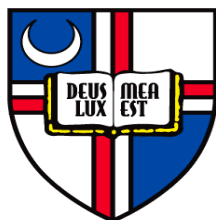


**THE
CATHOLIC UNIVERSITY
of AMERICA**



**The National Catholic School of Social Service
Field Education Manual
2017-2018**

CUA



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
Office of Field Education
Washington, DC 20064
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Welcome to Field Education at NCSSS,

Field education plays a central role in the training of social work students. Referred to by the Council on Social Work Education as the “signature pedagogy” of social work, field education is the foundation of our profession. The purpose of this Field manual is to serve as a resource and guide for students, field instructors and faculty.

At the National Catholic School of Social Service, we are committed to helping our students learn to provide social services across fields of practice. Field placements allow our social work students to expand their learning beyond the classroom. Engaging in direct practice social work, in a wide range of agencies and organizations gives students the opportunity to personally experience how social workers can make a real difference in people's lives.

The NCSSS field education program helps students to acquire the knowledge, values and skills for intervention with individuals, groups, families, communities and other systems. Through the social work field placement, students develop a professional identity consistent with social work values. Internships allow student social workers to develop a professional commitment to social work practice and develop the skills necessary to evaluate their social work practice. The requirements of field place value on developing the ability to work within a social welfare agency or organization and gain experience with various client populations including diverse racial and ethnic groups, and at-risk populations.

Thank you for your commitment to field, whether you are a student, field instructor, faculty member, or agency colleague. We encourage your feedback about your experience with our field education program. We are continually striving to improve and strengthen our program.

Our best,

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Mission of CUA and NCSWS

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world. (approved by the Board of Trustees, December 12, 2006)

The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve, and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an agency serving the needs of human society. It welcomes the collaboration of all scholars of good will who, through the process of study and reflection, contribute to these aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

Further elaboration of the university's mission is found at <http://www.cua.edu/about-cua/mission-statement.cfm>

NCSWS Mission

Derived from the mission of The Catholic University of America and that of the social work profession, the mission of the National Catholic School of Social Service is to educate students from diverse faiths and cultures who in their professional endeavors will embody the values of social justice, service, and scholarship. This mission is grounded in the justice and charity foundation of Catholic social teachings and the tradition of a modern university that welcomes all forms of human inquiry.

NCSWS Goals

1. To advance knowledge, values, and competencies through the development, application, and dissemination of theory and research relevant to the social work profession.
2. To serve and empower vulnerable, oppressed, and impoverished people and communities.

3. To promote social and economic justice and individual and societal well-being in the context of The Catholic University of America, social work profession, and the needs of the local, national, and global community.

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Overview of Field Education

Field education is an essential part of social work education, identified as the signature pedagogy of the profession. A Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum –classroom and field– are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. (<http://www.cswe.org/File.aspx?id=31580>).

BSW Junior Field

The Junior Field Placement is our undergraduate social work student's first exposure to agency practice and the generalist social work model. This placement takes place in the spring semester of the junior year and students are required to attend field 8 hours per week, completing 96 hours in the placement. Students may complete the 8 hours per week spread over 1 or 2 days depending on agency need and student schedule. The aim of the junior field placement is to develop strong professional behaviors and time management skills, while focusing on four core competencies: Identify as a professional social worker and conduct oneself accordingly; Apply social work ethical principles to guide professional practice; Apply critical thinking to inform and communicate professional judgments; and Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

BSW Senior Field & MSW Foundation Field

This field placement is 16 hours per week and provides students with an overview of the social work profession and the generalist model of practice. Students gain experience working with multiple client systems, including individuals, families, groups, communities, and organizations, while learning and utilizing social work processes. Working with diverse populations, students are expected to work toward addressing problems of racism, sexism, homophobia and any other forms of oppression affecting the wellbeing of their clients. Students learn to practice professional social work in a manner consistent with the NASW Code of Ethics, including the ability to identify and analyze the difference between professional and personal values, and how these may impact practice effectiveness.

MSW Advanced Year Field

The advanced curriculum field experience builds on the generalist skills gained in the foundation year. Students are placed in field agencies that provide them with supervised practice experience consistent with their chosen concentration. Students select one of the following concentrations or specializations: clinical, clinical health, clinical military, combined, or social change.

Clinical students focus their advanced year learning on direct practice with individuals or group, couples, and families, and take advanced theory and practice courses with different populations. Students continue to develop skills in assessment, intervention, goal setting and treatment planning, termination, and evaluation. Students interested in health care systems are encouraged to consider the health care specialization for specific knowledge related to social work in a health setting. Those interested in working with active duty military, veterans and their families should consider the military specialization. Clinical field placements are open to all students regardless of specialization. For example, a field placement at a hospital is open to both clinical students and health care specialists.

Combined concentrators take courses in both the clinical and social change sequences. Their field placements offer both micro and macro learning opportunities so that students gain advanced knowledge and skills to work at the micro, mezzo, and macro levels. While there is variation between agencies, the focus between micro and macro activities should be split fairly evenly over the course of the year.

Social Change (macro) students take courses related to theories of community organization, social policy, planning, administration and management to gain an understanding of problems and needs at a macro level, and to guide interventions for social change. Students are placed in field agencies that focus on, among other skills, management, social planning, policy analysis, research and advocacy to effect change at a system level.

The Field Internship Site

New Agency Application & Site Visit

Field education is an essential part of the social work curriculum at NCSSS. Agencies begin the process of affiliating with NCSSS by completing the online Agency Information Form available on our website form page, <http://ncsss.cua.edu/field-new/field-forms.cfm>. Once the information is received by our office, we will schedule a site visit or phone call to learn more about your agency's function and mission, internship requirements, and field instructor credentials.

Agencies are evaluated based on the following criteria:

- The agency is supportive of social work education.
- Agency practice adheres to the ethical standards of the social work profession.
- The agency can provide a variety of learning experiences for the student
- Field instructors meet academic and licensing criteria. Field instructors should have a Masters of Social Work degree earned from a CSWE-accredited college or university. Field instructors should be licensed as required in their jurisdiction. To supervise an advanced clinical student, the field instructor should be licensed at the independent clinical level.
- Field instructors must have a minimum of 2 years post MSW work experience. Additionally, field instructors must work in the agency for a minimum of one year prior to supervising students at that agency.
- The field instructor provides one hour per week of supervision.
- The field instructor must be in good standing with the appropriate jurisdiction's social work licensing board.

Affiliation Agreements

The university requires that a Statement of Agreement between The Catholic University of America and the Agency be signed by both parties and maintained on file in the Office of Field Education. This statement formally recognizes mutual expectations and responsibilities of all parties involved in field education. Any proposed amendments to the agreement must be reviewed and approved by the University General Counsel prior to obtaining signatures. The agreement renews automatically, unless the Agency requires annual renewal, or either party chooses to terminate the agreement.

Orientation

Orientation is important for both the field instructor and the student. For our on-campus program, new field instructors are expected to attend the Orientation to Field Conference prior to the start of field in the fall. NCSSS encourages all field instructors to attend the orientation and thank you conferences yearly. The Office of Professional Education offers a variety of workshops and discounts for field instructors. For our online program, orientation will be provided through a web-based platform.

Orientation to the agency and internship for the student helps to set the tone for learning for the year. A well-planned orientation familiarizes the student to the agency, and defines roles, responsibilities, and boundaries for the student. Orientation for the student to the agency should include:

- A tour of the facility, office space, review of dress code, schedule and holiday schedule, use of phones, texting, etiquette at meetings, required forms, personnel/internship manuals, and reference materials.
- Review the history, mission, funding sources, services and organizational chart of the agency.
- Review policies and procedures, and social work code of ethics.
- Present procedures for documentation and record keeping.
- Discuss personal safety issues, training, and policies to protect the well-being of the student.

Professional Liability Insurance

NCSSS has mandatory professional liability (malpractice insurance) coverage for students. The policy provides \$1,000,000 per claim and \$3,000,000 in the aggregate. Students are billed for this coverage when registered for Field/Field Seminar. Field instructors and agencies may request proof of coverage through the field office.

Automobile Insurance

The University does not provide automobile liability coverage to students. Some agencies require students to use their own automobiles for field related activities. Students are strongly discouraged from using their own automobiles to transport clients and assume all liability if they elect to do so.

HIPAA

Neither NCSSS, nor its faculty, staff, or students are, as such, entities covered under the Health Insurance Portability and Accountability Act (HIPAA). However, because NCSSS

faculty, staff, and students may require and have access to “individually identifiable health information” (IIHI) in order to meet field education objectives, NCSSS will advise its faculty, staff, and students to treat all IIHI accessed during field education in accordance with the HIPAA “Standards for Privacy of Individually Identifiable Health Information.” Faculty, staff and students will also be expected to adhere to any individual mental health or health care facility policy/procedure not addressed in this document but governing the facility to which they or their students are assigned for field education. The final HIPAA privacy regulations can be found at 45 CFR Part 164.

Some NCSSS students will have HIPAA training in an employment setting or will receive HIPAA training in their placement setting. In these cases, students may submit documentation showing successful completion of the training to the Office of Field Education by the end of their first semester in the field internship. When students have not had HIPAA training, they are required to complete basic training by reading HIPAA information available on our website (<http://ncsss.cua.edu/field/HIPAA.cfm>) and then satisfactorily complete an on-line quiz by earning a score of 80 or above. A student must satisfy this requirement by the end of the fall semester in order to continue in field in the spring semester; no exceptions will be made.

Background Checks, Drug Screenings, Health Status

Some agencies require health screenings, verification of immunizations, criminal background checks, and/or drug screening prior to beginning the field placement. NCSSS does not require or facilitate such requirements of students. Rather, the field instructor and/or the Human Resource Department of the agency should work directly with the student to ensure that students meet agency requirements. Students are responsible for obtaining any required background check and assume associated costs or fees.

Organizational Policies

Students must comply with the regulations and policies of the agency, particularly as related to the internship. The field instructor is responsible for training students on the policies of the agency, with particular attention given to conflict between social work ethics and agency policy.

Safety and Security of Students

The safety of students is a shared concern between the field office, agency, and students. The partnership between the field office, agency and student seeks to reduce risks related to the internship and social work practice. The field office and agency provide

information and training on safety in the field. The student is responsible for abiding by agency policies and implementing strategies to reduce their own risk.

The following suggestions are shared to assist students in reducing risks to safety:

- Valuables should not be brought to placement settings or left in cars.
- Students should discuss with their field instructor how to safely store their personal belongs, e.g. purse or backpack.
- Field visits should be planned with the field instructor or other agency personnel. Students should not complete field visits without the knowledge and approval of the field instructor or designee. The field instructor should be aware of who will be visited, the address, and the expected length of the visit.
- Students should bring a cell phone, if available, on field visits.
- Students should discuss a plan for safety with their supervisor when they have concerns about meeting with a specific client. Be sure to discuss how to situate yourself to maximize safety, the location of the meeting, and identify appropriate staff who is readily available.
- Students should discuss in supervision their experiences with emergency situations, their typical response to emergency situations, and other feelings that may impede their ability to perform maximally in field.

Critical Incidents

A Critical Incident is any unusual occurrence that involves student safety in the course of conducting his/her duties and responsibilities as a field practicum student. The Critical Incident Form documents the details of the incident.

1. The student shall advise the field instructor immediately after a critical incident has occurred.
2. The field instructor and/or student shall notify the Field Office that an incident has occurred, and submit the Critical Incident Form.
3. The Director of Field Education shall notify the Dean, the Program Chair, the field liaison, or other faculty as appropriate for action and/or follow-up as needed.
- 4.. When appropriate, CUA personnel, e.g. the Office of General Counsel, should be notified and forwarded a copy of the Critical Incident Form and a written report of any additional action that has been taken.

Drug Testing at Placement Sites

Some students can expect to be drug tested during the interview process at their placement site. Some agencies also conduct random drug screenings. Students are strongly encouraged not to engage in any recreational/illegal drug use during their enrollment. Students are referred to the Student Alcohol and Other Drug Abuse Policy, found at <http://policies.cua.edu/studentlife/studentconduct/alcoholdrugs.cfm>. Should a student test positive for drugs during their field placement, they will be terminated from the placement and referred for a review.

Interviews

As part of the placement process, students must successfully interview and be officially accepted by an agency for field placement. If a student is not accepted after the first interview, the student may be required to meet with the Field Director, consult with career services for interviewing tips, or be referred to another university resource. If the student is not accepted after the second interview, meetings with the Field Director and career services will be required. If the student is not accepted after the third interview, a meeting with the Field Director and the Program Director will be required to determine whether and how the student can continue in the program.

Field Education Model

NCSSS requires that students take a classroom methods class while enrolled in field education. Students must complete two different field placements, the foundation year generalist practice placement and the advanced year concentration placement. The placements are in social service agencies or departments. Field placements take place during traditional workday hours and last nine months. The Field Office cannot arrange placements that are exclusively during the evening and/or weekend hours.

Professional Ethics and Conduct

A profession has an obligation to articulate its basic values, ethical principles, and ethical standards, and the NASW Code of Ethics sets forth these values, principles, and standards to guide the conduct of social workers. 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. Students are expected to be familiar with and adhere to the NASW Code of Ethics. The complete Social Work Code of Ethics can be found at: <http://www.socialworkers.org/pubs/Code/code.asp>

Students should be particularly aware of the following legal and ethical obligations:

- ***Disclosure of Student Status*** – Students must identify themselves as social work interns to clients and in written documentation.
- ***Mandatory Reporting/Duty to Warn***– students are expected to follow the Code of Ethics and state law and report incidents of suspected neglect and abuse, and fulfill obligations related to suicide and homicide. Students should be aware of agency policy related to mandated reporting/duty to warn and discuss with their field instructor their ethical and legal obligation, while adhering to agency policy. Additional information on duty to warn by state is available at <http://www.ncsl.org/research/health/mental-health-professionals-duty-to-warn.aspx>

Practicum Levels

Junior Field Placement

The Junior field placement takes place in the spring semester. Students complete 96 hours in an agency, working 8 hours per week. Students are placed, for example, in schools, community social service agencies, early childhood programs, and nursing homes. The focus of the internship is aiding student in developing professional behavior, time management skills, and organization skills. Professional behavior includes dressing appropriately for the agency, communicating with the field instructor, and following through on assigned tasks. Initially, students shadow their field instructor to learn about the agency's function and the role of social work in the agency. Over time, the student may be assigned independent tasks or clients.

Application Process

Students apply for field in the fall prior to the spring semester during which they will complete field. Following a brief overview of junior field, students submit their junior application and resume to the field office. Students are referred to an agency, and the agency receives the student's resume. The student contacts the field instructor to set up an interview. When the student is informed about whether she is accepted, she submits the confirmation of field form to the field office. Students should finalize their placements prior to leaving for winter break as field begins the first week of classes in the spring semester.

Students who are studying abroad in the fall of junior year and intend to complete junior field in the spring semester should contact the field office prior to the end of sophomore year and contact the field office in early October. The application form and resume should be submitted to the field office by the deadline. Students will contact the agency but finalize their placement acceptance during the first week of classes in the spring semester.

Supervision

Students should be supervised closely. Allow 15 to 30 minutes weekly to process their experiences in the field.

Seminar

Students are enrolled in SSS 352: Social Work Practice 1. This four credit course serves as the first practice course and the field seminar for the junior year.

Competencies

The junior field placement emphasizes four CSWE Competencies. Students will continue to build on these competencies and practice behaviors throughout the senior year field placement. The four competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

Senior Field Placement

The senior field placement, equivalent to the foundation year field placement, is a yearlong, 16 hour per week generalist practice field placement. Students work with individuals, families or groups, and complete macro tasks. Students will learn to apply the theory and practice techniques learned in the class to their field settings. Skills learned in the generalist practice model are transferrable across agency setting and populations. These foundation skills are built upon in the advanced year.

Students are generally in field on Tuesdays and Thursdays. Field should be completed in two days per week, but may be spread over 3 days per week, working a minimum of four hours on a given day. Students must establish a set schedule in conjunction with their field instructors.

Application Process

Students begin applying for senior year field in February. Students access the field search engine and identify several agencies or practice settings in which they are interested in working. Students are referred to one agency, and the agency receives the student's application and resume. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will be referred to a maximum of

three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled in SSS 465 and 466: Undergraduate Concurrent Field Instruction.

Competencies

The senior field placement emphasizes all CSWE Competencies. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice..
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

On-campus MSW Foundation Year Placement

The foundation year MSW field placement is a nine-month, 16 hour per week generalist practice field placement. Students work with individuals, families or groups, and

complete macro tasks. Students will learn to apply the theory and practice techniques learned in their classes to their field settings. Skills learned in the generalist practice model are transferrable across agency setting and populations. These foundation skills are built upon in the advanced year.

Students are generally in field on Wednesdays and Thursdays. Field should be completed in two days per week, but may be spread over 3 days per week. Students must establish a set schedule in conjunction with their field instructors.

Application Process

Students begin applying for foundation year field in well in advance of the internship starting. Students access the field search engine and identify several agencies or practice settings in which they are interested in working. Students are referred to one agency, and the agency receives the student's application and resume. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will only be referred to three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair. Students who are admitted to the program in the summer should be aware that there are limited placement options.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled in SSS 673/674: Foundation Year Field and Integrative Seminar

Competencies

The foundation year field placement emphasizes all CSWE Competencies. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice..
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.

9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

Online MSW Foundation Year Placement

The foundation year MSW field placement is a nine-month, 16 hour per week generalist practice field placement. Students work with individuals, families or groups, and complete macro tasks. Students will learn to apply the theory and practice techniques learned in their classes to their field settings. Skills learned in the generalist practice model are transferrable across agency setting and populations. These foundation skills are built upon in the advanced year.

Students are in field two days per week with the days and hours negotiated with the field agency. Field should be completed in two days per week, but may be spread over 3 days per week. Students must establish a set schedule in conjunction with their field instructors.

Application Process

Students begin applying for foundation year field in well in advance of the internship starting. Students should identify several agencies in their communities in which they are interested in interning. Students are referred to one agency, and the agency receives the student's application and resume. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will only be referred to three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled in SSS 673/674: Foundation Year Field and Integrative Seminar

Competencies

The foundation year field placement emphasizes all CSWE Competencies. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice..
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

On-Campus MSW Advanced Year Clinical/Clinical Health/Clinical Military

With a long history of preparing highly qualified clinical social work practitioners, our Clinical Concentration and specializations focus on strengths-based practice in a variety of clinical settings and prepares students for licensed independent practice. The advanced year MSW field placement is a yearlong, 20 hour per week internship. Students must complete 600 hours of field placement.

Application Process

Students attend an orientation to advanced year field and the concentrations in early December. The field application is due mid-January. At that time, students select their concentration and specialization, as applicable. ***Students should carefully consider their professional goals as once the concentration is selected, the concentration cannot be changed.***

Students again access the field search engine and identify several agencies or practice settings in which they are interested in working. Students are referred to one agency, and the agency receives the student's application and resume. In the advanced year, several field placements are competitive, meaning that there are more social work students than internship spaces. Students are encouraged to prepare for their interviews. The referral process is the same as in the foundation year. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will only be referred to three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled in either:

SSS 871/872: Advanced Field Education & Integrative Seminar I & II: Clinical

SSS 877/878: Advanced Field Education & Integrative Seminar I & II:
Health/Military

Competencies

The advanced year field placement emphasizes all CSWE Competencies. In the advanced year, students are expected to master advanced clinical practice behaviors. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice..
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.

8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

MSW Advanced Year Combined

Combined concentration students integrate clinical and macro components of social work practice into their course requirements and their field placement. In the field placement, students engage in both advanced clinical practice and macro practice, building on the skills learned in the foundation year. The advanced year MSW field placement is a yearlong, 20 hour per week internship. Students must complete 600 hours of field placement.

Application Process

Students attend an orientation to advanced year field and the concentrations in early December. The field application is due mid-January. At that time, students select their concentration and specialization, as applicable. Students should carefully consider their professional goals as once the concentration is selected, the concentration cannot be changed.

The referral process is the same as in the foundation year. Students again access the field search engine and identify several agencies or practice settings in which they are interested in working. Students are referred to one agency, and the agency receives the student's application and resume. In the advanced year, several field placements are competitive, meaning that there are more social work students than internship spaces. Students are encouraged to prepare for their interviews. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will only be referred

to three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled SSS 873/874: Advanced Field Education & Integrative Seminar I & II: Combined

Competencies

The advanced year field placement emphasizes all CSWE Competencies. In the advanced year, students are expected to master advanced clinical practice behaviors. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the

field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

MSW Advanced Year Social Change

The social change concentration prepares social work students to contribute to domestic and international initiatives designed to bring about a more equitable and just world through structural change at organizational, community, and societal levels. The advanced year MSW field placement is a yearlong, 20 hour per week internship. Students must complete 600 hours of field placement.

Application Process

Students attend an orientation to advanced year field and the concentrations in early December. The field application is due mid-January. At that time, students select their concentration and specialization, as applicable. Students should carefully consider their professional goals as once the concentration is selected, the concentration cannot be changed.

The referral process is the same as in the foundation year. Students again access the field search engine and identify several agencies or practice settings in which they are interested in working. Students are referred to one agency, and the agency receives the student's application and resume. In the advanced year, several field placements are competitive, meaning that there are more social work students than internship spaces. Students are encouraged to prepare for their interviews. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will only be referred to three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled SSS 875/876: Advanced Field Education & Integrative Seminar I & II: Social Change

Competencies

The advanced year field placement emphasizes all CSWE Competencies. In the advanced year, students are expected to master advanced clinical practice behaviors. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice..
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

Online MSW Advanced Year Clinical

With a long history of preparing highly qualified clinical social work practitioners, our Clinical Concentration focuses on strengths-based practice in a variety of clinical settings and prepares students for licensed independent practice. The advanced year MSW field placement is a nine month, 20 hour per week internship. Students must complete 600 hours of field placement.

Application Process

The field application for advanced year field is due approximately seven months prior to the start of field. Students are referred to one agency, and the agency receives the student's application and resume. In the advanced year, several field placements are competitive, meaning that there are more social work students than internship spaces. Students are encouraged to prepare for their interviews. The referral process is the same as in the foundation year. The student contacts the field instructor to set up an interview. When the student is informed whether she is accepted, she submits the confirmation of field form to the field office. A student will only be referred to three agencies. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

Supervision

Students should be supervised closely, particularly as they begin field education. One hour of social work supervision is required weekly.

Seminar

Students are enrolled in SSS 871/872: Advanced Field Education & Integrative Seminar I & II: Clinical.

Competencies

The advanced year field placement emphasizes all CSWE Competencies. In the advanced year, students are expected to master advanced clinical practice behaviors. The competencies are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice..
6. Engage in research informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

Learning plan and Evaluations

The learning plan is developed between the field instructor and the student. The learning plan should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. Closely linked to the learning plan, the field instructor evaluates the student's progress using the evaluation. Both forms are found on the field webpage at <http://ncsss.cua.edu/field-new/field-forms.cfm>.

Practicum at placement of employment

In order to be considered for an Employment-based Internship (EBI) or Work-Residency Internship (WRI), students must submit a completed Proposal to the Director of Field Education, by the EBI/WRI Application deadline. The student must be an employee in good standing, is required to have been employed with the agency for at least one year, and must maintain employment during the internship period. The agency must be approved by the Field Office, and an Affiliation Agreement is required. Students may only utilize this option for one year of field placement. Therefore, it is critical to plan accordingly, when considering completing one of the two years of field placement as an EBI or WRI. The student will be required to complete the alternate year at an agency NOT affiliated with their employment.

The following is a link to the field forms page, which provides the formats for EBI and WRI proposals - <http://ncsss.cua.edu/field-new/field-forms.cfm>

Requirements for Field Instructors

Eligibility

All field instructors are required to hold a Master of Social Work degree from a CSWE-accredited college or university. Field instructors supervising undergraduate seniors or foundation level MSW students, must have licensure at the LGSW level. Field instructors supervising students in the Advanced Clinical or Combined concentrations, must have advanced clinical licensure (LICSW, LCSW-C). Field instructors supervising advanced year Social Change students are not required to have licensure, unless required by the local jurisdiction. Field instructors must have a minimum of 2 years post-MSW professional experience. They must be employed with the field agency for at least one year prior to serving as a field instructor. In addition, they must have the approval of their supervisor to take on this additional responsibility.

Supervision

Students are required to have consistent and reliable supervision from their field instructor weekly throughout the field placement. Supervision varies somewhat by agency, however, it is expected to total approximately one hour of face to face individual or group supervision per week for seniors & MSW students. Agency-based supervision of juniors will vary by placement.

Students may also have a task supervisor who is a non-MSW. The task supervisor may make case and task assignments, provide guidance on the day to day operation of the agency, and serve as the contact for the student in the agency. In situations where the student has both a task supervisor and social work supervisor, there should be collaboration between the two supervisors in evaluating the student.

Liaison/Seminar Instructor

Seminar Instructor/Field Liaison

The field seminar is an essential component of the student's field experience. The course is required in conjunction with field. The weekly seminar is conducted by an NCSST faculty member. The field liaison/seminar instructor facilitates group discussion in small group seminars, and is also the faculty liaison to the field instructor and student at the agency. The campus-based course offers students the opportunity to discuss casework, challenges and learning opportunities. The seminar instructor will communicate regularly with student and field instructor regarding progress in the placement, and will make a visit to assess progress by the end of the Fall semester. The site visit will address learning plan goals, progress, and any questions/concerns of instructor and student. The grade for field placement/seminar is calculated in combination with field evaluation and seminar assignments.

Site visits

Site visits are conducted by the field liaison/seminar instructor. In general, the field liaison will communicate with field instructors by phone or email, in first few weeks of field placement. They are also hearing from students weekly in seminar, regarding progress and learning opportunities in the field placement. Field liaison will schedule an agency site visit with the student and field instructor in the middle to end of the First semester. This site visit is intended to include the field instructor, student and liaison. The meeting should include a review of the Learning Plan, current projects or responsibilities of the student, and plans for continued learning in the placement. This is a time for questions and discussion of connecting the classroom learning to the field, and for students and field instructors to identify progress and any needs for support. It is a helpful time to review expectations from the school, support field instructors in their role as educators, and assist students in reinforcing learning goals and identifying training opportunities. Field liaisons can make a follow-up visit as requested or needed. Field liaisons are always available to students and field instructors as concerns or questions arise.

Grades

The student receives a grade each semester for the 3-credit Field Instruction/Integrative Seminar. The final grade is based on Field Instruction (60%) and Seminar work (40%). Grade assignment is in accordance with the University grading system found in the CUA Student Handbook. Students must receive a grade of 'C' or above in Seminar and in Field in order to progress to the next semester of Field Instruction.

ON-CAMPUS MSW CURRICULUM AT A GLANCE

ON-CAMPUS MSW FOUNDATION CURRICULUM

570	Diversity in a Multicultural Society
571	Human Behavior and the Social Environment I
572	Human Development and Psychopathology
581	Social Welfare Policy and Services I
582	Social Welfare Policy and Services II
590	Social Work Research Methods
605	Generalist Practice with Individuals, Families and Groups
606	Generalist Practice with Groups, Communities and Organizations
673/674	Foundation Field Education and Seminar I & II

ON-CAMPUS ADVANCED YEAR CURRICULUM

Clinical Concentration	
801, 802, 803, 804 (<i>elect 2</i>)	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
821, 822 (<i>elect 1</i>)	Clinical SW with Families: Traditional Model; Clinical SW with Families: Strengths-based Model
723, 724, 725 (<i>elect 1</i>)	Psychodynamic theory; Cognitive –Behavioral theory; Transpersonal theory
756, 757 (<i>elect 1</i>)	Evaluation of SW Practice, Evaluation of SW Programs
740	Ethics
871, 872	Clinical Field Instruction and Integrative Seminar I & II
6 semester hours	<i>Elect 6 semester hours of free electives</i>
Healthcare Specialization (Instead of 871, 872, and electives above, select courses below)	
877, 878	Healthcare Field Instruction and Integrative Seminar I & II
665	Theory and Models of Healthcare
Choose 1 of the following: 723, 724, 725, 653, 655, 662, 663, 668	Psychodynamic theory; Cognitive-Behavioral theory; Transpersonal theory; Attachment theory and Neurobiology; SW Response to Trauma: Policy & Practice Perspectives; Death; and Treatment of Chemical Dependency
Military, Veterans, and Their Families Specialization	
801, 802, 803, 804 (<i>elect 2</i>)	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children

822	Clinical SW with Families: Strengths-based Model
724	Cognitive –Behavioral theory
756, 757 (elect 1)	Evaluation of SW Practice, Evaluation of SW Programs
740	Ethics
877, 878	Healthcare Field Instruction and Integrative Seminar I & II
593	SW Practice w/ Military, Veterans, Families
669	Policy to Support Practice with Troops, Veterans, and Families
539	Military Culture: Implications for Practice
Electives are for students who oversubscribe beyond 61 hours or who wish to audit.	Select among the following: Social Work Response to Trauma, Attachment Theory and Neurobiology, Death, Treatment of Chemical Dependency, and Homelessness: Individual and Social Concerns
Social Change Concentration	
831, 832, 835, 886 (<i>elect 3</i>)	Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development
880, 946 (<i>elect 1</i>)	Organizational Theory & Change; Theories of Social Justice
757	Evaluation of SW Programs
740	Ethical Issues in SW
875, 876	Social Change Field Instruction & Integrative Seminar I & II
6 semester hours	<i>Elect 6 semester hours of free electives</i>
Combined Concentration	
801, 802, 803, 804 (<i>elect 1</i>)	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
831, 832, 835, 886 (<i>elect 2</i>)	Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development
723, 724, 725 (<i>elect 1</i>)	Psychodynamic theory; Cognitive –Behavioral theory; Transpersonal theory
880, 946 (<i>elect 1</i>)	Organizational Theory & Change; Theories of Social Justice
756, 757 (<i>elect 1</i>)	Evaluation of SW Practice; Evaluation of SW Programs
740	Ethical Issues in SW
873, 874	Combined Field Instruction & Integrated Seminar I & II
3 semester hours	<i>Elect 3 semester hours of free electives</i>

ONLINE MSW CURRICULUM

ONLINE FOUNDATION YEAR MSW

570	<i>Diversity in a Multicultural Society (3 credits)</i>
571	<i>Human Behavior and the Social Environment I (3 credits)</i>
572	<i>Human Development and Psychopathology (3 credits)</i>
581	<i>Social Welfare Policy and Services I (3 credits)</i>
582	<i>Social Welfare Policy and Services II (3 credits)</i>
590	<i>Social Work Research Methods (3 credits)</i>
605	<i>Generalist Practice with Individuals, Families and Groups (3 credits)</i>
606	<i>Generalist Practice with Groups, Communities and Organizations (3 credits)</i>
673/674	<i>Foundation Field Education and Seminar I & II (3 credits ea.)</i>

ONLINE ADVANCED CLINICAL YEAR MSW

656	Assessment, Diagnosis and Treatment of Mental Illnesses
740	Ethical Issues in Contemporary Social Work
723	Psychodynamic Theory and Social Functioning
802	Clinical Social Work with Adults
724	Cognitive-Behavioral Theory and Social Functioning
805	Clinical Social Work with Children and Adolescents
822	Clinical Social Work with Families: Strengths-based Model
871	Clinical Field Instruction and Integrative Seminar I
756	Evaluation of Social Work Practice
872	Clinical Field Instruction and Integrative Seminar II

THE UNDERGRADUATE MAJOR IN SOCIAL WORK: A SUMMARY

Consult the University website and your advisor for additional liberal arts requirements.

Freshman Year	SSS 101 Introduction to Social Work SSS 326 Diversity in Multicultural Society BIO 103 General Biology I DRA 205 Introduction to Speech Communication or DRA 403 Public Speaking
Sophomore Year	SSS 223 Human Behavior & The Social Environment I ENG 326 Workshop: Writing Improvement SSS 225 Human Behavior & The Social Environment II
Junior Year	SSS 302 Social Welfare Policy I SSS 340 Research Methods SSS 341 Social Work Research and Statistics II SSS 303 Social Welfare Policy II SSS 352 Social Work Practice I
Senior Year	SSS 453 Social Work Practice II SSS 465 Undergraduate Concurrent Field Education I SSS 490 Coordinating Seminar SSS 454 Social Work Practice III SSS 466 Undergraduate Concurrent Field Education II

Administrative Policies

Leave

Sick leave

Students are allowed one day per semester for sick leave. Any time beyond that has to be made up. For students suffering extended illnesses, make-up arrangements need to be negotiated with the student, the agency, and the Office of Field Education.

Other absences/extended absences

All absences from field instruction must be made up. This includes time lost due to tardiness, as punctuality and attendance are required. In an emergency, students are expected to notify the agency of their absence. Extended absences are not permissible in field placements. Due to the rigor of client focused work, consistent attendance is mandatory. If known personal life will require absence from field, students will be required to meet with the Field Director and Program Chair to determine whether it is possible to complete field internship. Students who will miss more than 2 weeks of field must notify the Field Office. The Field Director and Program Chair will determine whether the student can continue in the Field Placement.

Winter Break leave

Students may take a two week leave from their agency during the winter break. The shorter break ensures minimal disruption to clients and the agency. Students taking a longer break may do so only with their field instructor's approval, and students must make up the missed time prior to the break.

Exams

It is possible that the University will schedule exams for NCSSS students on field days. In this case, exams take priority. Otherwise, students are expected to attend field. Students must make up the time missed for the exam.

Holidays

Students may observe religious holidays that fall on field days. Students should plan with their field instructors to miss the field day and a plan to make up the hours. Some agencies close to observe holidays not observed by the university. The student should plan with the field instructor ways to make up the hours.

Snow Days

When it is safe to do so, students should go to the field agency on snow days when the agency is open. Students need to plan with their field instructor ways to make up the missed hours due to snow closures or non-attendance.

Federal Work Study

Since Fall 1999, an addendum for those sites agreeing to supervise students as part of the Federal Work-Study Program has been attached to the agreement. Any agency assigned an intern receiving this funding must sign this addendum.

Prior relationship with the agency

If a student has a prior relationship with an agency, the student should not seek or accept placement at that agency. Examples of a prior relationship include, but are not limited to:

- Prior or current client
- Prior or present employee
- Prior or current volunteer
- Has a relative or other close relation among the staff of the agency

Employment and Field Placement

Students may not accept employment at their field agency while their internship is still ongoing. After the internship has ended, students may change their roles and accept employment, if offered.

Problems in Field

In the event a problem should arise with the placement, the initial problem solving should begin with the Field Instructor and student. If this is unsuccessful, they are to inform each other of their intention to ask for additional help and contact the assigned field liaison. The field liaison will mediate the problem by scheduling a joint conference with the student and the field instructor to explore their concerns. During the joint conference, an action plan should be developed which includes: a clear identification of problems in learning and teaching; specification of learning objectives to be achieved and behavior changes expected; any necessary actions and procedures to be taken; and a time frame to review the progress made on the action plan.

If after a joint conference with the student, field instructor, and field liaison, it is believed that termination is the only recourse, then the placement will be ended. The student will then be required to meet with the director of field education and the program chair to determine whether the student will be referred to another agency for continued field placement.

The student in concert with the field liaison and field instructor must work together to professionally terminate the field placement. Any student who prematurely ends a field placement without the approval of the Field Director risks receiving a failing grade, not being placed in another setting, and being terminated from the program. It is expected that

most placement concerns can be resolved through a joint conference process. However, as agencies voluntarily supervise students, they have the right to terminate an internship.