be considered to have never attended class. Field practicum is considered a class. Per University policy, during the fourth week of class, instructors will assign a W/N, indicating that a student has never attended. Students receiving a W/N will be administratively withdrawn from the class for which a W/N has been recorded. After the official drop date, the instructor may assign a nonattendance grade of W/P (withdraw passing) or W/ F (withdraw failing) with a formal

request from the student. Students should consult with their faculty advisor to modify their course study plan and the impact this change will have on their matriculation through the program.

Section 5: Field Learning and Evaluation

5.1 Learning Contract and Evaluation Documentation

Tevera is a web-based field management system used to manage field placement activities below:

- Learning Contracts will be drafted by the student and the field instructor/supervisor. The final completed learning contract will be entered completed in Tevera.
- Midterm Evaluations will be completed mid-semester to evaluate student progress and review hours in Tevera.
 - End of Semester Evaluation will be completed at the end of semester to evaluate competency attainment based on the activities from the learning contract in Tevera.

5.2 The Learning Contract

Learning activities should be diverse and should reflect the abilities and interests of the student learners. They should also support the curriculum, mission, and goals of the MSW program. Learning activities in the generalist year will reflect a generalist practice perspective. Learning activities in the specialization year should support increasing knowledge acquisition, skill development, and practice complexity. Students in the specialization placement should be preparing for greater autonomy and practice within their area of Specialization. Learning activities for both the Generalist year and specialization year should be designed to help students demonstrate competency attainment. Field instructors and students are reminded that learning goals should be developed utilizing a developmental continuum towards competency attainment and that will add value and allow the student to grow from one point to another. There are 10 competencies, and each has one or more corresponding component behaviors and dimensions. Sample learning activities can be found in the appendix of this manual. The 10 competencies and related component behaviors can be found in the appendix of this manual as well. Component behaviors for the specialization year of study are Specialization specific.

The learning contract is the most essential tool for the agency and the student in developing the student's learning experience. Many of the problems that arise in the placement experience can be traced to failing to clarify expectations for the agency, the field instructor, and/or the student. The field instructor and student scheduled a conference to collaborate in the construction of this document. The faculty field liaison and the Director of Field Education are available to assist in the development of this document. **The learning contract is developed during the first month of placement; see Field Practicum Calendar for specific due date.** The learning contract and field

evaluation are to be completed utilizing Tevera. Once the student has met with their field instructor and the plan has been agreed upon and finalized the student will enter the approved final version of their learning plan into Tevera.

Section 6: Monitoring/Evaluation/Grading

6.1 Monitoring:

The Faculty Field Liaison conducts two site visits with both the student and field instructor during the field placement. The visits usually occur during the beginning (first semester) and end of the field placement(second semester). The first visit is to assist the student and field instructor with the learning contract and clarify expectations. The field liaison is responsible for ensuring that competencies are addressed and to assess the integration of theoretical perspectives acquired in the courses into practice at the agency.

6.2 Evaluation/Grading of Student:

6.2.1 Midterm Evaluation

On the first Friday in October the Field Instructor will submit a record of the hours completed by the student and complete a brief evaluation of the student's progress in Tevera. The field instructor will be asked to select from one of following:

- Passing, no concerns
- Passing, some concerns*
- Not passing, some concerns**
- Not passing, concerns, placement in jeopardy**

**The faculty liaison will contact the field instructor to discuss the concerns*

***The faculty liaison will schedule a meeting to address the concerns and develop a remediation plan or to review the remediation plan.*

6.2.2 End of Semester

At the completion of each semester (December and May) the Field Instructor and student participate in a formal evaluation conference. The evaluation will be completed in Tevera. The Practicum is graded on a Pass/Fail format. The field practicum represents fifty percent (50%) of the grade and the field seminar and seminar assignments represent fifty percent (50%) of the grade.

The evaluation form must be completed by the Field Instructor and reviewed by the student prior to completion. The evaluation should be done **only at the completion of required clock**

hours. The evaluation uses a developmental continuum to measure students' progress towards competency attainment. Field instructors and students are reminded that learning goals should be developed that will add value and allow the student to grow from one point to another. The evaluation uses a scale from 1-5 to measure progress towards competency. In the case that there is no evidence of student growth or concerns regarding student growth/competency attainment, the field instructor should notify the faculty field liaison and a remediation plan should be developed.

If an instructor expects to recommend a grade of "Fail" the Faculty Liaison should be notified as early as possible. Once concerns are identified, the instructor, student, and liaison evaluate what actions should be taken. The Faculty Field Liaison has the responsibility for assigning the final grade. Grades of "Incomplete- I" may be assigned, but only if the liaison has approved the student's plan to make up for the deficiencies.

Students who do not meet the minimum expected proficiencies and/or service requirements within the required number of clock hours may receive a grade of "Fail." Students who receive a grade of "Fail" will be unable to continue in practicum until the grade of "Fail" has been reviewed. A decision will be made whether to refer to another placement, delay replacement, or be terminated from the M.S.W. program. The Director of the Social Work Department must approve any of these options. Students' may only repeat one failing grade in field.

6.3 Student Evaluation of Field Practicum Experience

This form is completed by the student in Tevera. The evaluation provides the Director of Field Education with the student's evaluation of the field placement experience.

6.4 Field Instructor Evaluation of MSW Program:

This form is completed by the field instructor in Tevera at the completion of the field practicum and provides an assessment of the support they received from the MSW Program.

Section 7: Expectations for Supervisory Field Instruction

The relationship between the student and the field instructor is essential for professional development and mentoring. The University requires that students meet with their field instructor for individual supervisory field instruction for **one hour per week**. Group instruction cannot serve as a substitute for individual supervisory field instruction.

The MSW Program assumes that the student will assume a leadership role in developing agendas for supervisory field instruction and utilize this structure to **routinely** convey questions to agency staff. The student is also expected to complete the Weekly Supervision Log in Tevera. The

Weekly Supervision Log is to be completed **by the student, before** the scheduled meeting with the field instructor/supervisor. The field instructor should require that the student has log prepared and ready for use during the supervisory meeting. The form has a section for the student's agenda, a section for student reflection on practice and application of competencies and a final section on notes from supervision. The "Supervisor's Note" section should be completed by the student during supervision. The form should then be signed by both parties at the end of the meeting.

Section 8: Time Management/Managing the Field Practicum Commitment

8.1 Scheduling

Clear blocks of time, days, weeks, and hours for completing field hours should be determined and indicated and contracted on the schedule agreement. It is extremely difficult for field instructors to plan for learning experiences if the student's hours of availability are frequently changing due to demands, for example, from the student's employment. Requests for flexibility are necessary at times; however, these requests must be kept to a minimum.

Students should be aware that most agencies operate between 9 a.m. and 5 p.m. Students will need to be available during the regular business hours of the agency for a substantial portion of the practicum. This availability will increase the student's ability to participate in a full range of agency activities including training sessions, and meetings, attend case consultations, and obtain the required supervisory field instruction. While it may be possible to complete limited practicum assignments during evenings and on weekends, participation during the agency's regular business hours enhances the student's opportunity to become an integral member of the agency service delivery team. A weekly time schedule must be identified as part of the student's learning contract. Students are expected to complete the Field Placement Schedule Agreement with their field instructor. The agreement must be submitted in Tevera. This form can be found in Tevera, the appendix of this manual as well as on the CSU social work webpage.

Due to safety concerns field hours cannot be scheduled before 7 am or after 11 pm.

8.2 Attendance

Students are expected to have regular attendance and to treat the field placement as they would any professional employment. This includes prompt arrival. While it should be customary that students are allowed to leave at an agreed-upon time, it is also the standard that professionals see activities through to completion. A student should never leave a crisis involving a client without securing an appropriate transfer to the appropriate staff. Discussing expectations for

crises with the field instructor in specialization helps to reduce poor communication and unnecessary stress for all parties.

8.2.1 CSU Acknowledgement

Many students entering graduate study in social work are also working in social service agencies. The MSW program supports our students' sense of industry in seeking to specialize in their careers. We also understand that the model that allows graduate study (and often undergraduate study) to be a "sheltered time" free of the responsibilities of work, family, and personal commitments is not the model most of our students experience as their daily reality. However, we also assume that our student's decision to pursue graduate education reflects their commitment to the academic rigors of a master's program. The pressures of fulfilling demanding multiple roles challenge many students. The faculty advisor and the resources of the counseling center are available to help students develop time management skills and resolve personal issues that prove barriers to meeting the expectations of the practicum.

Counseling Center

Schedule An Appointment

Walk-in: Monday thru Wednesday 9:00 am to 6:00 pm

Thursdays 9:00 am to 7:00 pm

Fridays 9:00 am to 1:00 pm

Saturdays: By appointment only

Phone: (773) 995-2383

CRSUB - Suite 190

*Students should make appropriate arrangements with their employer regarding the expectations for fulfilling their field requirements **before** submitting their application for field placement. This is particularly important for students whose primary employment involves crises, court appearances, and other demanding professional expectations. Students should consider seeking a formal written agreement with their employer. The support of their employer is very important in assisting the student to meet their obligations for completing the field.*

The integrity and quality of the student's MSW academic experience cannot be compromised.

When planning the field experience, please be aware that students will be expected to complete between 13 and

21 hours per week depending on their start date. Students should also be aware that required activities of the field agency (e.g. supervisory field instruction, staffing, and training) and/or potential clients are likely to require the student's availability and flexibility. Planning with one's employer and field instructor will keep unexpected problems to a minimum. Support from all significant parties in the student's personal and professional network will be the key to success!

The issue of time management is so critical to the successful completion of their degree that students are asked to consider it at the time of submitting applications for admission to the MSW

program. Students who are not able to honor the time expectations agreed to in their learning contract will be asked to leave the placement. They will not be placed in an alternative placement until they are able to demonstrate a significant change in their circumstances that will allow them to meet the expectations for field placement.

8.3 Accrual of Hours at Field Placements via Special Projects and Events

Students may be involved in activities while in field placement that require work on special projects outside of the field placement. Students will only be able to accrue 20% of their field hours per semester working independently on special projects and events that take them out of the traditional field placement environment. Such projects must be approved by the Director of Field Education. A written proposal must be submitted that details the nature of the project, the goals and the objectives of the project and an explanation of why it cannot be completed during traditional hours and/or in the traditional placement environment.

8.4 On-call responses

Students may be placed at an organization or agency where they have the opportunity to engage in the provision of services via on-call responses. Students who would like to participate in such activities may do so for the express purpose of having this as a learning experience. As a learning experience/activity, it cannot be counted as part of the student's regular schedule ongoing. **Students are not allowed to be placed where being on call is a requirement of the placement.** Students will be allowed to count no more than 8 hours on call per semester. The following guidelines and requirements must be adhered to:

- Must submit a request to be on call to the Director of Field Education at least 1 week prior to the planned on-call opportunity
- When requesting approval, please provide a detailed schedule of day(s) and times that the student will be on call and the nature of the on-call activity
- Student must shadow their field instructor/supervisor or someone designated by the field instructor/supervisor when responding or participating in an on-call event
- Student must include the activity in the learning plan/contract specifying the competency addressed
- Student must discuss with faculty field liaison and the field instructor to address issues of safety

8.5 Record of Practicum Hours

Students are required to complete a minimum of **400 clock hours** in the first-year practicum (Generalist) and **550 hours** in the second year (specialization) practicum. Generalist students complete 200 hours per semester at a rate of 13 to 16 hours per week depending on their start date. Specialization students complete 275 hours per semester at a rate of 19 to 21 hours per

week depending on their start date. Students must complete the required hours in order to receive a passing grade. Students in the School Social Work Specialization complete a minimum of **600 clock hours** during their specialization placement, 300 hours per semester at a rate of 21 to 24 hours per week depending on their start date. Lunch “hours” or coffee “breaks” are included in determining clock hours for students who put in at least a 7-hour day. Students are required to keep a record of their hours utilizing the program provided hours log. The field instructor will approve the recorded hours, with a final submission of the approved log being sent to the student’s faculty field liaison. The hours log must be emailed to the liaison from the field instructor as this will serve as signature and approval of the hours. Hours given to the liaison from the student will not be accepted.

Students are expected to remain in their placement for the **entire two semesters**. **Students may not bank hours and finish their placement early.** Students are required to maintain a record of hours using Tevera. Hours must be approved by the Field Instructor in Tevera as well. Students are encouraged to utilize any record of hours required by the field placement.

8.5.1 Incompletion of Hours

If a student does not complete the required field hours by the end of the semester, the student is required to inform the faculty field liaison and develop a plan to complete the required hours. Students will complete the required Chicago State University request for an incomplete grade, detailing the plan for completing the required hours, sign it, and submit it to their faculty field liaison. The form is signed by the faculty field liaison and the department chair and is finally submitted to the registrar and serves as a mutually agreed upon contract.

8.5.2 Completing Field Hours Once the Incomplete Grade Has Been Given

Field Seminar is a required course and attendance is mandatory. The purpose of Field Seminar is to provide an opportunity for students to apply classroom knowledge and evaluate the utility and limitations of the knowledge base through participation in the course and completion of the assignments while in Field Placement. The classroom portion of the field and the field placement itself must occur simultaneously. Please be advised that all incomplete grades given for Field Seminar must be satisfied in the following manner:

Fall Semester Field Hours and Assignments must be completed before the first day of class of the Spring Semester immediately following the semester for which the incomplete was granted. If not, the student will be allowed to satisfy the conditions of the incomplete in the Fall of the following academic year when the respective course is offered again. Please note 5460 is a prerequisite for 5461, 5461 is a prerequisite for 5462, and 5462 is a prerequisite for 5463. Students cannot be enrolled in field courses concurrently. Course requirements must be satisfied for each field course before beginning the next field course.

Spring Semester Field Hours and Assignments must be completed by June 30th of the month immediately following the semester for which the incomplete was granted. If not, the student will be allowed to satisfy the conditions of the incomplete in the Spring of the following academic year when the respective course is offered again.

This will allow the student to engage properly in the course and receive the required and adequate support while in Field Placement.

*Liability insurance remains in effect as long as a student has received a grade of "Incomplete" and therefore is working to complete the required field hours. It is **not** necessary to complete the Approval to Extend Field Placement form in this situation.*

8.6 Holidays, Vacation, Breaks and Other Absences from Field

Students are not required to participate in the field practicum during university-observed holidays or school breaks. Agency requirements, however, may supersede the university requirement in cases of continuity of care. Students should review the school calendar while completing the Learning Contract with the field instructor to avoid unclear expectations by either party. Students should also keep in mind that client/agency needs should be addressed professionally. Every effort should be made to ensure client care has been adequately covered during scheduled vacations.

If a student is expected to participate in the field practicum during university-observed holidays or school breaks for continuity reasons that also align and support the learning objectives and competency attainment, it is required that students submit the Approval to Extend Field Placement form signed by the student, field instructor and the faculty field liaison. The form is then to be submitted to the director of field education and a copy placed in the student file. Students attending placement for continuity of care purposes will be covered by the University's comprehensive liability insurance provided this form has been completed and submitted prior to the start of the extended time. Students who need to attend their field placement prior to the beginning of the semester to engage in training and/or orientation must also complete this form as well. Students attending for training and/or orientation should not engage in the provision of services during this time because they are not covered by the University's comprehensive liability insurance during this time.

An illness or other emergency may require that a student be absent from the practicum. Under these circumstances, students are expected to notify the field instructor immediately and work out make-up time with the field instructor. If a student is absent two consecutive scheduled days from the field practicum or two scheduled field days within a 2-week period, the student must notify the faculty field liaison. If the absence is to be more than a week, **the Faculty Liaison must be notified and a schedule for make-up presented. Under no circumstances will the clock hours**

be reduced. Field instructors are also strongly encouraged to notify the faculty liaison of all attendance matters above as soon as they occur.

8.6.1 Midterm Submission of Hours Log

The first Friday of October students must have the log of their hours completed and approved by their field instructor as part of the Midterm Evaluation.

8.6.2 Extension of Field Placement

Chicago State University, Master of Social Work program does not require students to attend field practicum during university-observed holidays or school breaks. There are 3 circumstances that may require a student to attend the field placement during the break for which an exception may be justified. The provision of client services to ensure continuity of care, students are working to complete required field hours and to address training and or orientation prior to the start of the semester.

- ***Continuity of Care***

Every effort should be made to ensure client continuity of care has been adequately covered during observed holidays or school breaks. In the event that it is necessary for the student to attend the field practicum during observed holidays and/or school breaks to ensure client continuity of care, the student must inform their field liaison and the director of field education of the arrangement. In order to be covered by the University's comprehensive liability insurance students must complete the Approval to Extend Field Placement form, which is to be signed by the student, the field instructor, and the field liaison and submitted to the director of field education. A copy of the completed form will be maintained in the student's file.

Attending Field Prior to the start of classes for training and/or orientation

Liability insurance is in effect while students are enrolled in the designated Field Practicum Course during the fall and spring semester. Students who may need to attend field placement prior to the beginning of the semester to attend mandatory training or orientation for the placement may do so, however students are not engaged in the provision of services during this time. Students are also not allowed to engage in more than 40 hours of training and/or orientation during this time. Students must complete the Approval to Extend Field Placement form to indicate the understanding that they have approval to attend placement for training and/or orientation. Should the student engage in the provision of services, they are not covered by the University's comprehensive liability insurance during this time. The Approval to Extend Field Placement form is to be signed by the student, the field instructor, the field liaison and submitted to the director of field education. A copy of the completed form will be maintained in the student's file.

Any student who attends field placement during university observed holidays or breaks who does not meet one of three conditions described here, is assumed to be doing so as a volunteer to the agency. As an agency volunteer the student is not covered by the University's

comprehensive liability insurance during this time and should be covered by the agencies or organization's volunteer liability coverage.

Section 9: Remediation/Resolving Practicum Concerns

9.1 Requests for Change of Placement:

Careful consideration is given to the placement of each student. If concerns arise, every effort is made to resolve the concern. The student and/or the field instructor should notify the liaison immediately when concerns are first identified. A conference will be scheduled with all parties for the purpose of developing a remediation plan. The Director of Field Education does not consider changes of placement until every attempt has been made to resolve the presenting concern. Students should never leave the field agency until all parties have reached an agreement.

If circumstances arise that are not able to be remedied by supervisory feedback, a remediation plan may be required. The Field Instructor should be certain that expectations have been clearly communicated to the student. Remediation plans are also indicated when students demonstrate skill deficits that cannot be attributed to the student's level of professional development (e.g., the student with minimal experience in human services). The plan articulates expectations, minimal criteria for acceptable performance, resources available for support through the field agency and/or the University and expected timelines for attainment of stated goals and objectives. The following guidelines are recommended when serious concerns arise:

- Students should notify their field liaison if there are issues or concerns regarding physical, or emotional safety immediately. Students should not attempt to solve matters of safety on their own. The faculty field liaison will advise the director of field education to determine how to address the matter. In some situations, changing field placements may be immediately warranted.
- The Field Instructor and student should attempt to resolve concerns through openly discussing the issues and identifying changes that could alleviate the problems. A remediation plan should then be written which identifies the specific steps that must be taken to alleviate the concern and includes timelines for achievement. The student, Field Instructor, and Faculty Liaison must sign off on the Remediation Plan. If the expectations of a remediation plan are not met, the student may receive a failing (F) grade. The Faculty Liaison will send a copy of the remediation plan to the Director of Field Education.
- The Faculty Field Liaison serves as a resource to assist the student and/or Field Instructor in resolving concerns. The Field Liaison may use a variety of methods, including joint and individual meetings, to assist in resolving the problems. Both parties are encouraged to contact the Faculty Field Liaison as soon as it is suspected that a concern may require

attention. The Faculty Field Liaison may serve as a consultant and offer strategies that may alleviate minor problems before they become major concerns. Both parties should make every effort not to allow a problem to reach crisis levels before contacting the Faculty Field Liaison.

- If the Field Liaison believes that the problem will best be resolved by a change of Field Instructor or agency, the Liaison will evaluate the hours, proficiencies, and service requirements completed by the student. In collaboration with the Director of Field Education, a decision will be made regarding the credit allowed for work completed prior to the change of Instructor or agency. In the event that a change of field placement occurs, the student must complete at least 70% of the required field hours for the semester in the new placement regardless of the hours completed in the previous placement or the remaining field hours whichever is greater. The circumstance of the change of field placement is not relevant in determining the hours to be completed, but rather the necessary time needed to provide field instruction. This will allow the new field placement time and opportunity for training and orientation necessary for the student to adapt to the new placement.
- Once determined that there will be a change of field placement, the field instructor will complete a mini evaluation of student's progress at the time of change of field placement. The mini evaluation will confirm the hours completed and student report on student's current progress as:
 - Passing, no concerns
 - Passing, some concerns
 - Not passing, some concerns
 - Not passing, concerns, placement in jeopardy
- Students will not be allowed to change field placements in cases where there are issues with attendance (as indicated by hours completed), performance and professionalism. In such cases, students would be considered as not passing and a grade of "F" assigned.
- Students complete an evaluation of their experience of the placement when the placement is terminated pre-maturely as well to ensure that their concerns are noted.
- In cases where the problem appears to be questionable educational or professional practices on the part of the Field Instructor or agency, the Director of Field Education will evaluate whether the agency or instructor will continue to be utilized as an educational resource for the MSW Program. The Director of Field Education may refer the matter to the Faculty Field Liaison Committee for review and may decide not to utilize the services of the agency or Field Instructor during the deliberations.

Section 10: Expectations for Professional Behavior

The most important expectation for professional behavior of MSW students while in field practicum is that they represent the University and the profession of Social Work in a manner that reflects the highest standards of integrity and professionalism. To achieve this worthy standard, the following guidelines should be respected:

10.1 Professional Conduct:

While in Practicum, students are expected to abide by the NASW Code of Ethics. If there is an allegation of student professional misconduct, the Director of Field Education will refer the matter to the Faculty Field Liaison Committee and the Chairperson of the Social Work Department. A breach of the NASW Code of Ethics may result in suspension or termination from the program.

Students should also understand that while the Field Practicum is an educational experience, they should at all times conduct themselves as professionals. Beyond the adherence to the NASW Code of Ethics, this includes professional behavior (i.e., maintaining adequate records, professional time management skills, professional dress and behavior with colleagues and clients).

10.2 Timely Completion of Assigned Tasks:

Expectations for the timely completion of assigned tasks may be formal (determined by agency policy) or informal. It is imperative that students quickly determine the parameters of these formal and informal expectations with their field instructors.

10.3 Maintaining Professional Boundaries:

The NASW Code of Ethics clearly articulates guidelines for professional boundaries.

ALL STUDENTS WHO ARE PLACED INTO FIELD AGENCIES BY THE UNIVERSITY ARE EXPECTED TO BE FAMILIAR WITH AND CONSISTENTLY UTILIZE THE NASW CODE OF ETHICS AT ALL TIMES. A copy of the Code of Ethics is in the appendix of this manual and the student handbook.

10.4 Dual Relationships

Dual relationships are typically discouraged (between students, clients and agency staff) where there is a potential for exploitation or harm to any party. Students are encouraged to seek consultation from their field instructor, faculty liaison, and/or the Director of Field Education if any questions arise regarding professional boundaries.

Serious concerns that call into question a student's professional judgment will be grounds for remediation, and in cases of gross misconduct, dismissal from the MSW program.

10.5 Confidentiality

Students must be vigilant in attending to client confidentiality so that informal discussions of client problems are never attached to identifying information. Students are expected to uphold the confidentiality of clients and client systems. Students should discuss challenges to confidentiality with their field instructor including the following areas:

- ✓ Making referrals
- ✓ Securing treatment with managed care providers
- ✓ Working in multi-disciplinary teams
- ✓ Completing class assignments (e.g., journals, presentations, process recordings)
- ✓ Seminar discussion
- ✓ Providing information to monitoring agencies

10.6 Maintaining Clear Communication

Professional relationships are enhanced when expectations are clear. Conversely, problems tend to arise when parties make assumptions regarding expectations, motives, or standards for appropriate performance. Supervisors and students are strongly encouraged to explicitly and routinely seek feedback regarding expectations and methods for communicating information.

10.7 Attire

Agency standards vary from site to site. A student visiting a client's home often elects to dress in a manner that differs from the student who will be presenting a proposal to the agency Board of Directors. Professional judgment is required. Students who feel they need assistance in enhancing their professional wardrobe should contact their faculty liaison or the Director of Field Education for resources that may be utilized. Clothing that could be considered provocative or inappropriately casual should be avoided. Students should seek consultation with their field instructor regarding agency norms and expectations for proper attire.

Section 11: Termination/Failure of Practicum

11.1 Reasons for Termination

The Field Instructor, agency administrator, or Faculty Liaison may terminate a student's practicum for any of the following reasons:

- The agency's failure to provide the expected learning experiences and/or appropriate supervisory field instruction or to meet expectations identified in the Affiliation Agreement.
- Unexpected events in the life of the student or the agency operation jeopardize the quality of the student's learning experience.

11.2 Failure of Field Practicum

In addition to termination, a student may receive a grade of "F" for the following reasons:

- The student fails to meet the expected standards for ethical professional practice as identified in the NASW Code of Ethics.
- Academic suspension of student based on university policy.
- The student is unable to establish relationships or engage clients
- The student does not meet agency standards for conduct or service delivery
- The student unilaterally decides to terminate field placement

11.3 Non-Academic Dismissal

In rare cases students may be considered for termination from field due to non-academic reasons. Circumstances that may be considered for non-academic dismissal include (but are not limited to) adjudication for any criminal offense, gross misconduct, gross errors of professional judgment, and gross violations of professional boundaries. Sexual misconduct as outlined in the NASW Code of Ethics will be cause for dismissal from the program. **(See also the University Catalogue and MSW Student Handbook).**

11.4 Appeal/Grievance Procedures

Refer to the MSW Student Handbook for specific guidelines regarding the Field Practicum and Performance Reviews and Grievance Procedures.

Section 12: Employment-Based Field Placement

The following policies are to ensure an educational focus for internships in the student's agency of employment:

Employment placements are the most difficult to arrange and monitor. The requisite time to meet the learning needs of students is often compromised, resulting in students experiencing a placement disruption. Students should be aware that a placement of convenience may not provide the most appropriate learning experience. All students are encouraged to give full consideration to the limitations of this option.

- A student may request a first- or second-year practicum to take place in his/her agency of employment, but each must provide substantially different learning experiences if not within her current role.
- A student cannot complete an Employment-Based Placement within their current role more than once.
- Students may complete one in their current role and one in another role, if the agency organization has the capacity to support a diverse learning experience that will benefit student post-graduation. The Director of Field Education will make the final determination.
- Student must have been employed with current employer for at least one year.
- and not have been terminated from a placement for concerns related to the student's essential skills and abilities.

Employment-Based Within Current Employment Role	Employment-Based in a Role Other Than Employment Role
<p>Student must have been in current role for at least one year.</p> <p>student assignments are directly linked to social work competencies and level of practice (generalist or specialized).</p> <p>Field Instructor supervision time is separate and distinct from employment supervision time.</p> <p>Field Instructor must be current employment supervisor and hold an MSW with two years post MSW experience. This individual must be able to provide an MSW perspective to the student's current role as demonstrated in submission of a draft learning plan.</p>	<p>The types of experiences and populations served must differ from those experiences assigned to the student as an employee.</p>
<p>As part of the application process, student will submit a draft of the learning plan to be used if placement is approved.</p>	<p>The student's Field Instructor must have two years of post-MSW experience and be a different person other than the student's employment supervisor and cannot be the direct supervisor of the field instructor or be in a position that could present a conflict of interest to the field placement.</p>

	<p>The agency director and/or employee’s supervisor, in collaboration with the potential Field Instructor and student, must establish separate blocks of time from work assignments, which are committed for uninterrupted practicum education.</p>
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- The practicum setting must be an approved setting and must be able to provide the specialized educational experiences required by the MSW Program.
- To request a work site field placement the “Employment Based Field Practicum Proposal form must be completed by March 30th. The form can be found in the appendix of this manual and on the CSU MSW webpage under field practicum forms and in Tevera. In completing the form, the following information must be provided: 1) detailed information about the student’s responsibilities as an employee and student intern 2) identification of the work supervisor and of the field instructor 3) the student’s schedule for field placement and that of the student’s schedule for work(depending upon the type of placement requested) Once completed the form is to be signed by the field instructor, work supervisor, the student and the student’s academic advisor. The form should then be submitted to the director of field education, who will then schedule a field visit prior to approving the field placement. It is required that the student, field instructor and the work supervisor all be present for this meeting. If after the meeting, all parties agree that the worksite is able to support the student as a student intern, the field director will approve the placement.
- Please make sure to complete the request for a Worksite Field Placement Application, with all required signatures, by March 30th. The required site visits to approve the field placement with all parties MUST occur on or before April 30th. No Worksite field placements will be considered, explored or processed beyond April 30th.

Section 13: Field Policies

13. 1 Reimbursement for Expenses/Practicum Stipends

While an occasional Practicum placement may provide financial stipends for students, most agencies do not provide any financial assistance. Each student is individually responsible for arranging resources sufficient to complete his/her graduate education. The referral to a practicum will be based on the student's educational and professional development needs.

When an agency does provide stipends, the decision regarding who receives stipends and how the funds are disbursed is made by the agency. The student is held responsible for payment of any taxes, including Social Security tax, as required by the Internal Revenue Service.

If use of a vehicle is required, reimbursement for travel should be discussed with the agency prior to the start of the field placement to determine if the agency reimburses for travel and the rate.

The agency should have a policy regarding reimbursement of expenses and communicate that policy to students.

13.2 Technology

Technology serves as an asset or a liability to communication dependent upon use. Technology also introduces ethical dilemmas to social work practice. The scope of this issue exceeds the brief discussion contained within this document and students are strongly encouraged to seek additional resources to successfully utilize technology to enhance practice. The guidelines listed below serve as a brief overview and should not be considered exhaustive:

- Students are expected to review and utilize agency protocol regarding the use of computers, email, social media, faxes, and mobile telephones when transmitting **any** information regarding clients.
- Students should be considerate when discussing client information via mobile devices.
- Students should review with the field instructor appropriate times for the **active** mobile devices.
- Photographs, videos or audiotapes of client interviews require explicit informed consent from clients and must comply with principles of confidentiality.

13.3 Transportation of Clients

Students are not allowed to transport clients in their own or agency vehicles.

13.4 Student Safety

Social workers provide services in a variety of settings including home-based and community-based services. Social workers also intervene with clients and client systems that may pose a degree of risk to physical safety. **All students** are required to discuss potential safety concerns with field agencies. Standard agency protocol for protecting the safety of employees should be

made available to students at the outset of the field placements. Students are expected to participate in agency training regarding appropriate safety precautions (i.e., universal precautions, crisis intervention, and emergency protocols) prior to engaging in any activity that is known to pose a safety risk.

Policies for Unsupervised Home Visits

Home visits are one of the most rewarding and rich learning experiences in social work field education; however, they can present potential dangers for students who are expected to complete them on their own without the help of a supervisor or colleague. For this reason, unsupervised home visits should be added to the student learning plan only after it is confirmed that the type of home visit is appropriate for the student's learning experience. If it is appropriate for the student learning experience, it must be captured in the learning plan. The scheduling agreement must also specify the days that visits will take place if part of the student's regular tasks. The student must first shadow the field instructor, task supervisor, and/or colleagues on several relevant home visits before making the first visit alone. Students must demonstrate and articulate comfort and readiness to practice home visit responsibilities on their own without supervisor accompaniment. The agency must demonstrate and articulate comfort and readiness to give the student home visit responsibilities without supervisor accompaniment and consider and document a risk assessment for any scheduled home visits, only sending students on home visits deemed to be of very low risk. The student and field instructor should discuss and process any concerns regarding unsupervised field visits during weekly supervision or as needed to ensure that any change in comfort/risk/expectations is considered and dealt with in an appropriate and timely manner. Unsupervised home visits will not occur until explicitly approved by the Director of Field Education. Students are not allowed to transport clients in their vehicles or those of the agency. Transporting clients is prohibited.

13.5 Potential Areas of Litigation

There are many areas of social work practice that may be vulnerable to litigation. Students should discuss the following areas with field instructors early in the placement experience. Any areas of concern that a student feels may create legal liability for the student, program, or the University must be brought to the attention of their Field Liaison, who will then notify the Office of Labor and Legal Affairs, if necessary. The following items should serve as the basis for supervisory field instruction meeting(s) **no later than the end of the first month** of placement:

- ❑ Disclosure of student status
- ❑ Guidelines for seeking consultation, referral, and supervisory field instruction
- ❑ Guidelines for securing proper/ informed consent for treatment
- ❑ Establishing criteria for accurate/ adequate record keeping
- ❑ Protocol for assessing and intervening in cases where there is a suspected risk of harm including warning third parties of risk

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- ❑ Confidentiality
 - ❑ Guidelines for proper transfer and termination of cases
 - ❑ Guidelines for securing appropriate referrals
 - ❑ Guidelines for securing treatment with third party payees
 - ❑ Guidelines for sharing information with appropriate consents
 - ❑ Guidelines for securing coverage of cases when the intern is unavailable

13.6 Professional Liability Insurance

Professional Liability Insurance is provided through Chicago State University. All students will be reasonably insured against certain acts or omissions that may occur in the performance of their assigned duties in practicum. The fee to cover the cost of professional liability insurance is included in the student fee. If an agency requires proof of liability insurance coverage provided for the student by the university, the agency must complete the request form found in the appendix of this manual as well as on the website. Return the completed form to Lolita Godbold at lgodbold@csu.edu.

13.7 Student's Rights to Confidentiality

The University maintains the highest regard for the confidentiality of students. Students must be aware that the Department Director, the Director of Field Education, the Faculty Liaison, and as warranted, the Faculty Field Liaison Committee share information that directly affects student performance in the field practicum. In some cases, the University may request that the information be shared with the field agency. In cases where it has been determined by the faculty member or the student that information is sensitive, the student will be asked to provide a written release of information to the Director of Field Education. This release shall contain the specific parameters of the information to be shared (to whom, for what purpose, duration). Students have the right to provide or withhold permission for the release of information. The University retains the right to suspend and/or terminate the field practicum if the student poses a foreseeable risk to clients.

13.8 Statement from Abilities Office

Any student who believes that they may have a disability and therefore need reasonable accommodations to fully participate in this course should contact the Abilities Office. Students must formally register with the Abilities Office in order to receive approved accommodation. The Abilities Office is located in the Cordell Reed Student Union Building, Suite 190. We can be reached during business hours at 773.995.2383, we can also be reached by email at abilities@csu.edu or please visit our website at <https://www.csu.edu/dosa/abilities/>. Please note that accommodations may be requested at any time, but any accommodation granted will not be retroactive.

13.9 Discrimination and Sexual Harassment

STATEMENTS OF NON-DISCRIMINATION

Chicago State University supports the principles of equal opportunity in employment and education. The University seeks to ensure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status. This policy is applicable to both the employment practices and administration of programs and activities within the University. It is the policy of the University that no person shall be excluded from the participation, be denied the benefits of, or in any way be subject to discrimination in any program or activity in the University. The Equal Employment Opportunity (EEO) Office handles complaints of discrimination. Any employee or student may at any time contact the EEO Office for purposes of advice, discussion of an alleged discrimination complaint and /or assistance in undertaking a formal or informal resolution of a complaint. The Office is located in the Cook Administration Building, Room 318, 773-9952462.

POLICY ON SEXUAL HARASSMENT IN THE CAMPUS COMMUNITY

Chicago State University explicitly condemns sexual harassment of students, staff and faculty. Sexual harassment is unlawful and may be subject to university sanctions as well as civil penalties. Harassment on the basis of sex is a violation of Sec. 703 of Title VII and the State of Illinois Human Rights Act.

Sexual harassment has been defined as:

Any unwelcome sexual advances, request for sexual favors and other verbal and physical conduct of a sexual nature. It includes instances when such conduct is indicated to be a term or condition of an individual's academic or employment decisions, interferes with an individual's academic or employment performance, or creates an intimidating, hostile or offensive academic or employment environment.

Chicago State University recognizes its obligation to provide for students and employees an atmosphere free of sexual harassment and has established the following policy and will take whatever action is needed to prevent, stop, correct, and/or discipline behavior that violates this policy. The University reserves the right to discipline individuals including but not limited to, oral or written warnings, demotion, transfer, suspension, or dismissal for cause in accordance with the Faculty Bargaining guidelines, Article 14, the BGU guidelines regulating Administrators' conduct, the State Universities Civil Service Merit System rules and the provisions of the CSU Student Conduct Code.

In order to resolve complaints of this nature, CSU will adhere to the legal definitions as well as to the ethical standards of professional behavior that should exist in an academic environment.

Any form of threat, intimidation or retaliation against individuals filing a complaint, or against witnesses and/or any other staff involved in the investigating process, shall constitute a separate violation and shall be subject to direct administrative action.

APPENDICES

Appendix A Field Application Materials

Preparing for the Field Practicum A Guide for Students

Field Application Process

- Talk with your advisor about your field plans, Specialization, and classes that must be taken concurrent with Field.
- You must be in good academic standing to enter and remain in field (3.0 GPA)
- Go to Field Work on the Social Work page at www.csu.edu to review listing of Practicum Sites and identify your top 3 choices
- Submit Field Application and resume by the deadline to the Field Director at the designated email address for application materials.
- Complete and submit the Student Consent to Release Information Related to Field Placement form (FERPA) and submit along with your Field Application.
- Sign up for a Field Planning Meeting to discuss your placement options and get a referral to an agency

Do not interview at an agency until you have received a referral from the Field Director

Before the Interview

- Email your cover letter and resume to the field placement contact person. Allow at least 10 days for a response. If there is no response, place a call or send a follow-up email. If no response in a week informs Lolita Godbold, Director of Field Education of your attempts.
- Check the agency's website to learn more about their mission and services
- Call the agency contact person to set up an appointment. Complete all interviews as soon as possible and report outcomes to the Director of Field
- Placement decisions should be made within 30 days of the referral
- Review fact sheet for students, Generalist/Specialization Placement Sheet and Field Manual

The Agency Interview/ Questions to Ask

- If your meeting is with the agency contact person, ask if you can also meet with the person who will be your field instructor
- Be on time for the interview
- Be professional- dress professionally
- Bring a resume, you may be asked to bring writing samples and references
- Ask for a tour of the agency
- Verify the location of placement
- Number of cases and typical assignments for students
- Training available and Orientation process
- Supervision style of Field Instructor and are they available to meet with you one hour per week?

- Office space and support, computer and phone
- Hours available for placement, especially if you need some evening time
- Identify who will instruct when the Field Instructor is not available
- Special requirements: (allow additional time to complete) Blood test, TB test, Drug Screening, Background Check, Fingerprints
- Is a car required? Will you be reimbursed for travel expenses?
- Agency and Field instructor experience with students
- Ask what type of student the field instructor thinks would fit in best ☐ Record keeping
- Does the agency require proof of liability insurance?
- *If you do not accept a placement, you are responsible for notifying the Director of Field and the agency so that the placement may be available for another student.*

Preparing for the Field Practicum A Guide for Students cont.

Field Seminars

- First ^{field} seminar meets in mid-September. Seminars do not meet the first week of classes.
- Five per semester usually from 4-6 p.m.
- Attendance is required
- Small groups of 12-15 students
- Students remain with the same seminar group and Faculty Liaison throughout placement ☐ Students receive a field calendar at the all-student meeting in August with all the seminar dates

Reading/Assignments

- Required articles
- Field manual and NASW code of ethics
- Case presentations, agency presentations and role play
- Written assignments that require reflection on practice
- Process Recording

Hours for Field

- Students need to be available during the day. Do not request evening and weekend only placements
- Generalist placement- 13-16 hours per week/ 200 hours per semester
- Specialization placement- 19- 21 hours per week/ 275 per semester
- School Social Work- 300 hours per semester. Students must agree to remain in placement till the end of the academic year for the school to which they are assigned.

Field Start/End Date

- Field is a class; **the Field Practicum begins the first day of class and ends in May.**
- The School Social Work Specialization typically ends in June.

- If placed in a school setting, but not in the school social work Specialization, you are expected to remain in placement at least until the Friday before Memorial Day.

Faculty Field Liaison

- Facilitates field seminars
- Conducts one site visit per semester
- Monitors placement and provides support to student, agency and field instructor
- If multiple students are placed at the same agency, they will be assigned the same faculty liaison if possible.
- Assigns grade for course

Field Email and Website For:

- Field announcements
- Calendar for field
- Seminar assignments and class locations located on the Calendar for Field **Helpful**

Documents to Keep for Reference

- Field Fact Sheet
- Generalist/ Specialization field sheet
- Sample assignments for Generalist Practice/Generalist Placements and Specialization Placements

Field Practicum Fact Sheet for Students

Commonly Asked Questions

Q: *What is the difference between Generalist and specialization placements?*

A: Generalist placements take place during the first year and specialization placements take place during the second year of a full-time program. For part-time students, the Generalist placement occurs during the second year and specialization placements during the third year.

Generalist placements provide students the opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning level practice skills with individuals, families, groups, communities and organizations. First year students are required to work directly with clients. Specialization placements allow students to work within their area of Specialization where they are expected to take on more complex practice tasks, function more independently and demonstrate specialization skills e.g. multi-system assessments and multi-modal interventions or program development.

Q: *Can I choose my own field placement?*

A: Students may research and identify agencies/placements in which they are interested. However, students may not interview with potential field agencies without prior approval from the Director of Field. The more restrictions placed on the type of field placement (e.g. hours or days available, geographic location or population served), the more difficult it will be to find a field placement that

meets graduate program standards. If the placement is not one where an affiliation agreement is already in place, the application to become a field placement to become a field placement must be complete by March 30th. For additional information, students are encouraged to contact the field director.

Q: *Can I do my field placement where I work?*

A: Yes, however, in addition to the regular Application for Field, students must submit a Work Site application and have the field placement approved by the Director of Field. The student must indicate how the field placement will differ from their regular employment since the two cannot be the same. The field instructor must be different from the student's regular supervisor and have two years post MSW experience. Applications for Work Site field placements are due by March 30th.

Q: *When do I start field and how many hours are required?*

A. All students must be in good academic standing to enter or remain in Field. The Generalist field is two semesters and totals 400 hours. The specialization field is two semesters and 550 hours. Placements average two days a week, begin in August (the first day of class) and end in May. The School Social Work Specialization requires a minimum of 600 hours and typically ends in June.

Q: *I work full time. May I do my field placement during the evenings or on weekends?*

A: Evening and weekend only placements are not available. Most agencies have business hours that are 9 a.m. to 5 p.m. with limited evening and weekend hours. Because all of our classes are evening or weekend our class schedules may conflict with the evening hours that the agency is open.

Q: *When do the Field Seminars meet?*

A: The Field Seminars meet five times per semester from 4:00 - 5:50 p.m. Attendance is required. See the Field Practicum Calendar and Field Liaison for specific dates. Field Seminars do not meet the first week of classes.

Q: *When do I pay my fee for professional liability insurance?*

A: The fee for liability insurance is included in the student fee. This fee provides 1,000,000/3,000,000 of malpractice blanket liability insurance coverage for the academic year.

Q: *When are applications for field due?*

A: Applications for field are due by November 1st each year (June 1st for newly admitted full time students).

Please direct all Field related questions to the Director of Field Education, Lolita Godbold at 773-995-2843, lgodbold@csu.edu.

MSW Field Practicum Fact Sheet for Agencies:

Thank you for taking the time to consider providing a field placement for a Chicago State University Master of Social Work student. Our program is accredited by the Council on Social

Work Education. We require that those interested in partnering with us to provide social work education agree to and understand the following:

Our program prepares students for specialization in social work practice that uses trauma-informed, strength-based, and family-centered principles in their approach to client systems. Students may specialize in Family Centered Direct Practice, Program Planning and Administration, or School Social Work.

Agencies that serve as practicum sites serve populations that have traditionally been underserved and considered vulnerable and oppressed such as women, ethnic minorities, the poor, children, people of color, the elderly, and persons of diverse religious and sexual orientations. Agencies that would like to provide field placements should align with the Program's mission *to prepare graduate social work students for a lifelong commitment to competent, evidence-informed principled, strengths-based, trauma-informed, and family-centered social work practice; leadership and service to urban communities; addressing human rights issues including social, racial and economic injustice; and to a spirit of inquiry.*

The field practicum must demonstrate the ability to integrate theory with practice and provide competency-based education across multiple systems levels appropriate to the practice level (individuals, families, groups, communities, organizations) and/or specialization.

First-year MSW students complete two semesters and a total of 400 clock hours in the field while second-year students complete two semesters and a total of 550 clock hours in the field. Placements average two days a week, beginning in August at the beginning of the academic year and ending in May. Students in the School Social Work Specialization require a minimum of 600 clock hours.

Generalist placements provide students the opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning-level practice skills with individuals, families, groups, communities, and organizations. Specialization placements allow students to work within their area of Specialization where they are expected to take on more complex practice tasks, function more independently, and demonstrate specialization skills e.g. multi-system assessments and multi-modal interventions or program development.

The majority of our students have several years of experience in social services and are employed during their educational experience. As a result, agencies providing quality learning experiences during evenings and weekends are very much needed.

Field Instructor Requirements

Agencies that would like to provide field placements should identify a Field Instructor who has an MSW degree with two years of post-MSW experience and interest in providing educational opportunities for students. The Field Instructor is required to provide one hour per week of supervisory field instruction to the student.

Task Instructors are agency professionals who do not have a Master of Social Work degree but who provide day-to-day instruction for the student or instruction on specific tasks. The agency still identifies someone with a Master of Social Work degree to provide the MSW **supervisory field instruction**. In this case, the role of the MSW Field Instructor helps the student with socialization to the Social Work profession and integration of Social Work Theory with practice.

When there is no MSW available on site to provide the required MSW supervision plus two years post-MSW experience, the Faculty Field Liaison will assume responsibility for reinforcing a social work perspective in the provision of supervision. The Field Liaison will be held to the same expectation of providing the student with one hour a week of supervision and will work collaboratively with the agency designated non-MSW supervisor or MSW with less than two years post-MSW to develop the student's learning contract and complete the evaluation. The required MSW supervision and the decision to provide supervision will be determined by the Director of Field Education

If your agency would like to become an MSW field practicum sites or to request further information on our program please complete the "Agency Interest Form" and return it to the Director of Field Education with the resume of the proposed Field Instructor and Task Instructor if applicable to Lolita Godbold, lgodbold@csu.edu.

If the placement is determined to be viable, the Director of Field Education notifies the agency/organization and sends them a link to Tevera with additional instructions.

If you have any questions, please contact: Lolita Godbold, Director of Field Education, lgodbold@csu.edu or call 773-995-2843, 9501 South King Drive, Science #116 A, Chicago, IL 60628.

Post MSW-School Social Work Field Practicum Fact Sheet for Students:

This FAQ will assist you in planning for the Post-MSW PEL (Professional Educators License in School Social Work) program at Chicago State University. The MSW program of Chicago State University is accredited by the Council on Social Work Education. The program prepares students to meet the Illinois State Board of Education (ISBE) requirements for School Social Workers and for specializations social work practice that utilizes strength-based and family-centered principles to work effectively with client systems. A Post MSW PEL (Professional Educators License in School Social Work) is available to students who have graduated from an accredited Master of Social Work program.

Students must demonstrate successful completion the test of Basic Skills when applying for the certificate program. Plan to complete the exam by November of the semester before you apply so that you will receive your scores prior to the March 15th application deadline. Information

regarding the test including registration, test dates, and a study guide are available at:
<http://www.icts.nesinc.com/>.

Students are required to complete four classes over two semesters. The required classes are:
SWK 5471.61

[School Social Work Practice I]; SWK 5472.61 [School Social Work Practice II]; SWK 5464.61 [Post MSW Field Practicum and Integrative Seminar I]; SWK 5474.61[Post MSW Field Practicum and

Integrative Seminar II]. Field placements average three days a week, begin in August and end in May or June depending upon the placement. Students are required to complete 600 clock hours. This requires 20 hours per week at the placement site.

Effective July1, 2013 all students seeking a Post MSW PEL (Professional Educators License in School Social Work) must a complete “course work that addresses a) the psychology of, the identification of and the methods of instruction for the exceptional child, including without limitation the learning disabled, which shall focus on the characteristics and methods of instruction for cross-categorical special education students b) methods of reading and reading in the content area.”(Illinois Administrative Code 25.25). In accordance with Administrative Code 25.25 students seeking a Post MSW PEL (Professional Educators License in School Social Work) will complete two modules 1)Reading Modules for School Service Personnel and 2) SED Modules/School Counseling and Social Work.

SPED 5301 is also required. It is offered every semester, summer, fall and spring. It may be taken.

“At-large” prior to admission to the certificate program.

- **Can I do my internship during the evenings?** No- you must meet learning standards that require work during the traditional school day. Even if you are placed in a community school, which may have a longer school day, the bulk of your hours will be completed before 3pm and the activities must be those of a traditional school social worker and align to the Illinois State Board of Education Standards.
- **Where will I be placed for field?** Schools that serve as practicum sites can be public or private schools within the city of Chicago or suburban locations. Schools should serve a diverse student population and provide opportunities for learning experiences across grade levels.
- **Can I work during the program?** Most of the students in the Post MSW Program have several years of experience in social services and are often employed during their educational experience.
- **To receive an application, visit us on the web at:**
<http://www.csu.edu/admissionsinformation/index.htm> or call the Graduate College (773) 995-2404

📄 **Application deadline March 15th / Admission: Fall only**

- **Financial Assistance:** Call the Financial Aid Office - 773-995-2304 or visit us on the web at: <http://www.csu.edu/financialaid/>
- **Information Meetings:** Call 773-995-2207 to register for a session.

Post MSW-School Social Work Field Practicum Fact Sheet for Schools:

Thank you for taking the time to consider providing a field placement for a Chicago State University student. The MSW program of Chicago State University is accredited by the Council on Social Work Education. Our program prepares students to meet the Illinois State Board of Education (ISBE) requirements for School Social Workers and for specialization social work practice that uses strength-based and family-centered principles in their approach to client systems.

- A Post MSW PEL (Professional Educators License in School Social Work) is offered to students who have graduated from an accredited Master of Social Work Program. Students must also demonstrate successful completion of the test of Basic Skills.
- The Post MSW PEL (Professional Educators License in School Social Work) program is completed over two semesters, beginning in the fall only, with completion in the spring. Students are required to complete four classes over two semesters. Two of these classes are Field Practicum.
- Placements average three days a week, begin in August at the beginning of the academic year and end in May or June depending on the requirements of the field placement. Students are required to complete a minimum of 600 clock hours in their Field Practicum, 300 hundred each semester. This requires students to complete 20 hours per week at the placement site. Students must complete learning standards that require work during the traditional school day. Even if you placed in a community school, which may have a longer school day, the bulk of hours will be completed before 3pm and the activities must be those of a traditional school social worker and align to the Illinois State Board of Education Standards.
- Schools that serve as practicum sites can be public or private schools within the city of Chicago or suburban locations. Schools should serve a diverse student population and provide opportunities for learning experiences across grade levels.
- Most of the students in the Post MSW Program have several years of experience in social services and are often employed during their educational experience.

-
- A Faculty Field Liaison is assigned to monitor the placement and provide support to the school Field Instructor and to the Post MSW student.
 - The supervising School Social Worker is required to meet with the student for one hour per week in supervisory field instruction, help develop the Learning Contract and monitor and evaluate the student's progress in meeting the ISBE Standards for School Social Workers.
 - Schools that would like to provide field placements for Post MSW School Social Work students should identify a Field Instructor who holds a PEL (Professional Educators License in School Social and has two years of post-MSW experience and is willing to provide an educational opportunity for a student.

If your school or school district would like to be added to our directory of field practicum sites or to request further information on our program please contact: **Lolita Godbold, Director of Field Education, Ph. 773-995-2843, lgodbold@csu.edu.**

Process for establishing/vetting potential Field Placements:

1. The MSW program identifies a potential agency/organization, or an agency/organization expresses interest in becoming a field placement
2. An initial screening is conducted virtually.
3. The potential agency/organization is asked to complete the "Agency Interest Form" and return it to the Director of Field Education with the resume of the proposed Field Instructor and Task Instructor if applicable.
4. The Agency Interest Form answers and resume are reviewed. If the placement is determined to be viable, the Director of Field Education notifies the agency/organization and sends them a link to Tevera with additional instructions.
5. The potential agency/organization completes the "Application to Become a Field Placement" in Tevera as well as the Affiliation Agreement.
6. The application is reviewed by the Director of Field Education.
7. The Director of Field Education conducts an in-person site visit at a mutually agreed upon time with the potential field placement field instructor.
8. A detailed explanation of the program and the requirements and expectations are discussed.
9. The organization explains in detail its requirements and expectations.
10. If both the agency/organization and the university are in agreement with establishing an affiliation agreement, the university signs the pending affiliation agreement in Tevera and approves the field placement in Tevera.
11. The placement then appears as an approved placement in Tevera.

CHICAGO STATE UNIVERSITY
Master of Social Work Program
Application for Student Field Placement
For Newly Admitted Full-time students

The application to apply for field placement for all part-time students can be found in Tevera

Name of Student _____
Address _____nd _____
City _____ State _____ Zip _____
Home Telephone _____ Work _____ Cell _____
Email Address _____ Employer _____

Specialization: Direct Practice Program Planning/Administration School Social Work

Indicate if this field placement is for your Generalist year or specialization year

Are you requesting a field placement with your current employer? Yes No If yes, you must Complete a Work Site/Employer Field Practicum Proposal and have your employer approve your plan.

Do you have a valid driver's license Yes No and access to a car? Yes No

Are you available 2 days a week (Mon.–Fri. from 9 am to 5pm) to do your internship? Yes No

Do you need some evening or weekend hours to complete your Field Practicum? Yes No

Please note that evening and weekend-only placements are not available.

- **Please provide a clear, detailed account of your proposed schedule for field placement.**
- **Note: Your application will not be processed if this section is not completed.**
- **Generalist Students please account for 13-16 hours each week.**
- **Specialization Students Please account for 19-21 hours a week.**
- **Schedule should include minimum blocks of time in increments of 4 hours.**
- **Due to safety, hours do not begin before 7 am or extend beyond 11 pm.**

Day of Week	Daily Start Time	Daily End Time
Monday	Click here to enter text.	Click here to enter text.
Tuesday	Click here to enter text.	Click here to enter text.
Wednesday	Click here to enter text.	Click here to enter text.
Thursday	Click here to enter text.	Click here to enter text.
Friday	Click here to enter text.	Click here to enter text.
Saturday	Click here to enter text.	Click here to enter text.
Sunday	Click here to enter text.	Click here to enter text.

Essay Questions:

Please **type your response** to the following questions in narrative form, (boxes expand):

- 1) Please indicate any factors that should be taken into consideration in making your field placement assignment, such as transportation needs, or disability.

Click here to enter text.

- 2) Briefly describe your career goals, areas of professional interest.

Click here to enter text.

- 3) Indicate what type of field placement setting you would prefer **not** to be considered for. Indicate your reasons.

Click here to enter text.

- 4) Identify the skills you would like to obtain or strengthen as a result of your field placement.

Click here to enter text.

- 5) What are your strengths and what skills will you bring to your field placement?

Click here to enter text.

6) Describe your specific plan to meet the weekly contact hours required for the field placement. Has your employer approved this plan?

Click here to enter text.

7) Have you ever been convicted of a felony? Please explain the act and consequences. Please note that a conviction for a felony will not necessarily bar you from a placement; however many agencies do background checks and make decisions based on their specific policies.

Click here to enter text.

8) Are you in good academic standing? You must be in good academic standing to enter or remain in the field practicum.

Click here to enter text.

9) Are you fluent in any foreign language? If so, please identify.

Click here to enter text.

10) Indicate the type of field placement settings you would www.csu.edu to review the Field Practicum Manual and the list of approved Field Practicum Sites. List your top three choices for placement: like to have. Go to the Social Work homepage at

Click here to enter text.

First Choice: _____

Second Choice: _____

Third Choice: _____

If there are specific agencies that you would like to consider that are not on the list of approved Field Practicum Sites, please identify and provide name, address, email and telephone number of contact person. **Do not interview with the agency without prior approval from the Director of Field Education.**

Please consider the following agency for field placement. The agency below was not listed on the field list.

Agency: _____

Address: _____

Contact Person: _____

Email Address: _____

Phone Number: _____

Is there an MSW with 2 years post masters available at the placement to supervise a student?

[Click here to enter text.](#)

11) Categories of Interest

Please check the categories that interest you and where you would like to your internship

- Aging/Gerontological Social Work
- Alcohol, Drug or Substance Abuse
- Child Welfare
- Community Planning
- Corrections/Criminal Justice
- Developmental Disabilities
- Domestic Violence of Crisis Intervention
- Family Services
- Group Services
- Health
- Housing Services
- International
- Mental Health or Community Mental Health
- Program Evaluation
- Public Assistance/Public Welfare (not child welfare)
- Occupational
- Rehabilitation

School Social Work

Social Policy

Other: _____

I understand that I must be in good academic standing to enter or remain in the field practicum.

I understand that the information in my Field Application will be shared with potential Field Instructors.

Return completed application and a copy of your current resume to Lolita Godbold, Director of Field Education, email swkfield@csu.edu.

CHICAGO STATE UNIVERSITY
**Master of Social Work Program Student Consent to Release Information related to
 Field Education**

For Newly Admitted Full-time students

**The application to apply for field placement for all part-time students can be
 found in Tevera**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student educational records. This form is to be used by students to grant permission to the Chicago State University, Department of Social Work, to release to field instructors, information gathered from the “Application for Student Field Placement”, the field application interview, and the orientation process. The information gathered from the application, field application interview, and orientation relates to student interests and background and is used as part of the field placement process.

Student’s Last Name (Print)	First Name	Middle
-----------------------------	------------	--------

_ Student’s University Identification Number (UID)

Permanent Mailing Address	City	State	Zip Code
---------------------------	------	-------	----------

To grant permission: I the undersigned, hereby authorize Chicago State University, Master of Social Work Program permission to release information gathered from the “Application for Student Field Placement” form and the field application interview and orientation process to Chicago State University Field Instructors and/or those responsible for coordinating field placements at the receiving school or agency and Faculty Field Liaisons.

This information is being released to assist in the process of field placement.

I understand that this waiver will remain in effect for as long as I am enrolled in the Master of Social work program at Chicago State University, unless revoked by me in writing and delivered to the Chicago State University Department of Social Work, however such revocation shall not affect disclosures previously made in connection with the application, field application interview, and orientation process by Chicago State University, Department of Social Work prior to the receipt of any such written revocations.

Student Signature	Date
-------------------	------

**Chicago State University
Master of Social Work Program**

Worksite/Employer Field Practicum Proposal

For Newly Admitted Full-time students

The application to apply for field placement for all part-time students can be found in
Tevera

Social Work Student: _____

Status: Full Time Student _____ Part-Time Student _____

Agency Name: _____

Practicum Location: _____

MSW Field Instructor: _____

Phone: _____

Work Supervisor: _____

Phone: _____

Generalist Field: Completion of ___ SWK 5460 and ___ SWK 5461 (Total Hours = 400)

Specialization Field: Completion of ___ SWK 5462 and ___ SWK 5463 (Total Hours = 550)

Area of Specialization:

Family Centered Direct Practice _____ Program Planning and Administration _____

School Social Work _____

EMPLOYMENT INFORMATION

Date student began employment at agency _____

Agency Department/Program of employment _____

Job Title of employment _____

Name of Job Supervisor in Employee role _____

Is the Job Supervisor a different person than the Field Instructor? Yes _____ No _____

Employee's job duties/responsibilities (Please clearly differentiate from responsibilities as an intern, and specify different client population, practice methods/interventions, etc.)

FIELD PLACEMENT INFORMATION

Field Placement Agency _____

Student's Field Placement site (in what Department/Program) _____

Address of Student's Field Placement Site _____

Student's Agency Field Instructor _____

Field Instructor's Job Title _____

Field Instructor's Phone _____ Fax _____

Field Instructor's E-mail _____

Student's Responsibilities/Assignments in Field Placement

(Please include client population and practice methods used in field placement learning experience)

1. Describe plan for managing separation of work and field time.

2. Will student be given release time from work to complete placement? Yes____ No____

The scheduled hours that the student will fulfill internship required hours and the scheduled hours that the student will fulfill their work responsibilities. The field placement experience must be the primary learning focus. Example (9am-2pm)

As a MSW Intern	VI. 1 st semester/ 2 nd semester (Circle One)	VII. 1 st semester/2 nd semester (Circle One)	VIII. As an Employee	
Monday			Monday	
Tuesday			Tuesday	
Wednesday			Wednesday	
Thursday			Thursday	
Friday			Friday	
Saturday			Saturday	
Sunday			Sunday	

Please return this form with the original signatures of the following persons:

- the field instructor
- the student intern’s work supervisor or proposed supervisor
- the student intern
- the academic advisor

I attest that this proposed employment is different from and will not affect the field placement.

Agency Field Instructor Signature

Date

Student Intern's Current Supervisor or Day to Day Supervisor's Signature

Date

Student Signature

Date

Academic Advisor Signature

Date

Director for Field Education

Date

Please return this form to:

Lolita Godbold
lgodbold@csu.edu
Director for Field Education
Department of Social Work

- The Director of Field Education has met with the student, field instructor and the student's work supervisor. All parties agree that they are able to support the student who is also an employee as a student intern.

This Worksite/Employer Field Practicum Proposal has been approved.

- The Director of Field Education has met with the student, field instructor and the student's work supervisor. It has been determined that this placement is unable to support the student who is also an employee as a student intern.

This Worksite/Employer Field Practicum Proposal has been denied.

Director for Field Education

Date

Example of formal email to accompany the submission of formal cover letter and resume

Dear Employer,

I am very interested in applying for a Generalist year field placement with your organization. My learning goals, interest and experience are a great match for (name of the agency/school).

Or

I am very interested in applying for an specialization year field placement with your organization. My area of Specialization is Direct Practice with Children and Families or Program Planning and Administration, with special interest given to trauma informed practice. My learning goals, interest and experience are a great match for (name of the agency/school).

Please take a moment to review my attached Application Documents:

- Up-To-Date Resume*
- Customized Cover Letter*

It would be a sincere pleasure to hear back from you soon to discuss this exciting opportunity.

Sincerely,

[Your first and last names, email address, plus the phone number(s) you want to be contacted at, go here]

Example Thank You Letter after the Interview

Good morning, [Interviewer's Name]:

Thank you for taking the time to speak with me yesterday about the internship at _____. It was a pleasure meeting with you, and I truly enjoyed learning more about the role and the company. After our conversation, I am confident that my experience and learning objectives are a great match for this opportunity.

I am very enthusiastic about the possibility of joining your team and would greatly appreciate a follow up as you move forward with the selection process. If you need any further information, please do not hesitate to contact me by email or phone. Thanks again, and I hope to hear from you in the near future.

Best regards,

[Your Name]

Sending and Acceptance Letter/ Email Examples

An acceptance letter allows you to demonstrate your professionalism and make sure there is no confusion about the precise terms of the internship offer.

The letter can be sent by email or mail. If you're sending a hard copy through the mail, format the letter as you would any business letter. Include your contact information and phone number, even though it may be on file with the field placement.

When sending an email letter, put your name in the subject line (Your Name – Social Work Internship Acceptance). This helps ensure that your message will be opened and read.

*No matter how you send the letter, make sure to address the letter to the person who offered you the position.

What to Include in an Acceptance Letter

Your letter can be brief, but should include the following:

- Thanks and appreciation for the opportunity
 - Written acceptance of the offer
 - The terms and conditions (background checks if required, physical if required, TB screen if required, proof of insurance if required, driver's license information and auto insurance if required etc., verification documentation if required, training or orientation attendance that may be required, etc.)
 - Starting date of field placement
-
- **Use these sample letters as a guideline when you write your own letter.**
 - **Make sure to tailor the specifics of the letter to suit your circumstances**

Example 1
Formal Business Letter

Sandra Superstudent
95 Cougar Ave.
Chicago, Il. 60628
(773) 555-5555
Ssuperstudent@email.com

Date

Mr. Whitney Young
Director of Human Resources
Be the Change Services
800 Advocate Avenue Chicago,
IL. 60628

Dear Mr. Young,

As we discussed on the phone, I am very pleased to accept the social work internship with Be The Change Services. Thank you again for the opportunity. I am eager to learn from the Be The Change Services team and to making a positive contribution to agency.

As we discussed, my starting date will be during the first week of the semester which is the week of August 20th, 20xx. Tentatively, I have scheduled to attend the field practicum Monday and Wednesday from 9am-4pm. Please let me know if this schedule is suitable. If there are any additional tasks to be completed prior to beginning the field practicum please let me know and I will be sure to comply.

I look forward to starting the field practicum experience on August 20th at 9am. If there is any additional information or paperwork you need prior to then, please let me know.

Again, thank you very much.

Sandra Superstudent
Sandra Superstudent

Example 2
E-mail

Subject line: Sandra Superstudent– Social Work Internship Acceptance

Dear Mr. Young,

As we discussed on the phone, I am very pleased to accept the social work internship with Be The Change Services. Thank you again for the opportunity. I am eager to learn from the Be The Change Services team and to making a positive contribution to agency.

As we discussed, my starting date will be during the first week of the semester which is the week of August 20th, 20xx. Tentatively, I have scheduled to attend the field practicum Monday and Wednesday from 9am-4pm. Please let me know if this schedule is suitable. If there are any additional tasks to be completed prior to beginning the field practicum please let me know and I will be sure to comply.

I look forward to starting the field practicum experience on August 20th at 9am. If there is any additional information or paperwork you need prior to then, please let me know.

Again, thank you very much for the opportunity.

I'm always available on email, but feel free to call if that's more convenient (773-555-5555).

Sincerely,
Sandra Superstudent

CHICAGO STATE UNIVERSITY
Master of Social Work Program

Confirmation of Student Placement

Student Name: _____

Specialization: _____

Generalist Placement: _____ Specialization Placement: _____ Post MSW _____

I have interviewed for Field Placement with the following organizations:

- | | |
|----------|-------------|
| 1. _____ | Date: _____ |
| _____ | |
| 2. _____ | Date: _____ |
| _____ | |

I have accepted the following field placement:

Name of Organization: _____

Name of Field Instructor: _____

Address of Field Instructor: _____ Zip _____

Phone number of Field Instructor: _____

Email of Field Instructor: _____

My field Instructor has a MSW with 2 years post-masters experience? Yes or No

If "No" please note that arrangements to receive the required MSW supervision must be made either within the agency or with the university. It is the responsibility of the student to inform the Director of Field Education, Lolita Godbold of either the arrangement with the agency or the need for the university to provide the required supervision.

Please return this form to: Lolita Godbold by email at swkfield@csu.edu

Chicago State University
Master of Social Work Program

Field Instructor Confirmation of Placement

To: Field Instructors
From: Lolita Godbold, Director of Field Education

Re: Confirmation of Field Placement for 20xx-20xx Academic Year

Student Name: _____

Type of Placement:

- _____ **Generalist/Generalist Practice** (Students must complete 400 hours)
- _____ **Specialization: Direct Service** (Students must complete 550 hours)
- _____ **Specialization: Administrative** (Student complete must 550 hours)
- _____ **Specialization School Social Work** (Student must complete 600 hours)
- _____ **Post MSW PEL (Professional Educators License in School Social Work)** (Student must complete 600 hours)

Thank you for agreeing to provide a field instructor for the above named student. In order to make this placement a success, we have attached the following materials:

- **Field Instructor Orientation Save the Date**
- Field Instructor Checklist
- Sample Generalist Practice Assignments or Specialization
- Generalist and Specialization Placement definitions
- Field Instructor/Task Supervisor Information Sheet
- Student Schedule Agreement Form

Additional information can be obtained by going to the Social Work page at www.csu.edu. When you go to the Field section you will find the Field Manual, policies, procedures, and forms. We no longer mail copies of documents. All information is available online.

In general, field placements start the last week in August and end in May. Your student will have a different number of hours to complete based on their standing in the MSW program and type of placement.

In August you will be assigned a Faculty Field Liaison to provide support to you and your students. If you need assistance before then, or if you are not the Field Instructor for this student, you can contact me by email at lgodbold@csu.edu or phone 773-995-2843.

Thanks for supporting our program.

Appendix B Field Placement Materials

Chicago State University

Master of Social Work Program

Field Instructor Student Orientation Checklist

I. Review the Field Manual online at the Social Work webpage at www.csu.edu . You will also find other forms online.

II. Important documents to review:

- Learning Contract
- Schedule Agreement
- Remediation Plan
- Sample Generalist Practice Assignments
- Sample Specialization Practice Assignments
- Generalist and Specialization Practice Content Specific Competencies and Component Behaviors
- Role Responsibility Matrix

III. Items to discuss with Student during orientation:

- Generalist and Specialization Field Expectation
- Roles /responsibilities of each party
- Learning Styles
- Agency Orientation
- Safety Issues
- Organization Chart
- Setup interviews with key people in various departments
- Establish a time to meet for supervision. Supervisory field instruction expectations (1 Hour a week)
- Learning Contract due within 30 days of placement
- ID who to go to if you (field instructor) are not available
- Plan to observe student's practice
- Contact Faculty Field Liaison for more information and to schedule site visits

Chicago State University
Master of Social Work Program
Field Placement Schedule Agreement Generalist/Generalist Practice
Placement

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Generalist Field: Completion of <u>200</u> Hours per Semester	() SWK 5460	() SWK 5461
---	------------------	------------------

Placement Schedule:

Date field practicum will begin:		Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

**CHICAGO STATE UNIVERSITY Field Placement Schedule Agreement Direct Practice
Specialization Placement
Master of Social Work Program**

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email:
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Specialization Field: Completion of <u>275</u> Hours per Semester	() SWK 5462	() SWK 5463
---	------------------	------------------

Placement Schedule:

Date field practicum will begin:	Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

CHICAGO STATE UNIVERSITY

Master of Social Work Program

Field Placement Schedule Agreement Program Planning and Administration Specialization Placement

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Specialization Field: Completion of <u>275</u> Hours per Semester	() SWK 5462	() SWK 5463
---	------------------	------------------

Placement Schedule:

Date field practicum will begin:		Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

CHICAGO STATE UNIVERSITY
Master of Social Work Program

**Field Placement Schedule Agreement School Social Work Specialization
Placement**

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which course(s) this schedule represents.

Specialization Field: Completion of <u>300</u> Hours per Semester	() SWK 5462	() SWK 5463
---	------------------	------------------

Placement Schedule:

Date field practicum will begin:		Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

CHICAGO STATE UNIVERSITY

Master of Social Work Program

Field Placement Schedule Agreement Post MSW PEL (School Social Work) Field Practicum

This schedule is a part of the student learning contract; please submit a copy of this schedule agreement to your faculty field liaison and the field director Lolita Godbold at swkfield@csu.edu.

Parties to the Contract:

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Field Hours Required: Indicate which semester this schedule represents.

Specialization Field: Completion of <u>300</u> Hours per Semester	() Semester 1	() Semester 2
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Placement Schedule:

Date field practicum will begin:	Date field practicum will end:	
Day of Week	Daily Start Time	Daily End Time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

CHICAGO STATE UNIVERSITY
Master of Social Work Program

REQUEST FOR CERTIFICATE OF INSURANCE COVERAGE/PROOF OF LIABILITY INSURANCE

Date: _____

Student Name: _____

Placement Type: _____ Generalist _____ Specialization _____ School SW _____ Post MSW

Dates field placement will begin: _____

Date field placement will end: _____

Agency Name:

Agency Address, City, State, Zip Code:

Name of Field Instructor:

Field Instructor Phone Number: _____

Field Instructor E-mail address: _____

Field Instructor Fax Number: _____

Name, title and mailing address of Administrator or Individual whom the certificate should be sent if not the Field Instructor:

Return completed form to Lolita Godbold Director of Field Education, email lgodbold@csu.edu or mail to 9501 S. King Drive/ SCI 11A, Chicago, Il. 60628 fax (773)821-2420. Phone: 773-995-2843 if you have questions.

**Chicago State University
Master of Social Work Program
Weekly Supervision Log**
Information

Student:

Email Address:

MSW Providing Supervision:

Email Address:

Faculty Field Liaison:

Please Check:

- Foundation
- Advanced Direct Practice
- Advanced Program Planning and Administration
- Advanced School Social Work
- Post MSW PEL
- Fall Semester
- Spring Semester

Year:

Students are expected to receive supervision at least 1x each week, for one hour. Please indicate the day, date and length of time for supervision received in the space provided below.

Supervision Date:

Supervision Duration:

Supervision Agenda Items (List at least 3. Can be derived from student, field instructor or both.)

Supervision Agenda Item #1:

Supervision Agenda Item #2:

Supervision Agenda Item #3:

**Reflection of Tasks and Activities that support the development of
Competencies**

Specifying the Competencies and discuss how the competencies and practice behaviors identified were addressed in practice. Please refer to the student learning plan. You can, and are encouraged to discuss more than one in your reflection.

Competency or competencies Address:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Use the space provided to reflect upon the competency or competencies identified above:

Course Connections: Must Select at least one course from the current semester that you are enrolled in and discuss how content was applied to field practice experience or how content is relevant to field practice experience. Use the space provided to reflect upon and explain the course/field connection.

Foundation	Advance	Advance Specialization
<ul style="list-style-type: none"> <input type="radio"/> 5410 Policy I <input type="radio"/> 5416 Diversity & Ethics <input type="radio"/> 5420 HUBSE I <input type="radio"/> 5421 HUBSE II <input type="radio"/> 5431 Community Prac. <input type="radio"/> 5432 Fam Sup & Dev <input type="radio"/> 5440 Res Methods I 	<ul style="list-style-type: none"> <input type="radio"/> 5411 Policy II <input type="radio"/> 5441 Res Methods II 	<p>Direct Practice</p> <ul style="list-style-type: none"> <input type="radio"/> 5433 Family Centered <input type="radio"/> 5434 System Int. <p>Admin</p> <ul style="list-style-type: none"> <input type="radio"/> 5452 Non Profit <input type="radio"/> 5451 Prog Planning <p>School Social Work</p> <ul style="list-style-type: none"> <input type="radio"/> School SW Prac I <input type="radio"/> school SW Prac II

Use the space provided to reflect upon the course/field connection identified above.

Student Signature Date

Supervisor's Feed Back to Student regarding Reflection of Tasks and Activities that support the development of Competencies. Student is to annotate in their own words.

Field Instructor Signature Date

CSU MSW Program/ Roles and Responsibility Matrix

	The Agency and Field Instructor	The Field Director	The Faculty Liaison	The Student
Learning Opportunity	Provide a range of educational experiences for the student learner that are commensurate with the educational needs, and professional goals of the student and the university.	Recruit and obtain affiliation agreements with agencies that will provide quality student learning opportunities. Identify alternative learning experiences.	Monitor the placement experience. Identify alternative experiences for learning.	Actively identify and pursue field assignments that will challenge and enhance the professional experiences of the student learner.
Instruction/ Supervision	Assist students in meeting school/agency performance expectations. Provide supervisory field instruction to the student intern not less than one hour weekly. (Note: group supervisory field instruction may not substitute for individual supervisory field instruction).	May mediate any problems, crisis regarding supervisory field instruction.	Provide consultation to students and field instructors regarding educational experiences. May mediate any problems, crisis regarding supervisory field instruction	Actively pursue supervisory field instruction (including rescheduling missed appointments). Be prepared for supervisory field instruction meetings.
Credentials	Submit credentials of all personnel that may provide primary and adjunct supervisory field instruction to students. Notify the university immediately of staff changes that may impact the learning contract.	Review the credentials of potential field instructors to maintain academic program standards.	Report staff changes to the field director.	Notify the faculty liaison immediately of staff changes that may alter the learning contract.
Learning Contract	Actively participate in the development and construction of the learning contract. Field instructors should discuss available activities early in the field placement and assist student to match potential assignments to learning objectives. Notify the faculty liaison of modifications of the learning contract.	Meet with students to facilitate the selection of internship experiences that will meet the professional goals of the student and the MSW program. Utilize feedback to modify or clarify various aspects of the learning contract.	Provide consultation to the student and field instructor regarding the range of activities that educational program. Submit the learning goals of the student and contract by the required deadline.	Actively participate in the development and construction of the learning contract. meet the required the MSW deadline. Notify the faculty liaison of modifications to the learning contract.

Evaluation

Provide timely feedback to students regarding progress and concerns. Assess student's learning style, learning needs, abilities and performance through supervisory field instruction, evaluation conferences, and in consultation with the faculty liaison.

Provide instruments to the field instructors that will be used to evaluate student progress. The field director will participate with the faculty liaison in conferences as appropriate. Use evaluation results to improve program.

Review student and the evaluation process through self-evaluations and self-monitoring of necessary, the faculty professional goals and liaison participates in the development of remediation contracts to insure student success. Actively participate in evaluations and determine student grades. Where necessary, the faculty professional participates in responsibilities.

Chicago State University Master of Social Work Program Generalist and Specialization Placements

Generalist and Specialization Placements: Understanding the Difference

Our program prepares students for specialization social work practice that uses strength-based and family-centered principles in their approach to client systems. Please refer to the beginning of the Field Manual for a more detailed description of the Family Centered Perspective. Students may choose from: Family Centered Direct Practice, Program Planning and Administration, or School Social Work, as their specialization.

Generalist placements take place during the first year and a total of 400 clock hours and specialization placements take place during the second year and total 550 hours. School Social Work placements total 600 clock hours. For part-time students, the Generalist placement occurs during their second year and specialization placement during their third year.

Generalist placements are where students become socialized to the profession and develop an understanding of social work values, skills and ethics. This is also where students are provided an opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning-level practice skills with individuals, families, groups, communities and organizations. We recognize that not all settings provide such a wide range of opportunities, but we expect that students and Field Instructors will be creative in identifying potential learning opportunities and utilize this model to conceptualize the work of the agency. The Faculty Field liaison and Field Director are prepared to assist in this process.

One of the most important things for Field Instructors to do is to help students “label their learning experiences.” Students should be able to articulate the practice principles and knowledge that informs their practice activities. This is true in Generalist and specialized placements.

Specialization placements allow students to practice within their area of Specialization where they are expected to take on more complex practice tasks, function more independently and demonstrate specialization skills in multi-system assessments and multi-modal interventions or program development. Specialization students are expected to be able to initiate some structured evaluation of practice research and understand and assess the impact of discrimination and oppression on client systems and advocate for change when possible.

Specialization- Program Planning and Administration includes but is not limited to the following activities: Program planning, evaluation, quality improvement, client satisfaction surveys, research, grant writing, fundraising, resource development, community assessment, needs assessment, board and volunteer development, strategic planning, public policy and advocacy, staff development, training, review and development of policies and procedures, development of manuals, project management, special events, attending board and other committee meetings, assisting in the preparation of annual and special reports. Students in this Specialization are encouraged to apply the strengths-based family-centered perspective to their own analysis and plan even if it is not specified in the agency of practice.

Specialization – Family Centered Direct Practice and School Social Work include but are not limited to the following: At this level, students should be able to utilize a variety of social work practice models and evaluate their utility and limitation with cases of greater complexity, integrate the strengths-based family-centered approach to work with individuals and families, make effective use of interdisciplinary teams to accomplish case goals, collaborate effectively with identified constituents to accomplish goals, demonstrate mature professional judgment in planning and implementing collaborative interventions in the context of complex systems.

Generalist Practice Sample Assignments

Chicago State University Master of Social Work Program

Generalist placements are where students become socialized to the profession and develop an understanding of social work knowledge, values, skills, cognitive and affective processes, and ethics. This is also where students are provided an opportunity to apply the generalist model to practice as they assess and develop or enhance their beginning-level practice skills with **(I=individuals, F= families, G=groups, C=communities, and O=organizations)**. The following is a list of sample assignments with systems levels:

Use the list below to assist with **creating your learning plan**. Using the overarching Learning Objectives, select those that most appropriately apply to your field learning planned experience. Under each learning objective are sample activities. Use the list following this one titled “Objective Guide...” to identify the multiple competencies that the overarching learning objective relates to for use in developing the learning plan.

Sample Learning Objective

Conduct Intake Assessments/Intake Sessions

Tasks/assignments

- Learn the agency intake process via agency trainings, shadowing and/or supervision **(I-O)**
- Complete agency intake process with clients, groups, families and individuals **(I-F-G)**
- Discuss Agency Policies related to the provision of services **(I-F-G-O)**
- Discuss client rights **(I-F-G)**
- Discuss Confidentiality **(I-F-G)**
- Interview Clients **(I-F-G)**
- Identify ways the agency works with diverse populations **(I-F-G-C-O)**
- Apply trauma-informed, family-centered and urban context perspective in provision of services **(I-F-G)**

Sample Learning Objective

Case Management

Tasks/assignments

- Interview client(s)/prepare a process recording **(I-F-G)**
- Case Advocacy/Client Advocacy **(I-F)**
- Information and Referral **(I-F)**
- Use Ecomap **(I-F-C-O)**
- Apply trauma-informed, family-centered and urban context perspective in the provision of services **(I-F-G)**

Sample Learning Objective

Enhance professional growth and development

Tasks/assignments

- Review NASW code of ethics and process application with supervisor **(O)**
- Engage in role play with colleagues and or Field Instructor **(O)**
- Participate in case staffings **(O)**

- Meet with key staff in the agency to become familiar with their work **(O)**
- Read agency policy and procedure manual and analyze a policy **(O)**
- Identify learning style and discuss with Field Instructor **(O)**
- Prepare for supervision meetings with Field Instructor weekly **(O)**
- Attend practice-oriented trainings offered by the agency and outside of the agency **(O)**
- Observe/shadow the Field Instructor or other colleagues at work and share observations with Field Instructor **(O)**
- Utilize supervision to sharpen soft skills i.e. **communication** (written, oral, email, telephonic, memos etc.), **Teamwork, Adaptability, Problem Solving, Critical Observation, Conflict Resolution.** **(I-F-G-C-O)**

Sample Learning Objective

Interventions, Counseling Individual/Family/group

Tasks/assignments

- Use Ecomap **(I-F-G)**
- Co-facilitate a group with another student or other agency personnel **(G-O)**
- Provide individual and group services to clients (i.e. counseling, life skills groups) **(I-F-G)**
- Prepare agendas for supervision meeting with field instructor **(I-F-G-O)**
- Observe/shadow Field Instructor or other placement personnel and share observations with Field Instructor **(O)**
- Identify ways the agency works with diverse populations **(O-C)**
- Identify what theories/models of practice are utilized most within the agency **(O)**
- Collaborate with clients to establish a mutually agreed upon intervention/service plan **(I-F-G)**
- Apply trauma-informed, family centered and urban context perspective in the provision of services. **(I-F-G)**

Sample Learning Objectives

Become Familiar with the agency/school programs and services offered for individuals and groups served. Become familiar will referral process and acquisition of services.

Tasks/assignments

- Develop or update a resource directory for the agency or program **(O-C)**
- Develop or update a resource manual for interns **(O)**
- Develop an organizational chart for the agency or program **(O-C)**
- Visit referral sites to get a first hand information and brochures for agency clients **(O-C)**
- Tour the community and share impression with Field Instructor **(O-C)**
- Review literature, gather articles and read about the agency/target population **(O)**
- Meet with key staff in the agency to become familiar with their work **(O)**
- Identify how the strength-based family centered mode is practiced within the agency **(I-F-G-O)**
- Identify what theories/models of practice are utilized most within the agency **(I-F-G-O)**
- Observe/shadow Field Instructor or other colleagues at work and share observations with Field Instructor **(O)**
- Identify ways the agency works with diverse populations **(I-F-G-C-O)**

- Identify how the agency programs/services tie back to the agency mission **(O)**

Sample Learning Objectives

Participate in advocacy activities

Tasks/assignments

- Identify current funders of agency programs **(O)**
- Research potential funders, visit the Donors Forum **(O)**
- Engage in an advocacy initiative on behalf of a client or issue important to the agency **(O-C)**
- Identify ways the agency works with diverse populations **(I-F-G-C-O)**
- Identify how the agency programs/services tie back to the agency mission **(O)**
- Conduct a single subject design research project, use findings for advocacy activities **(I-F-G-C-O)**
- Write letter to legislature on behalf of the agency or client population **(I-F-G-C-O)**
- Apply a trauma-informed, family centered and urban context perspective to advocacy activities **(I-F-G-C-O)**

Sample Learning Objectives

Community Engagement

Task/Assignments

- Attend community meetings and discuss impressions with Field Instructor **(O-C)**
- Attend agency board or committee meetings and discuss impressions with Field Instructor **(O-C)**
- Develop or help edit a newsletter or brochure for the agency or program **(O-C)**
- Attend/help with the Agency's Annual Meeting **(O-C)**
- Attend/help with the Agency's fundraiser(s) **(O-C)**
- Recruitment and outreach for target populations
- Identify how the agency programs/services tie back to the agency mission **(O-C)**
- Co-facilitate, facilitate community focus groups **(O-C)**
- Apply a trauma-informed, family-centered and urban context perspective to advocacy activities **(O-C)**

Sample Learning Objectives

Evaluation and Training related to series and programs

Task/Assignments

- Help with an agency research project **(O)**
- Prepare training for the staff or clients on one key area **(O)**
- Co-facilitate, facilitate consumer focus groups **(O-C)**
- Observe/shadow the Field Instructor or other colleagues at work and share observations with the Field Instructor **(O)**
- Identify what theories/models of practice are utilized most within the agency **(O)**
- Conduct a single-subject design research project, and use findings for advocacy activities **(O)**
- Research examples: client retention, number of clients who do not show for appointments, staff turnover, review/analyze incident reports- should practice be changed based on information, number of restraints used in a residential setting. **(O)**

- Collaborate with clients to review/evaluate intervention/service plans and adjust accordingly **(O)**
- Utilize a standard measure to evaluate group interventions pre- and post. Process findings with a supervisor. **(O)**
- Maintain a trauma-informed, family-centered, and urban context in evaluation and research activities **(O)**

Generalist Competencies and Component Behaviors

Objective Guide

2015 EPAS

Please note the sample learning objective is a category. For sample activities to complement the objectives please refer to the sample practice activities guide.

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;
<ol style="list-style-type: none"> 1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. use technology ethically and appropriately to facilitate practice outcomes; and 5. use supervision and consultation to guide professional judgment and behavior.
<p><u><i>Sample Learning Objective</i></u></p> <ul style="list-style-type: none"> • Conduct intake sessions/intake assessments • Case Management • enhance professional growth and development • Become Familiar with the agency/school, programs and services offered, individuals and groups served. Become familiar with referral process and acquisition of services.

Competency 2: Engage Diversity and Difference in Practice

Social Workers;
<ol style="list-style-type: none"> 1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and 3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p><u><i>Sample Learning Objective</i></u></p>

- Interventions, counseling individual/group
- Become Familiar with the agency/school, programs and services offered, individuals and groups served. Become familiar with referral process and acquisition of services.
- Participate in advocacy activities

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers;

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

Sample Learning Objective

- Participate in advocacy activities
- Case Management

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery

Sample Learning Objective

- Evaluation and Training related to services and programs

Competency 5: Engage in Policy Practice

Social Workers;

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Sample Learning Objective

- enhance professional growth and development
- Participate in advocacy activities
- Community Engagement

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers;
<ol style="list-style-type: none">1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<u><i>Sample Learning Objective</i></u> Conduct intake sessions/intake assessments Case Management Interventions, counseling individual/group

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers;
<ol style="list-style-type: none">1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<u><i>Sample Learning Objective</i></u> <ul style="list-style-type: none">• Conduct intake sessions/intake assessments• Become Familiar with the agency/school, programs and services offered, individuals and groups served. Become familiar with referral process and acquisition of services• Community Engagement• Interventions, counseling individual/group

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers;
<ol style="list-style-type: none">1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and5. facilitate effective transitions and endings that advance mutually agreed-on goals.
<u>Sample Learning Objective</u>
<ul style="list-style-type: none">• enhance professional growth and development• Case Management• Conduct intake sessions/intake assessments• Interventions, counseling individual/group

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers;
<ol style="list-style-type: none">1. select and use appropriate methods for evaluation of outcomes;2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
<u>Sample Learning Objective</u>
<ul style="list-style-type: none">• Evaluation and Training related to services and programs

Competency 10: Trauma-informed, family-centered, urban context

Social Workers;
<ol style="list-style-type: none">1. Use trauma informed lens to assess, intervene and evaluate practice2. Utilize a family-centered perspective in all aspects of social work practice3. Explores situational and complex dynamics of urban context and social work practice within this environment
<u>Sample Learning Objective</u>
<ul style="list-style-type: none">• Conduct intake sessions/intake assessments• Case Management• Interventions, counseling individual/group

Specialization Practice Example Assignments

Chicago State University Master of Social Work Program

Specialization placements are where students build on the Generalist and add rigor that requires the students to develop knowledge and skills for specialization social work practice. This is also where students are challenged to deal with practice situations of greater complexity requiring increased autonomy and analytical skills specific to the Specialization. The following is a list of sample assignments with systems levels: **(I=individuals, F= families, G=groups, C=communities, and O=organizations).**

Use the list below to assist with **creating your learning plan**. Using the overarching Learning Objectives, select those that most appropriately apply to your field learning planned experience. Under each learning objective are sample activities. Use the list following this one titled “Objective Guide...” to identify the multiple competencies that the overarching learning objective relates to for use in developing the learning plan.

Sample Learning Objectives

Psychosocial Assessments

Tasks/assignments

- Shadow and observe social workers, summarize experience during supervisory field instruction meeting **(I-F-G-C-O)**
- Responsibly produce agency documents according to agency standards. **(I-F-G-C-O)**
- Consistently use supervisory field instruction meeting to assess and acknowledge issues of identity and diversity. **(I-F-G-C-O)**
- Integrate the use of evidenced based practice in the practice setting. **(I-F-G)**
- Provides a clear explanation of confidentiality and privacy practices. **(I-F-G)**
- Uses strengths based approach to assess clients or situations. **(I-F-G-C)**
- Uses a formal assessment to collect, organize and interpret data **(I-F-G-C)**
- Conduct assessments that integrate trauma-informed, family-centered practice in an urban context. **(I-F-G-C)**

Sample Learning Objectives

Case management

Tasks/assignments

- Through rapport with client, create a plan that appreciates client uniqueness. **(I-F-G)**
- Evaluate services to determine unmet need and recommend solutions to address needs. **(I-F-G)**
- Consistently use supervisory field instruction meeting to assess and acknowledge issues of identity and diversity. **(I-F-G)**
- Complete a process recording to examine a practice situation involving difference **(I-F-G)**

Sample Learning Objectives

Interventions: Therapy, Individual, Family, Group

Tasks/assignments

- Through rapport with client, create a plan that appreciates client uniqueness. **(I-F-G)**

- Consistently use supervisory field instruction meeting to assess and acknowledge issues of identity and diversity. **(I-F-G)**
- Complete a process recording to examine a practice situation involving difference. **(I-F-G)**
- Address self-awareness in supervisory field instruction meeting **(I-F-G)**
- Conduct assessments that integrate trauma-informed, family-centered practice in an urban context. **(I-F-G)**
- Create plans that integrate trauma-informed, family-centered practice in an, urban context. **(I-F-G)**
- Participate in case staffing, review treatment/services plans and make adjustments as needed. **(I-F-G)**
- Use supervisory field instruction to process case progression. **(I-F-G)**
- Assess research findings and apply to practice. **(I-F-G)**
- Integrate the use of evidence-based practice in the practice setting **(I-F-G)**
- Considers all aspects of the client socially and emotionally in selecting appropriate intervention strategies. **(I-F-G)**
- Provides individual counseling/therapy as defined by the treatment plan. **(I-F-G)**
- Provides group or individual counseling /therapy that are responsive to clients' needs. **(I-F-G)**
- Plan transitions and terminations as a part of the treatment/service process. **(I-F-G)**
- Use role plays to practice engagement skills. **(I-F-G)**
- Involves client in the development of goals of services/treatment. **(I-F-G)**
- Provides a clear explanation of confidentiality and privacy practices. **(I-F-G)**
- Evaluate agency services and recommend areas to enhance trauma-informed and family-centered practice. **(I-F-G)**
- Evaluate community needs and recommend areas to enhance trauma-informed and family-centered practice. **(I-F-G)**

Sample Learning Objectives

Become Knowledgeable about the agency/school programs and services offered to the population served. Become knowledgeable about the process for referrals and acquisition of services.

Task/assignments

- Shadow and observe social workers, summarize experience during supervisory field instruction meeting **(O)**
- Examine agency policy and procedure manual and organizational chart ☐ Attend agency trainings. **(O)**
- Attend agency orientation. **(O)**
- Become familiar with the professional culture of the agency and integrate within it. **(O)**
- Responsibly produce agency documents according to agency standards. **(O)**

Sample Learning Objectives

Participate in advocacy activities

Tasks/assignments

- Use assessment data to recommend services or interventions **(I-F-G-C-O)**
- Meet with funders and potential funders of agency programs **(I-F-G-C-O)**
- Research potential funders, visit the Donors Forum **(I-F-G-C-O)**
- Engage in an advocacy initiative on behalf of a client or issue important to the agency **(I-F-G-C-O)**
- Evaluate how the agency works with diverse populations **(I-F-G-C-O)**
- Evaluate how the agency programs/services tie back to the agency mission **(I-F-G-C-O)**
- Conduct a single subject design research project, use findings for advocacy activities **(I-F-G-C-O)**
- Organize a plan to address legislature on behalf of the agency or client population **(I-F-G-C-O)**
- Apply a trauma-informed, family-centered and urban context perspective to advocacy activities **(I-F-G-C-O)**
- Familiarize self with agency policies that govern the provision of services and discuss during supervisory field instruction meeting. **(I-F-G-C-O)**
- Familiarize self with government policies that impact the provision of services and summarize during supervisory field instruction meetings. **(I-F-G-C-O)**
- Collaborates with clients, colleagues, community in some aspect of policy planning and advocacy that is relevant to them. **(I-F-G-C-O)**

Sample Learning Objectives

Community Engagement, Community Development

Tasks/assignments

- Attend an advisory board meeting and summarize information gathered. **(O-C)**
- Attend a community awareness event or meeting and summarize experience. **(O-C)**
- Evaluate services to determine unmet need and recommend solutions to address needs.
 - ☐ Create a needs assessment to evaluate client/community perception of available services
 - ☐ Prepare an agency presentation to present to a community group. **(O-C)**
- Develop a community action plan **(O-C)**
- Prepare a program presentation to present to a community group. **(O-C)**

Sample Learning Objectives

Program Evaluation/Evaluation of Practice

Tasks/assignments

- Evaluate services to determine unmet need and recommend solutions to address needs. **(I-F-G-C-O)**
- Create a needs assessment to evaluate client/community perception of available services **(I-F-G-C-O)**
- Analyze (agency, government) policy and its impact on services, clients, agency or community **(I-F-G-C-O)**
- Use assessment data to recommend services or interventions **(I-F-G-C-O)**
- Design a plan to evaluate practice in the field. **(I-F-G-C-O)**
- Assess research findings and apply to practice. **(I-F-G-C-O)**

- Integrate the use of evidence-based practice in the practice setting. **(I-F-G-C-O)**
- Evaluate agency services and recommend areas to enhance trauma-informed and family-centered practice. **(I-F-G-C-O)**
- Evaluate and Participate in case staffing, review treatment/services plans, and make adjustments as needed. **(I-F-G-)**

Sample Learning Objectives

Professional Growth and Development

Tasks/assignments

- Shadow and observe social workers, summarize experience during supervisory field instruction meeting **(I-F-G-C-O)**
- Address self-awareness in supervisory field instruction meeting **(I-F-G-C-O)**
- Examine agency policy and procedure manual and organizational chart Attend agency trainings. **(O)**
- Attend agency orientation. **(O)**
- Prepare an agency presentation to present to a community group. **(O-C)**
- Prepare a program presentation to present to a community group. **(O-C)**
- Become familiar with the professional culture of the agency and integrate within it. **(O)**
- Responsibly produce agency documents according to agency standards. **(O)**
- Use role plays to practice engagement skills. **(I-F-G-C-O)**
- Use supervisory field instruction to process engagement and rapport building. **(I-F-G-C-O)**

USE THE GUIDE BELOW TO HELP IDENTIFY THE COMPETENCIES THAT ALIGN WITH THE OVERARCHING LEARNING OBJECTIVES ABOVE.

Specialized Practice Competencies and Component Behaviors

Objective Guide

2015 EPAS

Please note the sample learning objective is a category. For sample activities to complement the objectives please refer to the sample practice activities guide.

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;
Develop and maintain relationships with clients/families/constituents within the person-in-environment, ecological, and strengths perspectives and Apply ethical decision-making skills to direct practice situations
<u>Sample Learning Objective</u> <ul style="list-style-type: none"> • Psychosocial Assessments • Case management • Professional Growth and Development • Become knowledgeable about agency /school and services offered

Competency 2: Engage Diversity and Difference in Practice

Social Workers;
Engage and maintain competent and effective professional relationships with clients/families/constituents across a wide range of cultural, psychological, sociological, and philosophical perspectives
<u>Sample Learning Objectives</u> <ul style="list-style-type: none"> • Interventions: Therapy, Individual, Family, Group • Become knowledgeable about agency /school and services offered • Participate in advocacy activities

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers;
Incorporate practice strategies that aim to facilitate empowerment and correct for structural social and internalized oppression and discrimination, including racism, sexism, homophobia, classism, and political and religious oppression
<u>Sample Learning Objectives</u> <ul style="list-style-type: none"> • Participate in advocacy activities • Case management

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;
Apply best practice standards and evidence-informed practice methods to guide practice and research implementation and evaluation
<u>Sample Learning Objectives</u> <ul style="list-style-type: none">• Program Evaluation/Evaluation of Practice

Competency 5: Engage in Policy Practice

Social Workers;
Integrate advocacy skills and strategies into direct practice activities that are aimed at developing and/or changing policies that impact clients/constituents
<u>Sample Learning Objectives</u> <ul style="list-style-type: none">• Community Engagement, Community Development• Professional Growth and Development• Participate in advocacy activities

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers;
Engage in a relationally based process with individual clients/families/constituents during assessment, intervention, and evaluation practice activities, applying individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives
<u>Sample Learning Objectives</u> <ul style="list-style-type: none">• Psychosocial Assessments• Case management• Interventions: Therapy, Individual, Family, Group

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers;
Apply family-centered, ecological and bio-psycho-social-spiritual frameworks in assessment and engagement of situations with clients/constituents and apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice
<u>Sample Learning Objectives</u> <ul style="list-style-type: none">• Psychosocial Assessments• Community Engagement, Community Development• Interventions: Therapy, Individual, Family, Group• Become knowledgeable about agency /school and services offered

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers;
Develop and implement intervention strategies with clients/families/constituents that respond to client/family/constituent goals, and that effect changes in person-situation relationships and in ecological contexts. Apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice
<u>Sample Learning Objectives</u> <ul style="list-style-type: none">• Professional Growth and Development• Psychosocial Assessments• Case management• Interventions: Therapy, Individual, Family, Group

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers;
Evaluate both process and outcomes of family-centered practice activities in collaboration with clients/families/constituents, utilizing competent evaluation methods and demonstrating change, apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice
<u>Sample Learning Objectives</u> <ul style="list-style-type: none">• Program Evaluation/Evaluation of Practice

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Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context (Program Unique)

Social Workers;
Systematically utilize and apply trauma-informed, family-centered perspectives and incorporation of an urban contextual perspective in creating, analyzing and evaluating organized practice activities
<u>Sample Learning Objectives</u>
<ul style="list-style-type: none"> • Psychosocial Assessments • Case management • Interventions: Therapy, Individual, Family, Group

**Generalist (Generalist)
Competencies and Component Behaviors
2015 EPAS**

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;
<ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social Workers;
<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers;

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Social Workers;

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers;

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Trauma-informed, family-centered, urban context

Social Workers;

- Use trauma-informed lens to assess, intervene and evaluate practice
- Utilize a family-centered perspective in all aspects of social work practice
- Explores situational and complex dynamics of urban context and social work practice within this environment

Direct Practice Competencies and Component Behaviors

2015 EPAS

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;

Develop and maintain relationships with clients/families/constituents within the person-in-environment, ecological, and strengths perspectives and **Apply** ethical decision-making skills to direct practice situations

Competency 2: Engage Diversity and Difference in Practice

Social Workers;

Engage and **maintain** competent and effective professional relationships with clients/families/constituents across a wide range of cultural, psychological, sociological, and philosophical perspectives

Competency 3: Specialization Human Rights and Social, Economic, and Environmental Justice

Social Workers;

Incorporate practice strategies that aim to facilitate empowerment and correct for structural social and internalized oppression and discrimination, including racism, sexism, homophobia, classism, and political and religious oppression

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

Apply best practice standards and evidence-informed practice methods to guide practice and research implementation and evaluation

Competency 5: Engage in Policy Practice

Social Workers;

Integrate advocacy skills and strategies into direct practice activities that are aimed at developing and/or changing policies that impact clients/constituents

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

Engage in a relationally based process with individual clients/families/constituents during assessment, intervention, and evaluation practice activities, applying individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers;

Apply family-centered, ecological and bio-psycho-social-spiritual frameworks in assessment and engagement of situations with clients/constituents and apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

Develop and implement intervention strategies with clients/families/constituents that respond to client/family/constituent goals, and that effect changes in person-situation relationships and in ecological contexts. Apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

Evaluate both process and outcomes of family-centered practice activities in collaboration with clients/families/constituents, utilizing competent evaluation methods and demonstrating change, apply individual, family dynamic, ecological, developmental, and bio-psycho-social-spiritual theoretical perspectives in assessment and in designing and implementing practice intervention strategies, and in evaluating family-centered practice

Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context (Program Unique)

Social Workers;

Systematically **utilize and apply trauma-informed, family-centered perspectives and incorporation** of an **urban contextual perspective** in creating, analyzing and evaluating organized practice activities

Program Planning and Administration Competencies and Component Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers;

Conduct themselves professionally in their demeanor and communications and recognize the importance of professional conduct and of personal/professional development for practicing in community and organizational settings

Apply ethical standards and laws with organizations and communities; advance effective and efficient social service and access to resources; apply ethical reasoning in promoting human rights and social justice in assessment, intervention and evaluation

Competency 2: Engage Diversity and Difference in Practice

Social workers;

Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers;

Advocate for human and civil rights individually and collectively and incorporate evaluative measures of wellbeing that integrate improvements in social, economic, political and environmental realms

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers;

Apply best practice standards and evidence-informed research methods to develop and implement community and organizational interventions and evaluation

Competency 5: Engage in Policy Practice

Social workers;

Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to formulate policies that improve the effectiveness of social services and the well-being of people, especially the most vulnerable

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers;

Engage with communities and organizations to provide leadership in organizing, planning, collaboration, sustainable development, and progressive and effective change with an understanding of social systems, cultural and political contexts.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers;

Engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths and needs, with an understanding of social systems, cultural and political contexts in assessment and planning.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers;

Plan with communities and organizations to apply interventions with a variety of models, methods, strategies and tactics identified as appropriate to the local, regional, national, and international contexts and need for change, with an understanding of social systems, cultural and political contexts in designing and implementing practice intervention strategies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers;

Use participatory methods to involve community and organizational constituents in process and outcome evaluation of the effectiveness of interventions in order to recommend future actions with an understanding of communities and organizations as social systems and of the cultural and political contexts in evaluating family-centered practice

**Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context
(Program Unique)**

Social workers;

Systematically utilize and apply trauma-informed, family-centered perspectives and incorporation of an urban contextual perspective in creating, analyzing and evaluating community and organizational activities

**School Social Work Competencies and Component Behaviors
2015 EPAS
Aligned with Illinois State Board of Education Standards**

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers;

The competent school social worker understands the importance of developing and maintaining professional relationships within the educational setting and seeks opportunities to grow professionally.

The competent school social worker applies ethics in decision making and provides leadership to improve student learning and well-being.

Aligns to ISBE Standards

9 -Professional Conduct and Ethics

10 -Professional Development

Competency 2: Engage Diversity and Difference in Practice

Social Workers;

The competent school social worker effectively engages and maintains professional relationships with students, families and constituents from diverse cultural backgrounds and implements intervention strategies that facilitate effective social interactions, and learning.

Aligns to ISBE Standards:

2- Service Delivery

7- Learning Community

8-Diversity

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers;

The competent school social worker effectively engages and maintains professional relationships with students, families and constituents from diverse cultural backgrounds and implements intervention strategies that facilitate effective social interactions, and learning.

**Aligns to ISBE Standards: 2-
Service Delivery
7- Learning Community
8-Diversity**

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers;

The competent school social worker uses evidence informed practice interventions and assessment and evaluation strategies to support the development of all students.

**Aligns to ISBE Standards:
4-Assessment and Evaluation**

Competency 5: Engage in Policy Practice

Social Workers;

The competent school social worker demonstrates an ability to apply policy and procedures, and advocacy skills to effectively respond to the needs of students, families and school systems.

**Aligns to ISBE standards:
5- Consultation and Collaborative Relationships
6- Advocacy and Facilitation**

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

The competent school social worker develops consultative and collaborative relationships with colleagues, parents and the community to support student learning and well-being.

**Aligns to ISBE standard:
5-Consultation and Collaborative Relationships**

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

**Aligns to ISBE standards:
1- Content
8- Diversity**

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers;

The competent school social worker understands assessment and evaluation strategies and uses them to support the development of all students.

Aligns to ISBE standard:

4-Assessment and Evaluation

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:

1- Content

8- Diversity

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

The competent school social worker utilizes a variety of intervention and prevention strategies that

support and enhance the student's educational and emotional development

Aligns to ISBE standard:

2-Service Delivery

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:

1- Content

8- Diversity

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers;

The competent school social worker understands various assessment and evaluation strategies and uses them to support the development of all students.

The competent school social worker uses ecological and developmental perspectives in formulating assessments and in the implementation of intervention and prevention strategies.

Aligns to ISBE standards:

1- Content

8- Diversity

Competency 10: Strengths-based, Trauma-informed, Family-centered, urban context (Program Unique)

Social Workers;

The competent school social worker systematically utilizes and applies trauma-informed, family-centered, perspectives and incorporation of an urban contextual perspective in creating, analyzing and evaluating organized practice activities designed to support students' educational and emotional development.

Approval to Extend Field Placement Form

Chicago State University, Master of Social Work program does not require students to attend field practicum during University observed holidays or school breaks. There are 3 circumstances that may require a student to attend the field placement during the break for which an exception may be justified. The provision of client services to ensure continuity of care, student is working to complete required field hours and to address training and or orientation prior to the start of the semester.

Please complete this form to ensure coverage by the University's comprehensive liability insurance policy if you will be attending your field placement for the provision of client services to insure continuity of care or if you have been asked

to participate in training and/or orientation prior to the start of the semester. **YOU DO NOT NEED TO COMPLETE THIS FORM IF YOU HAVE RECEIVED AN INCOMPLETE AND NEED TO COMPLETE FIELD HOURS AS LIABILITY INSURANCE REMAINS IN EFFECT DURING THIS TIME.**

Students must complete the Approval to Extend Field Placement form to indicate their understanding of the Extension of Field Policy. Students attending for training and/or orientation should not engage in the provision of services during this time because they are not covered by the University's comprehensive liability insurance to do during this time. Students attending placement for continuity of care purposes will be covered by the University's comprehensive liability insurance provided this form has been completed and submitted prior to the start of the extended time. The Approval to Extend Field Placement form is to be signed by the student, the field instructor, the field liaison and submitted to the director of field education.

Social Work Student:	Day Time Phone:	Email
Agency Field Instructor:	Email:	
Adjunct/Task Field Instructor (if applicable):		
Faculty Field Liaison:		
Practicum Agency:		
Practicum Address:		
Practicum Phone:	Fax:	Email:

Generalist() _Specialization() Post MSW()	Please check the semester and enter the year. () Fall Semester 20() () Spring Semester 20()
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Extended Placement Schedule:

Date extension of field practicum will begin:		Date extension of field practicum will end:	
Day of Week	Daily Start Time	Daily End Time	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Saturday		
Sunday		

We agree to the extended field placement schedule as described above intended to:

_____ Provide service continuity.

_____ Participate in training and/or orientation.

Student Signature Date Field Instructor Date Faculty Field Liaison Date

CHICAGO STATE UNIVERSITY
Master of Social Work Program

REMEDIATION PLAN

Student's Name:

Field Instructor:

Agency/School:

Date of Conference:

Faculty Liaison:

Summary of Concerns Identified:

Strategies that have been attempted:

Specific recommendations to remediate identified concerns: (Criteria to meet satisfactory performance should be explicitly identified):

Signatures:

Student

Date:

Field Instructor

Date:

Faculty Liaison

Date:

Remediation Plans are subject to the approval of the Department Chair or the Director of Field Education.

Date of Progress Conference:

Outcomes:

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral

community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to

enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

Acknowledgments:

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