

NC STATE UNIVERSITY

College of Humanities and Social Sciences

Department of Social Work

MSW Field Manual For Students, Agencies and Faculty

Integrating Classroom and Field Practice

Department of Social Work
NC State University
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Box 7639
Raleigh, NC 27695

The MSW Program is accredited by the Council on Social Work Education (CSWE)

The MSW social work program at NC State University became fully accredited by the Council on Social Work Education (CSWE) in 2008. Accreditation was retroactive to the beginning of the MSW program in 2004. The Council on Social Work Education is the national accrediting body for social work programs in the United States of America.

Introduction: What This Handbook Does for You

The Department of Social Work has compiled this handbook to aid MSW students as they approach and progress through field placement. This manual provides guidance in placement requirements, selection, expectations, supervision, and evaluation. This manual is also designed to assist and facilitate the work of field instructors and field faculty liaisons, as they educate and prepare our students.

MSW students are responsible for being knowledgeable about policies and procedures at the Department of Social Work at NC State University. Students are encouraged to contact their assigned faculty field liaison or the field education director should they have any questions about the process or about information in this handbook. In addition to discussion of field education expectations with field faculty, each MSW student should discuss field progression with academic advisor each semester.

This MSW Field Manual is a ready source of information regarding field education, including answers to frequently asked questions. It is designed to complement field advising, not replace it. All students have access to one-on-one field advising throughout their time in the program. This handbook also does not replace or supersede the NC State University Graduate Catalog and does not replace or supersede the MSW Student Handbook. Students are reminded that they are responsible for referring to the Graduate Catalog for official information regarding University policies and requirements.

The MSW Field Manual and other relevant links at the Graduate/Field website:
http://socialwork.chass.ncsu.edu/graduate/field_education/.

Field Education as the “Signature Pedagogy” of Social Work Education

In social work, the signature pedagogy is Field Education. This means it is core to the mission, curriculum and practice of social work education. The goal of Field Education is to connect the theoretical and conceptual contributions of the classroom with actual social work practice in agency settings. Both classroom curriculum and field placement practice are of great importance in assuring that students become competent professionals.

CSWE Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. 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. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

The North Carolina State University Department of Social Work offers two avenues to completing MSW:(1) two-year full-time Traditional and (2) one-year Advanced Standing for those that have already earned BSW. The department does not offer a part-time option. The program prepares students for advanced social work practice and leadership positions. All students must complete a required number of field placement hours. These requirements are discussed later in this manual.

Mission Statements and Goals of the MSW Social Work Program and NC State University (Accreditation Standard 2.0.2)

MSW Program Mission Statement

Consistent with the requirements for the Council on Social Work Education, the Graduate Social Work Program’s mission is to prepare students for advanced practice with diverse populations in urban and rural areas of North Carolina and beyond.

MSW Program Goals

The goals of the program are to:

1. Provide students with the knowledge, values, and skills to respond competently to the aspirations and service needs of diverse client populations.
2. Prepare students to respond to the contexts that shape the needs of clients and service delivery systems throughout the state and globally
3. Prepare students to assume leadership roles in the planning, development, management, and evaluation of culturally competent services to individuals, families, groups, organizations, and communities.

The Mission of NC State University

Offering a MSW degree clearly fits with our university’s mission. The mission of North Carolina State University is “to serve the citizens of North Carolina as the State’s only research university in the land-grant tradition.” In observance of the changing needs of a global society, the university in its mission statement recognizes that “the activities of research and extension interact to provide students with an environment for learning that stresses creativity, problem solving, social responsibility, and respect for human diversity” (NC State Graduate Catalog).

As both a land-grant and research-extensive university, North Carolina State University has a “commitment to active stewardship of the human and environmental resources of the State of North Carolina.” In keeping with its mission, North Carolina State University emphasizes teaching, research, and public service for the betterment of the people of North Carolina. Offering a MSW thus simultaneously advances such practice and North Carolina State University’s commitment of active stewardship. MSW education promotes the leadership for carrying out social work practice and encourages research and public service to fulfill this mission.

The College of Humanities and Social Sciences (CHASS), in which the Department of Social Work is based, shares the university’s emphases and advances an “engaged liberal arts” by applying a liberal arts perspective to addressing critical social issues. The mission of the College of Humanities and Social Sciences is as follows:

To serve the residents of North Carolina and meet the challenges of the 21st century by educating our students to be future leaders and responsible citizens with a distinctive willingness to engage in the life of their communities, their state, and their nation.

In accordance with the CHASS mission, our MSW program serves to educate students to be “future leaders and responsible citizens.” Thus, North Carolina State University and its College of Humanities and Social Sciences form a hospitable setting for the MSW program. The field education component of our program provides valuable services to North Carolina, while these agencies reciprocate by providing a stimulating practice setting for our students.

The Advanced Generalist Model

The NC State Department of Social Work MSW program is an advanced generalist model. The advanced generalist model prepares practitioners with (1) the knowledge and the skills to respond to a wide range of human difficulties and diverse client populations in a multitude of settings, (2) an ethical commitment to advocate for under-served and oppressed populations, and (3) the ability to respond creatively to the need for additional programs and services. The MSW program features content on human behavior, policy, practice, administration, community partnerships, and direct practice with individuals, families and groups.

Advanced Generalist Model is the scholarship and practice of teaching practitioners to refine and advance the quality of social work practice and that of the larger social work profession emphasizing social and economic justice. The MSW Programs teaches students to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, analyze and evaluate in order to promote human and social well-being. Advanced generalist students practice in context, using the knowledge base acquired through experience and critical self-reflection. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors.

Department of Social Work Faculty and Staff Directory

The Department of Social Work is located at 10 Current Drive on the second floor of the 1911 Building. The administrative offices are located at this address in Suite 205. Classes are held throughout the NC State University campus.

Department of Social Work
CB 7639
Raleigh, NC 27695
919-2492 office
919 515-4403 fax

Email [mswadmissions@ncsu.edu](mailto:mwadmissions@ncsu.edu) (This email is used for general questions, admissions, administrative issues, registration concerns, etc)

MSW Field Faculty

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Student Services Coordinators:

Daniel Corn – *Graduate Student Services Coordinator* – dpcorn@ncsu.edu, 919-513-7957

Paige Moore – *Undergraduate Advising Coordinator* – plmoore2@ncsu.edu, 919-513-7955.

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MSW Program Policies

Memorandum of Agreement (MOA)

When an agency becomes a field instruction site, a contract, in the form of a Memorandum of Agreement between the university and the agency, is executed and the agency becomes an affiliate of the school and its programs. This form is located in the appendix and is available on the department's website. Any changes and addendums to this form must be approved by the university Office of General Counsel.

NC State University Nondiscrimination Statement

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Educational and employment decisions should be based on factors that are germane to academic abilities or job performance. Accordingly, the North Carolina State University ("NC State") does not practice or condone unlawful discrimination in any form, as defined by this policy. Discrimination is unequal and unlawful treatment based upon race, color, religion, creed, sex, national origin, age, disability, or veteran status. Discrimination based on sexual orientation is also prohibited by this policy:
http://www.ncsu.edu/policies/campus_environ/non-discrimination/POL04.25.05.php.

More information about nondiscrimination policies at NC State University can be located at the following links:

- Disability Services for Students: <http://www.ncsu.edu/dso/>.
- NCSU Sexual Orientation Policy Statement: <http://policies.ncsu.edu/regulation/reg-04-25-03>.

Department of Social Work Nondiscrimination Statement

We welcome students from diverse backgrounds to our department. We believe that this diversity enriches our educational program and promotes social responsibility. The Department of Social Work upholds the right of students to take part in the program that come from different cultures and have different abilities. We adhere to the National Association of Social Workers' *Code of Ethics* that states:

Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

The complete NASW Code of Ethics can be found at
(<http://www.socialworkers.org/pubs/code/default.asp>)

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State University's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1).

Confidentiality

Confidentiality is a hallmark of the social work profession. Students agree to not repeat personal information shared in class discussion outside of the class. Standard accepted practice mandates reporting when there is a threat of harm to self. Such reporting is an ethical imperative, thus not subject to absolute confidentiality. Students who experience personal issues are encouraged to talk with the instructor about available support. Confidentiality, within the above specified limitations, is to be honored by the student and faculty member.

Academic Integrity

Strict standards of academic honesty will be enforced according to the university policy on academic integrity. When a student signs the NCSU honor pledge on any test or assignment, it means that he or she has neither given nor received unauthorized aid. Consult the following website for further details:

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php.

Violations of academic integrity will result in an F for the assignment and may result in an F for the course. All violations will be reported to the Office of Student Conduct. Violations include:

- plagiarism (which means representing another's ideas, writings, words, and/or work as your own without proper acknowledgment);
- obtaining another person's assistance on academic work you are expected to complete independently;
- assisting another student on work s/he is expected to complete independently;
- reporting false information on field work.

Grievance Procedures for Graduate Students

Most problems encountered by graduate students can be resolved through communication between the student and advisor. If a matter arises that cannot be resolved to the student's satisfaction within the department, the student may follow NC State Graduate Grievance Procedures. A formal grievance resolution process must be initiated within 60 days of the decision, action, or events giving rise to the grievance. This time limit may be extended by the Dean or Vice Chancellor with jurisdiction over the grievance, if the grievant makes the request for extension within the 60 day period, for good cause shown (e.g., an active effort at informal resolution at the departmental level, college level, or Office for Equal Opportunity). The NC State University Grievance Procedures can be found at:
www.ncsu.edu/policies/student_services/student_griev/REG11.40.1.php.

Academic Warning and Probation

Students may be suspended or placed on probation by the University. More detailed information regarding Academic Probation and Academic Warning can be found in the Graduate School Handbook which is available on the web at:
<http://www.ncsu.edu/grad/handbook/sections/3.20-academic-difficulty.html>.

Termination from the MSW Program

Students can be terminated at any point of their enrollment in the Department of Social Work. The Graduate School has policies and procedures for termination of student enrollment. They are based on poor academic performance and issues of student misconduct. For more information, please consult the Graduate Student Catalogue, which is available on the web at:
http://www.fis.ncsu.edu/grad_catalog/catalog.htm.

MSW Student Conduct

The primary purpose for discipline in the University setting is to protect the campus community. Consistent with that purpose, reasonable efforts will also be made to foster the personal and social development of those students who are held accountable for violations of University regulations.

For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the NC State Code of Student Conduct at:
http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php.

The Dean of the Graduate School will interpret the Code of Student Conduct to reflect the special circumstances and expectations for graduate students, including descriptions of academic dishonesty, misconduct, and sanctions. Information about misconduct and related policies and procedures can be found in the Student Handbook at:

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.
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.

NASW complete code of ethics <http://www.socialworkers.org/pubs/code/code.asp?print=1&>

Although all NASW Code of Ethics are important and should be followed by those in the profession two are covered below in terms of field placement. The Code of Ethics in their entirety is covered in field orientation and foundation curriculum.

Discrimination and Impairment

Impairment

The MSW Program Director, in consultation with the Field Education Director, may deny a student's admission into field practice or may suspend or terminate the field placement for reasons of student impairment, within the definition of NASW Code of Ethics Section 4.05. The Social Work Department may require the student to provide professional documentation of fitness for field practice before being admitted to field or continuing in field.

NASW Code of Ethics 4.05 Impairment

Students are admitted to field practice at the discretion of the Social Work Department. If a student experiences or appears to be experiencing impairment as defined in the NASW Code of Ethics Section 4.05, the social work faculty has an obligation to take action to safeguard students, practitioners, and clients. Similarly, if a social work student believes that he/she or another student is experiencing impairment as defined under section 4.05, then the student has an obligation under section 4.05 to share this information with a social work faculty member.

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

NASW Code of Ethics (NASW 4.02 Discrimination and CSWE Accreditation Standard 3.1.1)

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Discrimination

Students in field placement should adhere strongly to the Department's Discrimination (covered earlier in this manual and MSW Student Handbook) and NASW Code of Ethics 4.02. The ability to work effectively with diverse populations is essential to success in the program and in the professional field of social work. A student that states an unwillingness to work with clients, colleagues or student peers, based on of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability may be denied entry to field placement.

Fitness for MSW Program

The Department of Social Work's commitment to the profession obligates it to evaluate students' fitness to enter the profession. The Department of Social Work consults with the Office of Student Conduct (http://www.ncsu.edu/stud_affairs/osc/) about issues of academic and professional performance and makes recommendations regarding students whom it refers to that office.

Academic and professional performance concerns include, but are not limited to, the behaviors listed below:

- Failure to meet or maintain department or university academic requirements;
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records;
- Unethical professional behavior in violation of the current National Association of Social Workers (NASW) Code of Ethics (see appendix) ;
- Any threat or attempt to harm oneself or someone else;
- Discriminatory behavior or harassment toward others that is unlawful or inconsistent with the professional standards for social work, including discrimination based on dimensions of diversity and difference; commission of a criminal act that is contrary to professional standards, occurring during the course of study or occurring prior to admission to the department and becoming known after admission;
- A pattern of unprofessional behavior such as inability to accept appropriate evaluation/feedback from field instructor/supervisor/faculty, or to modify unprofessional behaviors as requested; habitual tardiness to class or to an agency, habitual unexcused absences from class or from an agency; and
- Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Core Competencies and Practice Behaviors (Accreditation Standard M2.0.4)

See appendix and website for a complete list of Core Competencies and Practice Behaviors.

The Council on Social Work Education (CSWE), our accrediting body, aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's-level social work programs. EPAS support academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of this outcome-based approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies [EPAS 2.1.1–EPAS 2.1.10(d)] are listed in the appendix and on the Department of Social Work website.

Students must meet specific core competencies in foundation year and advanced year at their field agencies. Under the direction and guidance of the agency field instructor, the student will learn and demonstrate practice behaviors consistent with classroom curriculum, social work ethics and values. The agency field instructor will meet with the student determine specific tasks so the student can meet required competencies.

Purpose of Field Education

The field internship is the signature pedagogy of social work education – meaning it represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. EPAS 2.3 (2008), states that the purpose of field education is to connect the theoretical and conceptual contribution of the classroom to the practice setting. Classroom professors work closely with the Director of Field Education to integrate field practice and curriculum.

The overall purposes of the field internships are: (1) to enhance the student's ability to apply social work values, theory, skills and knowledge to a broad range of systems; (2) to provide opportunities for students to learn to foster empowerment among vulnerable populations; and (3) to provide a setting in which the mission and goals of the Department of Social Work may be actualized.

The field education placement is an agency-based experience that prepares MSW students for advanced practice and leadership roles. The social work field placement is similar to the process for medical students in residency programs. In fact, the words field placement and internship are used interchangeably in the social work practice community. Students have the opportunity to learn, apply and refine values, knowledge, and skills under the guidance of experienced social work practitioners who serve as supervisors or agency field instructors. These field placement experiences are brought back to the classroom where they are further examined within the context of the course curriculum and social work profession.

The MSW program at NCSU has a single curricular concentration in advanced generalist practice. The field internship serves as the link between knowledge gained in the classroom and the practice of social work from an advanced generalist perspective. The field placement and the classroom work hand-in-hand to prepare the social work student for professional practice. Within the field internship, components of the Practice, Human Behavior in the Social Environment, Policy, and Research sequences are integrated and practiced by MSW students in agency-based field placements.

Criteria for Admission Field Placement (Accreditation Standard 2.1.4)

There are specific guidelines that determine students' eligibility for field placement. The MSW Program does not provide any course credit based on life or previous work experience of the student. Only students officially admitted to the MSW Program can register for social work field placement courses (SW 651, SW 652, SW 653, and SW 654) or be matched with a placement agency. Before being admitted to SW 651, which is first in the field course sequence, the student must complete a Field Application, which is reviewed by the field director. The field director schedules an advising session with the student to discuss potential match with field placement agency. Students in second year are admitted to field after successfully completing foundation field course SW 651 and attending advising conference with director of field or field coordinator. Criteria for admission to field internships are also in field syllabi.

Because of the strong integration between classroom and field, student must take a field placement course and a practice course at the same time. Students complete assignments in practice courses related to their agency-based field placement experience. Below are the specifications for the four required field courses:

SW 651 [Foundation Field Fall Semester]: SW 520, Generalist Practice I, is a co-requisite for this course. There are no prerequisites for this course. The course is restricted to MSW students.

SW 652 [Foundation Field Spring Semester]: Successful completion of SW 651 and SW 520 are required for entry into this course. SW 521, Generalist Practice II, is a co-requisite of this course. This course is restricted to MSW students.

SW 653 [Advanced Field Fall Semester]: Successful completion of all foundation courses is a prerequisite of this course. The co-requisites are advanced social work practice courses SW 581 Advanced Practice with Individuals or SW 582 Advanced Practice with Groups. This course is restricted to MSW students.

SW 654 [Advanced Field Spring Semester]: Successful completion of SW 653 is a prerequisite for this course and either SW 581 or SW 582. The co-requisites are SW 560 Advanced Policy Practice with Organizations & Communities or SW 583 Advanced Practice with Family Systems. This course is restricted to MSW students.

Field Course Expectations

For SW 651 Foundation Field I, SW 652 Foundation Field II, SW 653 Advanced Field I, and SW 654 Advanced Field II

Field placement internship is integral to social work education and for preparing students for professional practice. Many social work graduates and practicing professionals say that it was the field experience they valued most in their graduate social work program. Your field placement is an opportunity for you to engage in the process of becoming a professional social worker by learning/practicing the knowledge and skills of social work practice in an agency setting. There are many different settings in which social work is practiced. In all agencies there are opportunities to learn about many things. You may find yourself placed in an agency that was not your first choice, but ends up being a great opportunity. The relationships that you build during field placement can be instrumental in your professional career. It is a place and time to make a good impression on professionals in the field of social work.

We require that you interview with an agency recommended by field director. While we work very collaboratively with each student and agency, our philosophy is “Grow where you are planted”. Some of the best learning stories are told by students who found themselves in placement setting they would not have chosen.

You may feel very ready for your field placement. You may feel uncertain. All of this is fine. The important part is that, as soon as possible, you must position yourself as a receptive learner in your field agency and in the classroom. This stance of flexibility, engagement and willingness to learn is the foundation of a positive field education experience.

You will have a field instructor who will meet with you in the agency every week for at least an hour for supervision. Your field instructor is someone who has been approved by the Department of Social Work; he/she has or will complete field instructor orientation, and has demonstrated commitment to social work education and teaching the next generation of social workers. We consider field instructors like faculty – they have a role in teaching professional practice skills to our students.

All field instructors are different and have different styles of instruction and different expectations. Much depends upon the agency and the type of social work that is practiced. We expect that you will be in a professional agency setting in which ethical values, social work skills and professionalism are demonstrated and taught. Expectations of foundation year field placement differ from expectations of advanced year field placement. You can find more about this within the Core Competencies and Practice Behaviors in the appendix.

What can you expect from field education?

- Expect to learn about clients, the agency and yourself
- Expect to increase your practice skills, from wherever you are starting
- Expect to be challenged – a good field placement requires you to go beyond your comfort zone
- Expect to have at least one supervision conference each week
- Expect to learn about and utilize community resources
- Expect to be part of the agency team and to contribute to that team
- Expect to be valued as a contributor and given the time to learn
- Expect to put into practice what you have learned from books

What is expected from you?

- Be professional – dress appropriately, be dependable and prompt, respectful and receptive
- Bring evidence informed information from the classroom to the field agency
- Communicate often and openly with your field instructor
- Be committed to social and economic justice
- Approach your clients with compassion and a willingness to help
- Be receptive to feedback from your field instructor, your liaison and from others in the agency
- Be open to working with diverse groups on diverse issues.
- Complete all required written work for field thoughtfully and on time
- Talk with your field instructor if you have concerns; bring your faculty liaison into the conversation if you feel your concerns are not being resolved
- Work actively to develop skills and integrate your classroom knowledge in the field agency.

- Grow where you are planted.... be open and receptive to learning.

Field Seminar

Students must participate meaningfully in monthly integrative field seminars during each semester. While you may be familiar with some programs that have seminar more often, our program uses an integrated model in which discussion of field experiences are processed and integrated into each social work course. This gives us an opportunity to broaden field seminar and include professional development activities that will enhance your growth. During field seminar, students are expected to participate in reflective discussions of field experience, lead discussion groups, and collaborate in activities. Students also attend professional development workshops as a part of integrative field seminar. Field seminar is also one of several mechanisms for monitoring student progress in field (EPAS 2.1.1 through 2.1.10 (a-d). The field seminar is another opportunity to check in with students to assure they are receiving a high quality learning experience.

Integration of Field Placement and Classroom (Accreditation Standard 2.1.1): Curriculum

The MSW program at NC State University has a single curricular concentration in advanced generalist practice. Students learn practice skills at the micro and macro levels. The curriculum program connects the classroom to the field and field to the classroom. The field internship serves as the link between knowledge gained in the classroom and the practice of social work from an advanced generalist perspective. Within the field internship, components of Practice, Human Behavior in the Social Environment, Policy, and Research sequences are integrated and practiced by agency-based social work interns. Practice behaviors for EPAS 2.1.1 through 2.1.10 are learned in the classroom and demonstrated in the field. All field instructors receive copy of all classroom assignments. During field orientation, and through ongoing dialogue, field faculty liaisons, agency field instructors are engaged in discussions about classroom and field integration.

Overview of Integrated Field Education

NCSU MSW Program offers four field placement courses:

SW 651:	Foundation Social Work Field Internship I (foundation year)
SW 652:	Foundation Social Work Field Internship II (foundation year)
SW 653:	Advanced Social Work Field Internship I (advanced year)
SW 654:	Advanced Social Work Field Internship II (advanced year)

Foundation Curriculum and Demonstration of Core Competencies through Foundation Practice Behaviors (Accreditation Standard M2.0.5)

This section provides students and agency field instructors with information about the curriculum for the MSW program. At orientation, and through the departmental website, agency field instructors have access to detailed information about assignments for each foundation year course. Information about assignments is intended to assist the student and agency field instructor with field practice and classroom integration.

Foundation Year: Students enter the field beginning fall semester and remain in the same agency through spring semester. Students practice social work and meet foundation year competencies under supervision.

Curriculum Sequence

Year One - Foundation Year

Fall - 14 hours

SW 505: Social Justice

SW 506: Human Behavior and the Social Environment

SW 520: Social Work Generalist Practice I

SW 651: Social Work Internship I (*24 hours/week in the field*)

Spring - 14 hours

SW 501: Policy, Services, Programs

SW 510: Research Methods for Social Work

SW 521: Generalist Practice II

SW 652: Social Work Internship II (*24 hours/week in the field*)

Foundation-Year Field Placement and the Foundation Curriculum

The curriculum structure of the program emphasizes and reinforces the integration of fieldwork with practice theory, knowledge, skills, and values on social work practice with individuals, families, groups, organizations, and communities throughout all foundation and advanced field internship courses. The foundation field courses SW 651 and SW 652 are taken concurrently with foundation practice courses SW 520 and SW 521. Students in foundation year field internships, SW 651 and SW 652, must demonstrate all 16 CSWE Competencies measured against specific practice behaviors.

The foundation-year field internship year is grounded in the person and environment construct. Integrating knowledge from foundation courses, student learn to promote human and social well-being using a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. Students demonstrate adherence to the social work ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They

recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The first in a series of foundation practice courses, SW 520, orients students to the value of supervision in an agency-based learning environment. This preparation assists students in their work with their agency field instructors, faculty field liaisons, and other agency-based personnel. SW 520 further provides students with the foundation knowledge and skills needed to engage and assess individuals, families and groups. Students, in their field placement draw upon classroom knowledge gained in SW 520 to examine underlying theories and models of research-informed social work interventions, with particular emphasis on ecological systems through a strength-based approach. It examines strengths-based assessment, the phases of the helping relationship, and the dynamics of change in interpersonal helping relationships, within a framework of human rights, social justice, and diversity. Students in their foundation field course use their field experience to complete classroom assignments. Examples of integrated assignments include an Ethical Dilemma Paper and an Interview Assessment that are based on field agency experiences.

Students take human behavior and social environment (HBSE) course SW 505, along with or prior to their foundation field course, in order to firmly anchor themselves in the social responsibility mission of the department and the university. The department has a long-standing commitment to social justice, which is echoed by the university's campaign called *Locally Inspired and Globally Engaged*. The other HBSE course, SW 506, gives students in the field internship the theoretical background for understanding how systems of different sizes function and develop. As with the other courses, students are expected to integrate assignments from HBSE course into the field experience. By completing these assignments through the lens of the field internship, students are able to integrate theoretical knowledge with practice skills in concrete ways.

The social welfare policy and services course, SW 501, enables field students to analyze policy formation and service delivery, and thus understand both the organizations with which they are working and the social and political construction of these organizations. Knowledge gained in this course facilitates the understanding of the relationships among social problems, social policies, social programs, and social work practice from historical as well as contemporary perspectives. Using the Policy Brief assignments from SW 501, students research their internship agency or organization to integrate theory and practice. This assignment benefits the student in the field by helping them develop policy analysis and policy design skills. Additionally, the information the students shares with the agency from this assignment serves to benefit the agency as well.

The research course, SW 510, teaches students to understand how to interpret empirical research findings within the context of social work practice. It is imperative for social work interns to understand data and just as importantly, understand the strengths and weaknesses of data. Student in SW 510 use their field internship agency as foundation for completing a Research Proposal and Presentation. This connection of classroom and field makes the theory come alive and serves as a way of testing the validity and utility of the classroom learning. Most

importantly, the field experience affirms students' identities as social workers committed to ethical practice and further develops their competency in carrying out their work.

Advanced Year Curriculum and Demonstration of Core Competencies through Advanced Practice Behaviors (Accreditation Standard M2.0.5)

This section provides students and agency field instructors with information about the curriculum for the MSW program. At orientation, and through the departmental website, agency field instructors have access to detailed information about assignments for each advanced year course. Information about assignments is intended to assist the student and agency field instructor with field and classroom integration.

Advanced Year: Students enter the field beginning fall semester and remain in the same agency through spring semester. Students practice advanced generalist social work and meet advanced year competencies under supervision.

Year Two - Advanced Year

Fall - 16 hours

SW 561: Administration and Supervision

SW 581: Advanced Practice with Individuals

SW 582: Advanced Practice with Groups

SW 512: Advanced Research

SW 653: Advanced Social Work Internship I (*24 hours/week in the field*)

Spring - 16 hours

SW 557: Program Development and Grant Writing

SW 583: Advanced Practice with Family Systems

SW 560: Advanced Policy Practice with Organizations & Communities

SW 590: Social Work Capstone

SW 654: Advanced Social Work Internship II (*24 hours/week in the field*)

Advanced Standing

Summer Session I - 7 hours

SW 505: Social Justice

SW 500: Advanced Practice Review Seminar

Fall - 16 hours

SW 561: Administration and Supervision

SW 581: Advanced Practice with Individuals

SW 582: Advanced Practice with Groups

SW 512: Advanced Social Work Research

SW 653: Advanced Social Work Internship I (*24 hours/week in the field*)

Spring - 16 hours

SW 557: Program Development and Grant Writing

SW 583: Advanced Practice with Family Systems

SW 560: Advanced Policy Practice with Organizations and Communities

SW 590: Capstone

SW 654: Advanced Social Work Internship II (*24 hours/week in the field*)

Advanced-Year Field Placement and the Advanced Curriculum

After a student has satisfactorily completed all foundation curriculum courses and foundation field internship courses, they move to advanced courses and advanced year field internship. The advanced field internship courses, SW 653 and SW 654, are taken with or after advanced practice courses SW 581, SW 582, SW 583, and SW 560. Students in their advanced year build upon the foundation curriculum to practice in greater depth and breadth. Students are prepared to readily apply advanced classroom content and theories to the field internship as basis for practice. Students in advanced field internship courses must demonstrate all 16 CSWE Competencies measured against specific practice behaviors. (See appendix.)

Students in their advanced field internship take courses that build and enhance their knowledge at micro, mezzo, and macro levels. With their strong foundation year content in generalist practice, they are able to elevate their practice with knowledge gained in SW 557, Program Development and Grant Writing, and SW 560, Advanced Policy Practice with Organizations and Communities, to practice at organizational and administrative level. Additionally, in SW 561, Administration and Supervision, students learn content and theories for supervision, which is applied in their advanced field internship. Students in SW 557 learn to examine the major steps in the grant writing process, including problem identification, needs assessment, program planning, and resource identification and development. They then apply this knowledge to practice in SW 653 Advanced Field Internship I. Students complete assignments in this course by directly applying skills in their field internship.

Students in SW 653 also take practice courses SW 581, Advanced Practice with Individuals and SW 582 Advanced Practice with Groups. As in all courses, knowledge and theories from the classroom are carried out as skill practice in the field internship. For example, students in SW 581 learn knowledge and skills for assessment, intervention, and evaluation with client systems in a variety of agencies and settings, using empirically based practice approaches with individuals. Students engage in agency specific case vignettes in which they role play skills used in their advanced field internship.

Students in SW 654 take SW 583, Advanced Practice with Families; SW 560, Advanced Policy Practice with Organizations and Communities; SW 561, Administration and Supervision; and SW 590, Social Work Capstone. These courses are integrated into Advanced Field Internship II. For example, students in SW 560 learn knowledge and theories about how social workers collaborate with organizations and communities to intervene in social policy. One example is the Administrative/Program Policy Change Memo Assignment from SW 560, in which students examine and evaluate a policy in their field internship agency and write about recommendations

for change. Further, students in SW 590 Capstone course develop a research proposal and paper that is based on and carried out in their field placement agency.

The Field Placement Process

Required Hours (Accreditation Standard 2.1.3)

The field internship, required by the Council on Social Work Education, is an integral part of the MSW program and is its signature pedagogy. Our field education program exceeds the Accreditation Standard 2.1.1 implemented by the CSWE, which states that students must complete a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs. NC State University meets or exceeds these requirements as follows:

Year One MSW	24 hours per week	336 hours per semester	672 hours per academic year
Year Two MSW	24 hours per week	336 hours per semester	672 hours per academic year
Advanced Standing	24 hours per week	336 hours per semester	672 hours per academic year
Total hours at graduation	CSWE requires a minimum of 900 field hours in MSW programs.	Traditional two-year students at NC State earn 1,344 hours.	Advanced standing students at NC State earn 1,072 hours, when combined with 400 hours accepted from BSW.

Foundation year: Students enter the field beginning fall semester and remain in the same agency through spring semester. Students practice social work and meet foundation-year competencies under MSW supervision. During the foundation year the student completes 24 field hours per week, for a total of 672 hours.

Advanced practice year: Students enter the field beginning fall semester and remain in the same agency through spring semester. Students practice social work and meet advanced-year competencies under MSW supervision. During the advanced year the student completes 24 hours per week, for a total of 672 hours.

The combined hours of foundation and advanced years total 1,344 hours, which exceeds the CSWE minimum requirement of 900 hours.

Advanced standing: These students have earned a BSW degree from a CSWE-accredited program and have completed at least 400 hours in the field. Four hundred (400) hours are accepted or transferred when the advanced standing student is admitted. These students enter field placement in the fall and remain at the same agency through the spring semester.

During their advanced year the advanced standing student completes 672 hours, for a total of 1,072 hours, which exceeds the CSWE minimum requirement.

Field placement hours occur primarily Wednesday through Friday, as classes are scheduled primarily on Mondays and Tuesdays. Agencies and interns can arrange flexible hours as needed. Field internship hours cannot conflict with regular classroom hours. Students in the MSW Program at NC State University must complete the field hours as required by the Department of Social Work.

Exceptions to the number of department-required hours can only be made by the director of field education. Such exception would include illness or other such serious and unavoidable circumstance. Under no circumstances can a student be allowed to complete fewer hours than minimum field hours set by CSWE.

Denial of Student Admission to Field Placements

Students may be denied admission to field for reasons that include:

1. Substandard (unsatisfactory) academic performance.
2. Failure to complete field prerequisites.
3. Unfavorable faculty recommendations.
4. Poor adjustment to the educational process for the social work profession.
5. Failure to abide by the NASW Code of Ethics (CSWE Accreditation Standard 4.0).
6. Failure to abide by the NCSU Code of Student Conduct.

If the student disagrees with a denial decision, the student may appeal through the Student Review Committee and/or through the NC State University student appeals process. However, there is no appeal for substandard (unsatisfactory) academic performance.

Steps to Field Placement (Accreditation Standard M2.1.5)

The Department of Social Work only selects field agencies that meet guidelines for professional social work experience and appropriate supervision. MSW students work closely with the director of field or field coordinator to establish an agency-based field placement. This involves engaging in dialogue with the director of field education or other designated field faculty. Students should pay close attention to their email as the field office communicates often through email.

For first-year students, this process begins by completing an electronic field application, which is accessible on the departmental website. For second-year students, the process begins with a field advising conference with the field director or field coordinator. This face-to-face advising conference takes place the spring semester before advanced-year placement. The steps below detail the process:

Step 1: Think seriously about the kind of placement that you want and the population that you wish to serve. Decide if you want to work directly with clients or in the macro/policy/advocacy arena. Generally, only year-two students will be recommended for macro field placement.

Step 2: Review the list of approved agencies on the department's website. Make contact with a student currently in the placement if you want more information. The field director or field coordinator can help you make this contact. Because we enlist new agencies all the time, there may be some that are not on the website. Therefore it is critical to work in close cooperation with the MSW field director and/or field coordinator as you plan your internship choice.

Step 3: Contact the Field Education Office for a face-to-face field advising conference. You will then receive contact information an agency based on your expressed interests, fit with the agency, and the assessment of the field faculty member. Field faculty will interview expectations and professional presentation. Your field office contacts are:

Dr. Jodi K. Hall, Field Director -- Mobile: 919-749-0907; Office: 919 513-2784; jkhall@ncsu.edu. and Crystal Hayes, MSW -- Mobile: 919-995-2840; cmhayes8@ncsu.edu.

Step 4: A field faculty member will contact the agency to prepare expect to hear from the student. The student will then contact the agency supervisor via email to schedule an interview. The student will attach resume to this interview request. Student-Agency interview is required – there no exceptions.

See more information below about the interview.

Step 5: Follow up with the field director after the interview to discuss your assessment of the interview. If you are not selected by the agency, the Director of Field will assist with arranging an interview with a different agency.

Step 6: Once you receive an offer for placement, the Director of Field will follow up with the agency to confirm.

Step 7: Once you have a confirmed placement you will enter this information on the Field Education website under Student Field Update. This is an important step and is critical to department data and record keeping.

Step 8: Invite your new agency field instructor to orientation by sending electronic invitation. The field director will provide you with this information. Although the agency field instructor will receive an invitation from the Department, receiving an invitation from you is a good step in establishing the professional relationship.

Step 9: You will want to stay in touch with the agency prior to the beginning of the placement. This should be in the form of a check-in to make sure all is well. Sometimes supervisors leave or there may be agency changes before fall semester begins. Of course, we have no control over this, but the sooner we know of an issue, the sooner we can respond with productive alternatives.

Field Placement Interview

The Interview

Field placement interviews can be competitive, so the student should present in a serious and professional manner. The student should dress as one would for any professional job interview. The student must research the agency, be familiar with their services and read their website. Expect that the agency will ask questions to determine how much you know about the agency and the work that they do.

During the interview, the student learns about the requirements of the particular placement and the educational opportunities available at the agency. The interview is a two-way process. Students should have clear goals and learning priorities and be prepared to ask specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc.

Suggested Interview Questions from Student

1. What kind of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction does a student have with other students and with permanent staff?
8. What opportunities exist for inter-professional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills to you hope a student will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?
13. How are students helped to handle issues of diversity regarding age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?

Students should be prepared to answer questions about their background, educational and career goals, and why they might desire the particular placement. At the interview, agency personnel assess the student's level of interest and suitability for the general type of assignments they have in mind. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the agency and the student, the Field Education Office should be informed at once by the student and/or the Agency Field Instructor.

Students should voice any special considerations they may need. Students must comply with agency requirements such as background checks, drug screens etc., once they accept the placement. Agencies hold orientations at the beginning of the placement. This is in addition to field orientation by the department.

Student Accepts Placement Offer

Once a student accepts a placement offer he/she is making an agreement with the agency to begin placement with them fall semester. This is not negotiable and cannot be changed without field advising consultation with Director of Field Education. A student will not be allowed to switch agencies simply because he/she discovered a placement that she/he likes better. Agencies turn down students that contact them once you accept their placement offer. It is important that we maintain positive professional relationships with agencies.

Failure to follow through on your verbal commitment with an agency could delay your start in field placement for the academic year. The student must maintain some contact with the agency from the time of the offer through the beginning of fall semester. This assures that the student will be aware of any changes in the agency that might jeopardize placement and provides student with an opportunity to familiarize self with agency.

Student Not Accepted by Placement Agency

We feel strongly that the interview process is vital to a good match between student and agency. Not all students will be accepted by their first choice agency for placement. Students must be mindful that the placement process can be competitive. Though there are many available opportunities in the area, there are also several universities that have social work programs. Their programs are also working hard to give their students the best opportunities.

Our field faculty work very hard to match student and agency. However, some agencies prefer to interview several students before making a selection. Invariably this means that some students may have to interview with a second agency. This is not a sign of failure or cause for alarm.

If a student has not been accepted after their initial interview with a potential field placement, the student will be directed to interview with another agency. If the student is not be accepted by a field agency a second time, the student will be re-evaluated by the Director of Field Education. If the reason for the student's non-acceptance by an agency is due to student-related issues, the MSW Director of Field Education reserves the right to refer the student to the MSW Program Director for further assessment of fit for field placement. Again, this is not a sign of failure or alarm. It is an opportunity for further assessment and advisement.

If the student is rejected for agency-related reasons, like space, competition, supervision, etc., the student will be offered other placement options at the discretion of the Director of Field Education until an appropriate fit is made.

Student Declined Placement Offer

We strongly discourage shopping for the “perfect” placement. Agencies depend on our field faculty to send them the most appropriate candidates. Yet, we recognize that it may not always be a good fit for various reasons. However, in order to make the best use of everyone’s time and talents, a student can only decline one offer. Even this one decline must be for good reason and discussed with the Director of Field Education.

We ask students to be very mindful that agency staff members are very busy and prefer to meet with students that have a sincere interest in the agency. If you decline an offer from an agency, you must have a second face-to-face meeting with field faculty before getting second referral.

Termination from Field Placement

A student's field placement may be terminated by the student, Agency Field Instructor, an agency administrator, or Faculty Liaison, in consultation with the Director of Field Education, for any of the following reasons:

1. Level of student preparation for the placement: For the Foundation Field Placement, it is assumed that the student has acquired the competencies expected for participation in the work-world (e.g., arriving on time, managing one's schedule and communicating it to others as appropriate, presenting and conducting one's self in a professional manner. This includes professional dress and professional self-presentation as well as appropriate interpersonal interactions. In addition, for the Advanced Year Field placement, it is expected that the student has acquired the necessary knowledge for "entry level" professional practice (reflected in objectives for B.S.W. curriculum and Foundation curriculum of M.S.W. programs) prior to the beginning of the Advanced Year Field placement. For either field placement, evidence to the contrary of the above expectations, given appropriate efforts by the Agency Field Instructor and Faculty Liaison to assist the student with such deficits, constitute grounds for the withdrawal of the field placement for that student.
2. Failure to comply with the Code of Ethics: Students are expected to comply with the NASW Code of Ethics. (See appendix).
3. Agency breach of Affiliation Agreement: The agency is expected to provide the expected learning experiences and/or appropriate supervision to meet any of the other expectations identified in the Affiliation Agreement between the agency and the University. This agreement is referred to as the Memorandum of Understanding (MOA).
4. Unexpected events: There may be times in the life of the student or in the agency where continuing in that field placement setting might jeopardize the quality of the student's learning experience (e.g. personal trauma, or agency re-organization, etc.).

5. "Mismatch": Sometimes, differences in learning or interpersonal styles between the Field Instructor and/or agency and the student emerge as the student and Agency Field Instructor begin to work together, rendering the field placement less than optimally productive for a student's learning. Such circumstances are rare, but they may generate recommendations for a change in the field placement arrangements.

Any circumstances cited above are not necessarily anyone's fault. In some instances, termination of the field placement reflects the fact that the field placement is highly successful in helping the student discover that social work is not what she/he expected and is not appropriate for her/him. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program.

Students have the right to fair and consistent application of evaluation criteria in their field work and to a fair and consistent application of written procedures for termination from the program should this be necessary. Please refer to the University Catalog and *MSW Student Handbook* for additional information about termination and dismissal for academic and conduct reasons.

Whatever the reasons prompting consideration of field placement termination, the student, Agency Field Instructor, Faculty Liaison, and Academic Advisor will work as a team to resolve problems and to come up with appropriate solutions. The procedures that follow describe the process to terminate field placement, if the situation cannot be resolved.

The following steps outline the process of dialogue for performance-related concerns:

1. Student and agency field instructor discuss the problem. When the agency field instructor has attempted to work with the student around practice and learning issues and has seen little or no progress, s/he must contact the faculty field liaison immediately.
2. Student, agency field instructor, and faculty field liaison discuss the problem. The faculty field liaison must intervene with both the student and the agency field instructor, sometimes jointly, to clarify the problem and to suggest ways of improving the situation, including the establishment of timelines and a contract for improvement.
3. If the problem cannot be solved at this level, the faculty field liaison consults with the MSW field director. If the solution is not found within the agency, the decision to terminate is made by the agency field instructor and faculty field liaison in consultation with the MSW field director.
4. The student, faculty field liaison and MSW Director of Field Education discuss next steps for student which could include transfer to new agencies or withdrawal from field course.

5. A summary of the termination decision, including the event(s) prompting the termination, are written by the Faculty Liaison and presented to Director of Field Education. This summary, once signed by faculty liaison and student, is placed in the student's file. This form is used only to inform placement decisions and for record keeping. It is not forwarded to anyone outside of the Social Work Department.

Reassignment of Field Placement Unrelated to Student Performance

Placement reassignments are made when problems unrelated to the student's performance make continuation in the agency not in the student's best interest. The faculty field liaison and agency field instructor, in consultation with the Director of Field Education, is responsible for determining whether the problem is due to performance or nonperformance factors.

Nonperformance factors may include but are not limited to these issues:

- Inadequate agency resources to support field internship.
- Learning experiences in agency are too narrow.
- Agency reorganization that hinders student supervision and task assignment.
- Agency closes
- Agency administrator terminates the Memorandum of Agreement (MOA)
- Student/agency mismatch.
- MSW supervisor leaves the agency.
- MSW supervisor has change in responsibilities and cannot continue placement.

Because the field placement is closely integrated with classroom assignments, it can be an academic hardship for the student to change placements. However, the department is mindful and understanding of agency shifts and other circumstances that necessitate a change in field placement agency. The Director of Field Education communicates with classroom instructors when the student has to make a placement change in order to facilitate continued integration and smooth transition.

In order to protect the integrity of the professional relationship between the Department of Social Work and Agencies, steps are taken by the student and the department to lessen the harm caused by placement termination regardless of termination reason:

- The student must complete the termination/exit process with the agency field instructor. This process includes administrative requirements, completions of paperwork, returning equipment, and termination of contacts with assigned clients, if requested by the field agency.
- The agency field instructor must submit to the faculty field liaison a written, up-to-date summary of the student's field experience, including the reason(s) for termination. This summary must be shared with the student and it becomes part of the student's official record. The student may submit a response to the field instructor's summary.

Process of Assigning Student to New Agency

- Sometimes a student who is unsuccessful in one setting may have the desire and capacity to be successful in another agency. The faculty field liaison and MSW Director of Field dialogue to determine if reassignment of the student is in the best interest of the student and the profession. Any recommendation for student to be terminated from field without reassignment to new agency is forwarded to the MSW Program Director of further review and consultation.
- The MSW Director of Field Education initiates the reassignment process by contacting a new agency. If there is no existing MOA, the Director of Field initiates the process.
- The student interviews with the new agency. If it is determined to be a match, the student must update his/her information in electronic Student Update Form on the website.
- The faculty field liaison visits the student and new agency field instructor at the beginning of the reassigned placement.
- The student may be required to perform extra days/hours in order to make up time lost. The student, new agency field instructor, and faculty field liaison make these arrangements.
- Because the classroom and field placement are tightly integrated, the student may have to revise or adjust classroom assignment. This should be done in consultation with classroom professor or instructor.

Field Placement Rules and Guidelines

Open Identification of MSW Student Status

It is the policy of the Department of Social Work and specified in the NASW Code of Ethics that students must identify themselves as students or interns in their field placement, with clients and other agency representatives.

Field Placement Attendance

Field placement and field seminar attendance and punctuality are evidence of professionalism. Students are expected to arrive on time and to remain for the entirety of their scheduled field work hours and seminar classes. If student is unable to attend field work due to an unexpected emergency or illness, he/she is expected to notify both the faculty field liaison and agency field instructor prior to the start of the work day.

Attendance at field seminar is also required. If student is unable to attend field seminar due to an unexpected emergency or illness, he/she is expected to notify his/her faculty field liaison prior to the start of class. Attendance records are kept for field placement and seminar. Attendance is particularly important because field placement is closely coordinated with and integrated with the classroom. Students with unexcused absence from field seminar will be given a professional development assignment related to what was missed in field placement. The faculty liaison will notify student and assignment and due date. Failure to complete this assignment will result in grade of I (incomplete) until it is submitted.

Official university policies concerning attendance can be found at the following website:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Record of Field Hours

Students are responsible for keeping up with their field hours and must have them verified by agency field instructor. **Students have until the last day of the exam period each semester to complete the required hours.** Students may complete hours prior to this time, but not earlier than two weeks before classes end. This is because the field internship is integrated into the classroom and classroom assignments.

An Excel spreadsheet is available in the website for students and agency field instructors to keep track of field hours. However, some agencies prefer that student use agency documentation to keep up with hours. The total number of hours is submitted electronically by the agency field instructor at the end of each semester.

Conflicts of Interest

Students are not permitted to do field placement in an agency wherein she/he or an immediate family member was, or is, a client (during the previous five years). Also, a family member cannot serve as the student's agency field instructor or task supervisor. Since the Department of Social Work does not access client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. Students who want a placement that could be perceived as a conflict of interest are encouraged to discuss the situation with the director of field education before requesting or accepting the placement. Students who attempt to secure or who secure a placement in an agency where conflict of interest exists may be administratively dropped from the field course.

Agency Holidays and Inclement Weather

Students are entitled to any agency holidays. If the agency holiday does not coincide with a school holiday, then students are entitled eight hours of field credit for the day. Students are not expected to make up for days or hours the agency is closed due to inclement weather or other events resulting in the agency closing. These missed hours can never result in a student interning fewer hours than the minimum required by CSWE. While this is highly

unlikely, the Director of Field will work with the student and the agency to develop a plan to make up the hours.

Illness/Emergency

Occasional illness and other emergencies may cause students to be absent from field internship. Each student is allowed two sick days per semester, but must still inform agency field instructor and faculty liaison of this absence. The field instructor must be notified of any illness/emergency that keeps the student away from internship work. The faculty field liaison should be informed of absences of more than two days per semester. Plans for making up extended absences (e.g., prolonged illness) should be discussed with the faculty field liaison and the agency field instructor. The faculty field liaison, in collaboration with the agency field instructor, will determine if prolonged will need to be made up. Any prolonged absence should be reported to the director of field education.

Attendance at University-Sponsored Programs

Students are allowed to attend special programs sponsored by the Department of Social Work. Such programs may include workshops, career/volunteer fair and the annual Social Work Symposium. There are also some university sponsored events that students are encouraged to attend. The MSW field director will notify the field agencies in advance of such programs.

Students can be given field hour credits for university-sponsored programs identified by the MSW field director or MSW program director and relevant to professional development.

Trainings, Workshops, and Conferences

Any assignment or activity that is required or requested by the field agency counts toward field hours. This could include outside reading, meeting attendance, conference, workshop, training etc. **Students must receive prior approval from the agency field instructor to attend. Students should be given field hour credits for training, workshops, conferences and any work, assignments or activities approved by the agency field instructor.**

Field Education Fund

The Department of Social Work receives donations to provide support for students in field placement. Students can request assistance from these funds to support some travel related expenses. A student that has a unique opportunity for placement at a location more than 60 miles from campus may request financial assistance to assist with travel expenses. Students may also request financial assistance to attend conference or workshops. Other requests for financial assistance are considered on a case-by-case basis. Student may access the Field Education Fund Application from the department website and submit to the Director of Field Education. All requests are contingent upon availability of funds.

Field Learning Expectations

- Students will approach field experience with various levels of intellectual ability and personal maturity. Each student should be given increasing responsibility and be encouraged by supervisor to work independently as the semester progresses.
- Students should be engaged agency service provision. Their experiences may include assessments, formulation of goals, and assisting clients in following through with goals or other tasks appropriate to the agency setting. These may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing and conducting groups, participating in community organizing strategies and policy advocacy, and conducting research.
- Each student must to adhere to agency regulations and schedules. This includes recordkeeping, attending staff meetings and completing agency forms or other expectations as set by agency field instructor. Students should also be encouraged by agency field instructor to attend conferences, workshops, and professional/coalition meetings.

Grading for Field Internship Courses (Accreditation Standard M 2.1.5)

Grading Scale and Guidelines

For field internship courses, the usual grading scale does not apply. Field is currently graded as pass/fail, with the letters of S (Satisfactory) or U (unsatisfactory). The transcript shows either pass or fail for field internship courses.

Grades are based on the final evaluation of field internship and performance in the field seminar. Students are assessed against the core competencies as outlined in the Work Plan. In order for students to pass this course, they must:

- Demonstrate reliable and consistent attendance in field work.
- Demonstrate reliable and consistent attendance at field seminars.
- Effectively meet the objectives of the course as outlined in the syllabus.
- Effectively meet the objectives of the Work Plan.

Failure to meet any of these criteria may result in a grade of U (Unsatisfactory), and the student will not pass the course. Failure to pass this course can result in extended time in the program as field courses are prerequisites and co-requisites for other courses.

Monitoring Field Performance

Work Plans

The MSW student, agency field instructor and field faculty liaison must sign a Work Plan which identifies specific practice behaviors for achieving Core Competencies in placement agency. The Work Plan is an agreement between the student, agency field instructors and the social work department. The Work Plan can be revised as needed as long as the practice behaviors and activities are consistent with the Core Competencies. The agency field instructor uses this document to monitor and evaluate learning and application. All students are expected to apply knowledge from the classroom to their field placement. Students are expected to share scholarly information with field agency.

Foundation Year Work Plan (See appendix.)

The foundation Work Plan is designed to facilitate the student's application of the knowledge, skills, and values necessary for generalist social work. Learning objectives incorporate elements related to values and ethics, diversity, populations at risk, social work practice, and research. The agency field instructor and the student complete the Work Plan at the beginning of the internship. It must be signed and dated by the student, field instructor, and field faculty liaison.

Advanced Year Work Plan (See appendix.)

The advanced Work Plan is designed to provide students with opportunities to engage in more advanced social work practice (e.g., assess complex problems, integrate multiple theories and skills, and conduct intervention with multiple systems, etc.). Learning objectives incorporate aspects of the multi-system perspective and strengths and empowerment approaches. The agency field instructor and the student complete the Work Plan at the beginning of the internship. It must be signed and dated by the student, field instructor, and field faculty liaison.

Semester Field Performance Evaluation (Accreditation Standard M 2.1.5, 4.0.1 – 4.0.3)

Evaluation of the student's progress in the internship is an ongoing process. The student and agency field instructor/task supervisor(s) share responsibility for evaluation of the student's internship experience with the faculty field liaison. Final grades are recommended by the agency field instructor/task supervisor(s). Grades for field are assigned by the faculty field instructor. A student that does not have a field evaluation completed by agency field instructor cannot receive a grade for field internship. Failure to submit end of semester evaluation will result in grade of Incomplete until it is submitted. A student cannot move to the next field placement until he/she has a grade in the previous field course.

The Semester Field Performance Evaluation is submitted electronically to the Department of Social Work. This submission does not take the place of the face-to-face end of semester agency

visit to discuss the evaluation. The electronic submission system is used for ease of data collection and record keeping.

Other Evaluations (Accreditation Standard M 2.1.5)

In addition to evaluation of student performance, there are other tools that we use to monitor and enhance field education in our department. These tools include the following and can be found in on the departmental website:

- Evaluation of Agency Field Instructor by Student.
- Evaluation of Faculty Liaison by Student.
- Evaluation of Curriculum and Field Education by Agency Field Instructor.

Required Weekly MSW Supervision (Accreditation Standard M 2.1.5)

Agency supervision is provided by a MSW from a CSWE accredited institution. Supervision is a critical part of the field internship. Although guidance and attention from the supervisor is ongoing, the agency field instructor minimally provides a one-hour weekly conference with the student. Through supervision, the student and field instructor plan, organize, review, and evaluate the field experience. The field instructor should also help the student as s/he questions some of her/his attitudes toward the people and systems with whom he/she is working.

Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should develop an agenda that is submitted to the supervisor prior to the conference, and should take responsibility of planning of the issues to be discussed in the conference. An optional weekly planning form is provided on the department website. However, some agencies prefer to use their own tools.

Weekly Supervision When the Agency Field Instructor Does Not Have an MSW Degree

All MSW students in field placement must have at least one hour of supervision each week by someone that has MSW from CSWE accredited institution and two years postgraduate experience. Occasionally there is an excellent educational opportunity with an agency; however, that agency may not have an MSW staff person available as a Field Instructor to provide the required supervision. In such cases, the department assumes responsibility for assuring supervision for the student. The department assures that students in these settings have access to weekly supervision from assigned field faculty or works with agency to identify external agency supervisor.

Weekly supervision groups by Department of Social Work

Students that are learning under agency task supervisors that do not have MSW are required to attend weekly group supervision with a field faculty person designated by the director of field.

The weekly group supervision provides students with opportunities to ask questions raise concerns, process field experiences, present cases and participate in other supervision activities as directed by field faculty designee. The field faculty person that facilitates the group supervision for field students maintains contact with agency task supervisor and faculty liaison. These supervision groups are held at the same time and day each week. The supervision counts toward field hours.

Weekly Supervision by External Agency Field Instructors

In this circumstance, an external Field Instructor may be obtained to provide the MSW educational supervision for the student, while the agency employs a Task Supervisor who provides the student with daily assignments, tasks and supervision. The weekly group conference provides students with opportunities to ask questions raise concerns, process field experiences, present cases and participate in other supervision activities as directed by external agency field instructor. The external agency field instructor must minimally provide one-hour of weekly supervision and maintain contact with task supervisor and faculty field liaison. The department recommends that the external field instructor and the student set a consistent weekly meeting time.

The external Field Instructor will have a MSW degree and a minimum of two years post graduate practice experience. The external Agency Field Instructor must complete the electronic Field Instructor Form and be approved by the Director of Field Education.

Agency Visit and contact by Faculty Field Liaison

The faculty field liaison visits the student and agency field instructor at the agency site twice during the fall semester: at the beginning of fall semester and the end of fall semester. The initial visit is designed to establish reasonable expectations for student performance during the field placement. The faculty field liaison, agency field instructor and student review the work plan and agree on practice behaviors for pre-established competencies.

If at any point during the semester student's performance is below expectation, the agency field instructor, the student, and the faculty field liaison will determine the actions that need to be taken to improve student performance. The visit at the end of fall semester is to summarize progress, evaluate performance and establish plan for spring semester. Satisfactory completion means that the student has met agreed upon competencies for fall semester.

The faculty field liaison visits the agency once during spring semester. This visit is the summarize performance and determine grade. The student should have successfully demonstrated competence on all 16 core competencies as outlined on the work plan and the Field Evaluation.

Other than the agency visits mentioned above, there may be reasons additional visits. These additional visits may be related to student performance, request of support or guidance from agency field instructor, need for clarification or other reasons as determined by the student, agency or department. The faculty field liaison is available to the student and the agency as

needed. The faculty field liaison makes contact with the student and the agency field supervisor throughout the semester.

Becoming a Field Placement Agency (Accreditation Standard M 2.1.6)

The department of Social Work welcomes agencies and community partners that share our commitment to educating a new generation of advocates for positive social change, effective client interaction and social justice. We seek agencies that can provide professional guidance and consistent graduate level assignments to our students. Ideally, we seek agencies that employ social workers in order for our students to get the social work perspective in the field placement.

However, we recognize there are agencies and community partners that can offer a dynamic and important field placement opportunity that may not have a MSW social worker on staff. In these cases the department works with the agency to develop ways to assure that the graduate student has access to weekly supervision. The department assumes responsibility for reinforcing a social work perspective in placements that do not have MSW on staff.

Someone from our field faculty is happy to schedule a visit with agencies to establish this community/university partnership. See details below.

**The application for becoming a field agency is at:
http://socialwork.chass.ncsu.edu/graduate/field_education/field_placement.php.**

The following criteria are used in the selection of field agencies:

1. The agency has a point of view about field instruction that is consistent with that of the MSW Program at NC State University.
2. There is a correlation between the agency and the MSW program's practice perspective, in order to provide the opportunity for the integration of knowledge, theory, values, and research taught in MSW courses with practice in the field.
3. The agency is able to provide a qualified field instructor preferably with an MSW degree from a graduate social work program accredited by the Council on Social Work Education. In the instance where there is no MSW-level social worker but other qualified staff could serve as a field instructor, the field instructor must supervise the student in collaboration with an off-site MSW supervisor assigned by the MSW field coordinator.
4. The agency is able to provide the intern the opportunity to practice social work in compliance with professional social work standards and ethics.
5. The agency is able to provide on an ongoing basis a range of internship assignments that are appropriate to the student's educational needs.

6. The agency is able to provide the necessary space and resources necessary for the intern to be able to carry out internship assignments.
7. The agency is willing to allocate sufficient time for ongoing supervision of the intern by the field instructor.
8. The agency is willing to allocate time for the orientation, seminars, and training for field instructors provided by the MSW field education program.
9. The field instruction program must abide by the nondiscrimination policies as set forth in the university policies. North Carolina State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or sexual orientation. We set the same high expectation for agencies that partner with us to educate students.
10. The agency must practice a policy of nondiscrimination on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status. The nondiscrimination policy must be applicable to employees, clients and interns
11. The agency is willing to enter into an affiliation agreement between the agency and North Carolina State University. See appendix and website.

Initiating the Process of Becoming a New Field Placement Agency

- The exploration of a partnership between the university and agency may be initiated by the agency, a student, a community member, an advisory committee member, faculty, etc. Initial discussion between the field director and the agency explores the agency's interest and ability to provide the range of learning opportunities necessary to carry out the purposes of the field instruction courses.
- Following the initial discussion, a site visit is usually made to the agency by a representative of the field education faculty. The purpose is to meet with agency representatives to discuss learning opportunities available, potential field instructors, and to review the nature of social work practice in the agency.
- As a result of these discussions, the agency decides whether it wishes to accept students for field instruction and the school determines whether the required educational expectations and standards for field instruction can be met.
- When an agency becomes a field instruction site, a contract, in the form of a Memorandum of Agreement between the university and the agency, is executed and the agency becomes an affiliate of the school and its programs. This form is located in the appendix and is available on the department's website.

- The Field Education Office provides the agency with access to the Field Manual and professional development opportunities.

Agency Profile

A profile of all field agencies will be developed and maintained as a resource for field interns. The profile will provide essential contact information, types of services provided, clients served, description of field instructors' qualifications, opportunities for social work field placement and hours of operation. This profile also informs student of specific requirements for internship such as, background check, medical tests, certifications, uniforms, etc. The agency profile is visible to students, staff and faculty.

Becoming a Field Instructor (Accreditation Standard M 2.1.6)

Agency field instructors are a critical component of our field education program. Agency field instructors for the NC State University Social Work Department should have an MSW master's degree from an accredited school of social work and have two years post-master's experience. They must also have the support of their employing agency. The agency field instructor is responsible for planning, supervising, and evaluating the student's internship experience.

All agency field instructors should have the interest and ability to teach, the ability to conceptualize and articulate information, the self-awareness to function as a role model, competence within their area, adherence to the NASW Code of Ethics, and the insight needed to problem solve. They should be able to relate these skills both within and beyond their specific agency of practice in their teaching and supervision with a student.

Individuals usually become a field instructor by virtue of being employed in an approved field instruction agency where the NC State University Social Work Department places students. **All potential agency field instructors must submit a Field Instructor Application or by initiating an application on the website at:**

http://socialwork.chass.ncsu.edu/graduate/field_education/instructor_info.php.

See the departmental section on Becoming a Field Instructor, at:
http://socialwork.chass.ncsu.edu/graduate/field_education/field_placement.php.

Criteria for Selection of Field Instructors

The following criteria are used in the selection of field instructors:

- A master's degree in social work.
- A minimum of at least two years of post-master's practice experience in social work.
- Demonstrated practice competence.
- Ability to practice in more than one practice modality.

- Familiarity with agency policies, programs and procedures.
- Expressed willingness to adhere to NASW Code of Ethics.

When the Agency Field Instructor Does Not Have an MSW Degree

Because of the educational needs of the student, or in the absence of an available agency person who meets the requirements as set above by the department, individuals from related social work disciplines may be appointed to oversee the student's work in the agency. Such individuals are referred to as agency task supervisors. The field instructor of record for the student may be an experienced MSW elsewhere in the agency or community, or a faculty member from an accredited social work program.

For cases in which the field instructor does not hold a CSWE-accredited social work degree, the department assumes responsibility for reinforcing a social work perspective. Students learning under agency task supervisors are required to attend weekly group supervision with a field faculty person designated by the field director or receive supervision from a supervisor external to the agency that meets the criteria.

Field Orientation (Accreditation Standard 2.1.7)

Agency field instructors and students attend an orientation to the MSW field program before fall semester begins. This orientation is mandatory for agency field instructors, agency task supervisors and students. Field orientation counts toward field hours for students.

At orientation students meet their assigned faculty field liaisons and their agency field instructor. (In most cases, students will have already met agency field supervisor during initial interview.) Each faculty field liaison and agency field instructor discusses how they will offer support to the student throughout the academic year. Agency visits and evaluations are scheduled during orientation. Students and Agency Field Instructors are in different orientation sessions; however, meet in a joint session at the end of the day.

The orientation provides an opportunity to:

- 1) Disseminate knowledge and guidance to agency field instructors and students on the teaching and integration of Core Competencies in practice.
- 2) Share ideas about integrating field practice and classroom curriculum.
- 3) Provide agency field instructors with knowledge and information about curriculum and field integration.
- 4) Introduce agency field instructors to classroom professors to explain integrated assignments and to develop collaborative relationships.
- 5) Foster a network of communication between agency field instructors and the Department of Social Work.
- 6) Disseminate the most current information reflecting generally accepted principles of field supervision (including legal issues, supervisory relationship, optimal field learning experience, student or agency problems, etc.)

- 7) Obtain information from community partners that can be useful to the field education program.

Topics covered in orientation include: Field Expectations, Work Plan development, Core Competencies and Practice Behaviors, Field Evaluation, field safety, instructor/student relationship, and social work ethics. Agency Field Instructors are asked to recommend future learning topics to support their work as agency field instructors. Throughout the year, agency field supervisors are invited to workshops to enhance their knowledge and skills and to network with other university partners. Examples of topics for field instructors include:

- Managing millennials in the human services workplace.
- Applying the Work Plan to your agency.
- Using the Student Evaluation as a learning tool.
- The impact of trauma on clients.
- Social Work Ethics.
- How to write so clients understand.
- Working with military families or other identified populations.

The Agency Field Instructor's Relationship with the Student

Planning for the student's arrival is extremely important. Knowledge of the student's background and particularly of the student's objectives is helpful in making preliminary plans. The agency should feel free to ask the student about this at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignment the first week of internship and that assignments be made more challenging throughout the semester.

The student, in collaboration with and assisted by agency field instructor, will complete the work plan within the first few weeks of the semester. The agency field supervisor should check in with student weekly to check progress and student's sense of fit with the agency.

Facilitating the Student's Orientation to the Agency

The agency field instructor has a very important role in setting a positive tone for the student in the agency. It can seem scary for an intern to fit into an agency without the process being facilitated. The field instructor should prepare the agency staff for the arrival of the MSW student intern.

- Introduce the student to agency personnel.
- Discuss personnel practices, including office hours, personal conduct, confidentiality, appropriate dress, and office procedures and routines.
- Discuss the organization and structure of the agency. It helps to show an organizational chart showing departments and positions as well as sources of funding of the agency.

- Explain the philosophy and objectives of the agency.
- Talk about community resources and partners.
- Offer reading materials. The agency should provide the student assigned reading that relates to the agency; this should include history and background, policies and procedures, case records, etc.

Upon beginning field internship, the student and agency field instructors plan the field experience. Together they write the **Student Work Plan**. In this plan, the specific core competencies for the field course are discussed. Strategies for accomplishing these competencies are outlined. The student Work Plan establishes the benchmarks, consistent with CSWE Education Policies and Accreditation Standards (EPAS) by which the student will be evaluated at the end of each semester by the Agency Field Instructor.

Employment While in the Program

The workload of a graduate student tends to be very heavy. Students take several courses each semester and complete field placement three days a week. We do not recommend that students engage in any full-time employment during the academic year. When employment is essential, work hours must be scheduled so as not to conflict with fieldwork assignment, field seminar or classroom courses.

Employment-Based Field Placement (CSWE Accreditation Standard 2.1.8)

Field Internships at the Student's Place of Employment

In accordance with CSWE Accreditation Standard 2.1.6, an Employment-based Field Placement must meet certain guidelines. Within these guidelines is the requirement of clear differentiation between the current job responsibilities and the proposed educational work to be completed as field placement. The hours can be within the regular 40 hours week, but must be different from work assigned as one's job. Also, the hours used for field placement must be under a supervisor different from one's supervisor for employment. An authorized person from the student's place of employment must read and sign the Employment-based Field Placement Agreement. This form and other information available at

http://socialwork.chass.ncsu.edu/graduate/field_education/field_forms.php

This form is also located in the appendix of the hardcopy manual.

Policy/Procedures for Completing the Internship in the Employing Agency

The NC State Department of Social Work recognizes that the personal economic situation of some students makes it necessary for them to explore field placement opportunities in their agencies of employment. We recognize that professional activity and learning are not inconsistent, but there is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student's

learning. In accordance with CSWE policy, field credit cannot be given for any past work experience.

An employment based option is available for students who are currently employed in an agency that meets the criteria for approved placement agency. The employment based proposal must meet a clear set of educational criteria (stated below) for review and approval by the Field Director. Students who are interested in this option must contact the Field Director to discuss.

In the interest of assisting students and agencies, the Department of Social Work has adopted policy guidelines for the development of an employment-based field placement. These policies are designed to insure the accomplishment of the educational goals and objectives of the MSW Program.

The agency of employment can be used as a placement setting when the following conditions are met:

1. When the agency has available either different units or distinctly different learning opportunities that will provide the student professional learning experience difference for their routine job duties. Thus the student will be taken out of her/his current job description activities for the number of required hours per week that constitutes the field placement to ensure that specific MSW core competencies and practice behaviors can be achieved.
2. When the agency has available a qualified supervisor who can serve at the field instructor and who is a different person from the student's job supervisor. This is to ensure, in part, that the field instructor is free to focus on educational aspects of the placement rather than workload issues. The agency and the Field Instructor are expected to provide professional supervision.
3. When the agency and the Department of Social Work can agree that the assignments given to a paid placement student are consistent with the educational objectives of the Department, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student's professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

Eligibility for a Placement in Their Place of Employment

All students employed by an agency meeting the criteria outlined above are eligible to request an employment-based field placement. Agencies must meet the Department of Social Work standards and procedures for the selection and appointment of field agencies and field instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the Director of Field Education. Field credit will not be given until an agency meets Department approval.

Procedure for Initiating a Request for a Placement in the Place of Employment

In developing a field placement in the place of employment, the student will take the initiative by making the proposal to the director of field education and coordinating the administrative requirements of the agency. The following steps must be completed:

1. The student must discuss with the director of field education her/his intent to request an employment-based placement.
2. Following this, the student must submit the Request for Field Placement in Place of Employment form to the field director. This form is completed by the employer, but the student is responsible for its submission.
3. The field director reviews the request and notifies the student within one week as to whether the placement is acceptable. Any adjustment in the request may be included in this notification.
4. The student must obtain documented approval of all relevant agency personnel, including the agency administrator, the immediate employment supervisor of the student, the proposed field instructor, and director of field education before beginning the placement.
5. A member of the field office may make a visit to the agency to review the placement plans in relation to the department's objectives with the administrator and/or field instructor.
6. The student is advised that if the field internship in an employing agency is found to be unacceptable, the student must coordinate with the director of field education to find another placement.
7. It is the responsibility of the faculty field liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the department and the proposal made by the student. Deviations from this employment-based placement plan may result in the student's placement being terminated.

Other Field Placement Issues

Field Education Fund

The Department of Social Work receives donations to provide support for students in field placement. Students can request assistance from these funds to support some travel related expenses. A student that has a unique opportunity for placement at a location more than 60 miles from campus may request financial assistance to assist with travel expenses. Students may also request financial assistance to attend conference or workshops. Other requests for financial assistance are considered on a case-by-case basis. Student may access the Field Education Fund Application from the department website and submit to the Director of Field Education. All requests are contingent upon availability of funds.

Distance

Field placement agency should be no more than 150 miles from the university campus. In the event that an extraordinary or unique placement opportunity exists outside of this radius, the MSW Program Director and MSW Director Field consider requests on case-by-case basis.

Monetary Compensation

Provision for monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standard Act, if such Act is applicable to the agency. These cases are treated as paid field placement and must still meet all guideline, policies and procedures of unpaid placement. Even when they agency provides compensation or stipend, it must still be a learning environment for the student.

Early Completion of Internship

Students and field agencies are expected to adhere to the official Field Calendar at http://socialwork.chass.ncsu.edu/graduate/field_education/FieldCalendar.php for the current academic year. Any deviation from the printed calendar must be discussed in a timely manner with the faculty field liaison and approved by the MSW field director.

Students are responsible for keeping up with their field hours and must have them verified by agency field instructor. Students have until the last day of the exam period each semester to complete the required hours. Students may complete hours prior to this time, but not earlier than two weeks before classes end. This is because the field internship is integrated into the classroom and classroom assignments.

Transportation to Field Agencies

Driving

Interns shall be responsible for transportation to and from the internship site. The Raleigh area does not have extensive public transportation and it is not advisable to rely solely on public transportation to get to and from placement agency. While there are some agencies on the bus line, they are limited in number.

Interns should not drive clients unless the agency specifies to the intern such requirement as part of the essential duties of the internship. It is the responsibility of the agency to specify to interns whether or not interns shall drive as a part of their essential duties within their internships and to manage any such driving requirements with the interns. Interns are advised that internships requiring driving as an essential duty may require submission to a Motor Vehicles Records check, notification of your insurance carrier of use of your vehicle within the internship, and compliance with driving policies of the agency. NCSU shall not be responsible for managing any requirements for transportation or driving as part of internships and shall not maintain insurance for interns driving as part of the essential duties of the internship.

Any accidents involving a NCSU student while participating in an internship should be reported to the NCSU Field Office (919-515-2492) and Agency Supervisor.

The Raleigh area does not have extensive public transportation and it is not advisable to rely solely on public transportation to get to and from placement agency. While there are some agencies on the bus line, they are limited in number.

Home Visits

Home visits may be a routine responsibility of a student's field placement, or indicated in a variety of situations. Agencies will be expected to take reasonable measures to ensure the safety of each student. **At a minimum, the same security provided to the staff must be provided to the students.** In certain circumstances students may need additional support and security. The Director of Field Education should be consulted by the student, Field Instructor or Faculty Field Liaison if safety is a concern.

Students are encouraged to adopt safe practices in the exercise of their field placement activities. The agency field instructor must assure that student is oriented to agency guidelines and procedures for risk reduction and personal safety, as well as agency emergency procedures.

All personal safety incidents, (e.g. an accident which may have resulted in an injury or a case of sexual harassment or stalking) must be reported immediately to the Director of Field Education by either the student, Field Instructor or Faculty Field Liaison.

Transporting Clients: Personal Liability Coverage

Students should be aware that the transporting of clients is a responsibility assigned to interns by many field internship sites. Students are therefore encouraged to consult with their own insurance companies regarding the need to obtain any additional liability coverage. The issue of transporting clients should be addressed during the pre-internship interview.

Intern Liability Insurance

All students will have intern liability insurance as provided through a group policy with the General Administration of the University of North Carolina System in the amount of \$1,000,000/\$3,000,000 (individual/aggregate claim). Insurance is paid through student fees and is required for each semester the student participates in field internship.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to safety policies and practices related to agency and/or community settings. Students should also notify instructors regarding any safety concerns.

Background Checks

Some agencies require background checks before students can be placed in the agency. Typically, this is true of all hospitals, schools, clinics, mental health facilities, and many government agencies. Students can request background check through the Student Services Coordinator. This information is treated with strict confidentiality. Student who are required to have background checks are responsible for the cost of background check. It is the student's responsibility to determine if the agency will require a background check and to request it in timely manner. It can take up to two weeks for background checks to return. These checks are conducted by company contracted by NC State University. The current cost of background check is \$25.00 (cost subject to change).

Other Agency Requirements

Some agencies may require medical physical, immunizations, TB testing, drug screen and similar things. The agency may refuse to accept any student that does not complete requirements. They may also refuse to accept a student that does not meet their standard in these tests and assessments. Some agencies may also request driver's license check and proof of personal automobile insurance. Any fees associated with such tests and assessments are the responsibility of the students. All requirements of agencies should be discussed during the placement interview. The Department of Social Work does not partner with agencies that have requirements that violate the anti-discrimination policy of the university or the department.

Field Education Administration, Structure, and Organization

More details about roles are stated after the definitions. The following defines the roles of field faculty and agency associates:

- **Director of Field Education** is the person responsible for the development and maintenance of the field education program under the direction of the MSW program director. The field education director recruits, trains and supervises all MSW field staff. In addition, the field education director plans professional development activities for students, faculty field liaisons, and agency field instructors.
- **MSW Field Coordinator** is a member of the field education staff who has responsibility for assisting with student placements and conducting group supervision for students that do not have MSW-credentialed agency supervisor. The field coordinator may also serve as a faculty field liaison. The field coordinator assists in the development of new field sites, monitors current field placements, and provides guidance for students under the direction of the field director.
- **Agency Field Instructor** (sometimes referred to as agency supervisor) is the individual who meets the qualifications to supervise the student. This person must have an MSW degree and two years post-graduation experience, unless otherwise approved by the director of field education.

- **Agency Task Supervisor** is an individual in the agency who provides day-to-day supervision of a student when a qualified MSW-credentialed agency field instructor is not available.
- **Faculty Field Liaison** is the individual who is responsible for following and monitoring assigned students through the field experience and for visiting the student and field instructor at least once per term. Faculty field liaisons are considered part of adjunct faculty. They serve as faculty for field seminar courses.
- **Student Services Coordinator** is the individual who is responsible for prospective student orientation, background checks for field placement, explaining policies and guidelines of MSW program to prospective and current students, directing students to appropriate faculty or staff, assisting students with registration, and assisting advisors with curriculum documents for students.

MSW Field Education Director (Accreditation Standard 3.4.5a – 3.4.5d)

The Director of MSW Field Education must have earned MSW from CSWE accredited institution and must have at least 2 years postmaster's practice experience. The Director of Field is responsible for the management and oversight of the MSW field program and is employed full-time in the MSW program. The Director of Field Education develops, monitors and maintains all aspects of the field program for the MSW program. The responsibilities of the MSW Director of Field include the following:

- Develop and maintain a quality MSW field program.
- Recruit and retain field instructors in areas of practice that match student interests.
- Recruit and supervise the work of field faculty.
- Locate and approve qualified internship agencies and field instructors.
- Conduct pre-placement advising conferences.
- Assign students to faculty liaisons.
- Plan professional development activities for students, field faculty, and agency field supervisors.
- Assess students' eligibility and readiness for field internship.
- Coordinate placement of students in field sites.
- Develop and distribute a field instruction calendar.
- Orient faculty field liaisons.
- Organize and conduct field orientation
- Chair the Field Sequence Committee.
- Serve on the MSW Curriculum Committee and MSW Admission Committee.

- Work with BSW Field Director to convene the Field Advisory Council.
- Prepare the field components of submissions to the Council of Social Work Education.
- Develop and facilitate in-service workshops for field instructors.
- Develop students' field performance evaluation instruments.
- Provide guidelines to faculty field liaisons, field instructors, and students, for students' performance evaluations.
- Provide for continued evaluation of internship agencies, field instructors, faculty field liaisons, and the field education program.
- Write, update, and distribute the MSW Field Manual.
- Develop and distribute the Field Directory.
- Maintain appropriate records for the program.
- Design all forms for the program.
- Write program reports, memos, statistics, etc.
- Plan and direct end-of-year field instructors' appreciation activities.
- Plan and direct end-of-year field event for students.
- Maintain close links with alumni; consult with the editor of the online departmental newsletter; and serve as faculty liaison with the Alumni Network.
- Serve as the academic faculty advisor for MSW students.
- Develop, update and maintain the Field Education website.

MSW Field Education Coordinator/Advisor

MSW Field coordinator is a member of the Field Education staff faculty who has responsibility for assisting with student placements and conducting group supervision for students that do not have an MSW-credentialed agency supervisor. The field coordinator has earned MSW from CSWE accredited institution and has at least 2 year postmaster's practice experience. The field coordinator may also serve as a faculty field liaison. The field advisor assists in the development of new field sites, monitors current field placements and provides guidance for students under the direction of the field director. The responsibilities of the MSW Field Coordinator include:

- Conducting weekly supervision groups for students placed in agencies where the supervisor does not have MSW.
- Conducting topical supervision groups for field students as instructed by the field director.
- Assisting with identification and development of field placement sites and field instructors/task supervisors for foundation and advanced placements.
- Meeting with agency field supervisors, and providing clarification regarding field placement policies and requirements, as indicated by field director.
- Assisting with the development of employer-based placements according to field education policies and procedures.
- Assisting with field orientation and field instructor training. Maintaining and developing positive relationships with area agencies and with other university field programs.

- Assisting the field director with orientations, training, information sessions, and professional events.
- Alerting the field director of any important student/agency concerns.
- Assist with pre-placement planning conferences with field students.
- Trouble-shooting and mediating questions and concerns from agencies and students, as directed by field director.

Faculty Field Liaisons

Faculty field liaisons are faculty members whose primary responsibility is to ensure that the students' field experiences are educational. The faculty field liaison has earned MSW from CSWE accredited institution and has at least 2 year postmaster's practice experience. They serve as links between the university and the field agency. They maintain regular contact with students and field instructors in order to assess field performance and provide supportive services and resources as needed. Faculty field liaisons may serve as advisers, monitors, consultants, teachers, mediators, and advocates. Some of their specific responsibilities may include, but are not limited to, such activities as:

- Visiting assigned students in their field internship agencies and conferring with students and field instructors. Three visits per year are required. The first is to review and approve up the student's Work Plan, and the others are at the end of each semester for evaluation. Sometimes additional visits may be needed or requested.
- Assisting student and field instructors in identifying and implementing educational objectives for the student's field instruction.
- Interpreting the NC State University MSW program's policies, procedures, and expectations of field agencies.
- Participating in the resolution of student/agency problems.
- Assisting the MSW field director in planning field instruction seminars.
- Teaching field instruction seminars.
- Assisting the MSW field director in identifying field internship sites.
- Consulting with the MSW field director to assign grades (P/F) for field instruction.
- Participating in the students' performance evaluation processes.
- Participating in the ongoing evaluation of the field education program.

Agency Field Instructors

Agency field instructors are knowledgeable and adaptable agency-based, professionally trained (MSW) social work supervisors. The agency field instructor has earned MSW from CSWE accredited institution and has at least 2 year postmaster's practice experience. He/she is responsible for guiding the students' day-to-day learning. The agency field instructor must be interested in teaching and be supportive of students. Agency field instructors are assigned by the agency and approved by the MSW field director. All new field instructors **must** attend the field instructors' orientation and training offered by the MSW program. Some of their specific responsibilities include:

- Orienting the student to the agency.
- Providing adequate working space for the student.
- Assisting the student in developing appropriate educational goals and objectives as part of the student Work Plan for Professional and Personal Development.
- Selecting appropriate assignments for the student.
- Assigning early in the internship culturally diverse cases that offer varying degrees of complexity to draw upon their student's practice skills.
- Monitoring and coordinating the student's work in the agency.
- Holding weekly supervisory conferences.
- Reading recorded material.
- Participating in the evaluation of the student's performance.
- Conferencing with the student's faculty field liaison.
- Attending the department's orientation and training sessions.
- Consulting with the student's faculty field liaison to recommend a grade for the student's field internship course.

Student Services Coordinator

The Student Services Coordinator is the individual who is responsible administrative procedures for the Department of Social Work. Responsibilities include:

- Conducting the orientation for prospective students.
- Conducting confidential background checks for students.
- Fielding questions from prospective students and referring when appropriate.
- Assisting students with technical assistance for registration.
- Assisting with maintenance of the departmental website.
- Sending electronic communication to students.

Field Education Advisory Council

The Field Education Advisory Council is comprised of social work practitioners and administrators from various human service agencies and students currently enrolled in the MSW program. This council serves a supportive function and helps to identify gaps in educational and/or agency services; it provides ongoing program evaluation. Its responsibilities include:

- Maintaining awareness of the changing social work scene and its implication for staffing needs and educational preparation in the field.
- Making recommendations about agency fit and agency needs for the department.
- Meeting at designated times to assess, plan, and evaluate the NC State University Social Work program.

- Recommending changes in program content and administration of the field program, with the knowledge that final decisions are made by the MSW program director and the directors of field education (BSW and MSW) under the guidance of the department head.

Our Students

Students are the most important part of the field instruction process. They are adult learners who must take a great deal of the responsibility for the education they receive in the field setting.

Student responsibilities include:

- Committing to the required hours of field work and arranging transportation to field sites.
- Actively participating in Field Seminar.
- Developing a Student Work Plan for Professional and Personal Development; this plan includes individual educational goals and objectives that foster the MSW program objectives during the foundation and advanced years of study.
- Functioning professionally in accordance with the NASW Code of Ethics.
- Complying with all field instruction policies and procedures.
- Complying with all agency policies and procedures.
- Participating actively in weekly supervisory conferences.
- Participating in ongoing self-evaluation and defining specific strengths and weaknesses.
- Evaluating field Instructors, agencies, faculty field liaisons, and the field instruction internship process.

Frequently Asked Field Education Questions

Q: How many field placement hours are needed to receive a MSW degree?

A: The Council on Social Work Education establishes the minimum standard for the number of hours required to complete the BSW and MSW degrees. NC State University meets or exceeds these requirements as follows:

First -year MSW:	24 hours per week/per semester	336 hours
Second-year MSW:	24 hours per week/per semester)	336 hours
Advanced Standing:	24 hours per week/per semester)	336 hours.

Q: Do I find my own placement?

A: The field education office has long-standing relationships with social work agencies and is responsible for developing placement sites. Field education staff maintain regular contact with field agencies regarding student placements. However, we prefer a collaborative relationship with student during the placement process.

The field application begins the selection process. If you want to be placed at a specific agency, submit your request in writing to the field education office. The field office will then contact the agency to explore the feasibility of developing this placement. Students must fill in a Student Field Application form on the department website, indicating preferences for location and type of field work. The field office uses these forms to help match students to the best placement sites to advance their learning goals.

We are happy to make arrangements with agencies not listed on our website. You may know of many opportunities that we have not explored. We are always interested in adding new agencies to our list. You may contact agencies on your own to inquire about placements; however, you should check with the field office before making contact. A few agencies do not accept inquiries from students. There are also many agencies that welcome student inquiries. We are happy to give you approval to make contact where appropriate.

Q: Can I be paid for my field placement?

A: There are a few competitive stipend internships available to second-year MSW students. However, there are no “paid” internships. Students who are employed in a human service setting may be eligible employment-based placement. See the departmental website for more information.

Q: Can I arrange a placement where I work?

A: This type of placement is called an employment-based placement and must be approved by the field education office. Approval depends on timely submission of the application and the

integrity of the proposed field assignment. Such placements must meet CSWE standards.

Q: How far will I have to travel for my field placement?

A: Students are expected to allow approximately 45 minutes of travel time to and from their field placement site. Every effort will be made to plan a reasonable commute. The commute depends on where you live and where the best placement opportunity can be found. This area does not have an extensive public transportation system. It can be very challenging to get to and from a placement if a student must rely completely on public transportation. Getting to and from the placement agency is the responsibility of the student.

Q: Do I need a criminal background check?

A: It depends. For many placements (especially those interning at schools and hospitals), a criminal background check is required. Fingerprinting, a physical exam, a PPD (tuberculosis test), and other health requirements may also be required. When possible, you will be notified about these requirements in advance.

Q: What if I am sick and miss several days of field?

A: Missed hours must be made up. You must reach the required hours within a given semester.

Q: Are there any evening or weekend placements available?

A: Evening and/or weekend placements are limited, as many agencies are either closed or do not have available MSW supervision or suitable assignments during these hours. Typical placement days are Wednesday through Friday and take place during standard business hours. Students and agencies reach agreement about hours during the interview process. Students are never permitted to miss a class in order to complete field hours.

Q: Do I need a new placement each year?

A: Yes. Foundation-level internships offer opportunities for developing generalist social work practice skills. Advanced-year placements focus on the development of advanced skills. In some instances an agency (generally a large agency) is able to provide an appropriate experience for both years. Employment-based placements must be approved by the field office.

Q: Can I begin my placement in the summer?

A: No. The program is based on a concurrent curriculum model, in which students take field instruction together with required courses in social work practice.

Q: Can I interview at several agencies before selecting my placement?

A: No. Please do not think of this process as a shopping expedition. The field education office will work with you to arrange one interview for a field placement at an agency that meets your

learning needs. If the interview goes well and you and the agency agree that the placement is an appropriate fit, it will be confirmed. If either party has reservations, another interview will be arranged.

Q: Do field placement hours count toward clinical licensure?

A: No. Hours toward licensure must be completed after receiving your MSW.

Q: Is field instruction a graded course?

A: Yes. Students receive a grade of Pass or Fail.

Q: Can I switch if the placement does not work out for me?

A: No: The relationship between the Social Work Department and agencies is very important. You should consider the placement to be a commitment to the agency and to the learning process. Once you accept a placement, most agencies then turn down other potential applicants. If you are unable to keep this commitment, the agency may then lose the opportunity to have a social work intern. We fully expect that you will work within the agency structure to resolve any conflicts and protect the integrity the Social Work Department. However, you should consult with your faculty field liaison if any ethical issues arise or if you encounter a situation requiring professional consultation. We do not want you to be in a situation in which your rights are violated or in which you are unable to receive valuable learning opportunities. Every effort is made to assure that an agency is a good fit prior to the placement. Once you accept a placement, you are expected to remain in that placement for the duration of the academic year. You should speak to your faculty field liaison about any concerns. Sometimes changes occur within an agency, such as staff departures, which may interfere with the learning experience. If the faculty field liaison determines that your agency is not able to provide an appropriate learning experience, you will be placed in another agency.

Q: Whom do I contact if I have concerns?

A: Your primary contact is your faculty field liaison. The faculty field liaison is a part-time or full-time faculty member who works directly with the student and with the field placement agency throughout the semesters in which students have field placements. This person conducts your field visits and directs your learning experience. You will meet this person at field orientation. Students and field instructors meet periodically with their faculty field liaisons to review field procedures and to discuss field issues. Faculty field liaisons assist students in making critical connections between classroom and field learning experiences. They work collaboratively with the field director and teach sections of Field Seminar.

Q: Do I have to attend Field Orientation?

A: In most cases, the answer is yes. Field supervisors and students attend orientation. Any exceptions must be made by the field director.

Q: How are students evaluated?

Performance Evaluation

Evaluation of the student's progress in the internship is an ongoing process. The student and his or her field instructor/task supervisor(s) share responsibility for evaluation of the student's internship experience with the faculty field liaison. As the fall semester begins, the student and the field instructor together design and complete the Work Plan, which is a web-based electronic document that becomes the basis for evaluations at the end of each semester. Final grades are recommended by the field instructor/task supervisor(s). Grades for field are assigned by the field director in consultation with each student's faculty field liaison. A student who does not have a Field Evaluation completed by an MSW supervisor cannot receive a grade for field internship.

Course Evaluation

A grade of P (Pass) or F (Fail) is assigned at the completion of each field course for which the student has registered. Grades are based on the satisfactory completion of the Student Work Plan. The Work Plan can be found at: www.ncsu.edu/socialwork.

Q: What about liability insurance for interns?

All students have intern liability insurance provided through a group policy with the General Administration of the University of North Carolina System. Coverage is \$1,000,000/\$3,000,000 for individual/aggregate claims. This insurance is paid through student fees and is required for each semester the student participates in field internship.

Appendix

MOA

Work Plans (Foundation and Advanced)

Student Performance Evaluation (Foundation and Advanced)

Field Course Syllabi (SW 651, SW 652, SW 653, SW 654)

CSWE EPAS (Core Competencies and Foundation and Advanced Practice Behaviors)

Employment-based Placement Agreement

Petition to Terminate Field Placement