FIELD EDUCATION CALENDAR 2021-2022

FALL SEMESTER
FULL-TIME STUDENTS & PART-TIME STUDENTS NOT ELECTING 2 DAY/WEEK OPTION

<table>
<thead>
<tr>
<th>Dates</th>
<th>FALL 2021</th>
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<tbody>
<tr>
<td>Aug 24-26</td>
<td>Student Orientation + Prep for SW Practice: Required for Foundation/1st Yr. &amp; Adv. Standing students</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Fall Classes Begin</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Labor Day (School Closed; No Field)</td>
</tr>
<tr>
<td>Sept 6-10</td>
<td>Field Ed Begins on scheduled day(s) in field</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Assignment: Contact Form Student &amp; Agency due</td>
</tr>
<tr>
<td>Sept 24</td>
<td>Assignment: Learning Agreement due</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Assignment: Process Recording #1 due</td>
</tr>
<tr>
<td>Oct 8-17</td>
<td>Fall Break from classes (Students continue in field)</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Assignment: Process Recording #2 due</td>
</tr>
<tr>
<td>Nov 25-26</td>
<td>Thanksgiving Holiday (No Field)</td>
</tr>
<tr>
<td>Dec 3</td>
<td>Assignment: Process Recording #3 due</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Assignment: Fall Field Evaluations due</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Last Day of Field (Fall Semester)</td>
</tr>
<tr>
<td>Dec 23-Jan 1</td>
<td>Winter Break (No Field)</td>
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PART-TIME STUDENTS ELECTING 2 DAY/WEEK OPTION

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<tr>
<th>Dates</th>
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<tbody>
<tr>
<td>Aug 2</td>
<td>Field Ed Begins for Part-time advanced year students electing 2 day/week option in both years</td>
</tr>
<tr>
<td>Aug 24-26</td>
<td>Student Orientation + Prep for SW Practice: Required for Foundation/1st Yr. &amp; Adv. Standing students</td>
</tr>
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### SPRING SEMESTER

**FULL-TIME STUDENTS & PART-TIME STUDENTS NOT ELECTING THE 2 DAY/WEEK OPTION**

<table>
<thead>
<tr>
<th>DATES</th>
<th>SPRING 2022</th>
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<tbody>
<tr>
<td>Jan 3</td>
<td>Field Ed resumes on regularly scheduled days; Field Education grades due</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Martin Luther King Day (School Closed; Field attendance not required if regularly in field on this day)</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Spring Classes Begin</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Assignment: Updated Learning Agreement (optional) due</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Assignment: Process Recording #4 due</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Assignment: Process Recording #5 due</td>
</tr>
<tr>
<td>Mar 7-11*</td>
<td>Spring Break (No Field)*  *Students in educational settings may take school’s spring holiday off, in lieu of GSSWSR spring break</td>
</tr>
<tr>
<td>April 1</td>
<td>Assignment: Process Recording #6 due</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Assignment: Spring Field Evaluations due</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Last Day of Field (Spring Semester)</td>
</tr>
<tr>
<td>May 9</td>
<td>Field Education grades due</td>
</tr>
<tr>
<td>May 13/14</td>
<td>Convocation &amp; Commencement</td>
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<tr>
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</tr>
<tr>
<td>Jun 30</td>
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STATEMENT ON ACCREDITATION

The Council of Social Work Education (CSWE), a specialized accrediting body recognized by the Council on Postsecondary Accreditation, identifies Field Education as the signature pedagogy of the social work profession. The intent of Field Education is to connect the theoretical and conceptual contributions of the classroom with the “real world” experiences of the practice setting. The Master of Social Service at the Graduate School of Social Work and Social Research (GSSWSR) of Bryn Mawr College is accredited by the CSWE. The GSSWSR strives to ensure that Field Education is systematically designed, supervised, coordinated, and monitored for students to achieve learning outcomes and to meet the needs of individuals, families, groups, organizations, and communities served.

ACCESS SERVICES/FOR STUDENTS WITH DISABILITIES

Bryn Mawr College and the Graduate School of Social Work and Social Research provide reasonable accommodations when necessary for students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended. Reasonable accommodations are intended to ensure equal educational opportunity without changing or lowering essential academic and Field Education requirements or standards. (Please see the GSSWSR 2021-2022 Catalog for policies and procedures regarding accommodations related to disability.) Students with disabilities who think they may need accommodations to participate in Field Education should contact Bryn Mawr College Access Services office as early as possible.

The Access Services office provides support for students with learning, medical, physical, and psychological disabilities. For information about eligibility and documentation criteria, please contact Deb Alder, Access Services Director, dalder@brynmawr.edu or 610-526-7351. Information is also available at www.brynmawr.edu/access-services/. To receive accommodation, students need to be in compliance with the documentation requirements of Access Services. Access Services is in Eugenia Chase Guild Hall at 101 N. Merion Avenue on the main campus.

Bryn Mawr College does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the GSSWSR will not discriminate with regard to placements on the basis of disability. The GSSWSR expects field education agencies to accept any student assigned by the School and to make reasonable accommodations to meet the needs of students with disabilities. Reasonable accommodations consistent with the requirements of the field practicum can be implemented only for students who have registered with Access Services at Bryn Mawr College and have received verification of eligibility for accommodations. The GSSWSR will work with agencies to plan and make reasonable accommodation to students’ needs. Any issues concerning students’ health or disability will be maintained in strict confidence and will not be reported to any agency unless a student requests so in writing. All students are held to the same criteria for a successful grade in field education.
While at their field placements, GSSWSR students must be able to meet essential requirements and competencies, with or without necessary reasonable accommodations. These competencies are outlined in the Learning Agreement Form and the CSWE EPAS Core Competencies and Practice Behaviors, available in Sonia. In order to receive accommodations in field, students will need to share a copy of a current Verification of Eligibility for Accommodations letter (obtained through Access Services) with the Director of Field Education and the Field Liaison serving as instructor of the Field Education course. Ideally, the Director of Field Education should be informed of the need for accommodations as early in the process as possible.
FIELDS EDUCATION MANUAL

INTRODUCTION
This manual is intended to serve as a guide to the content, purpose, and expectations of Field Education and the roles and functions of the Field Instructor and agency, Field Liaison, Faculty Advisor, and student.

MISSION STATEMENT AND STRATEGIC FOCUS
As one of the nation's oldest academic social work programs, Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) is part of a College with a long-standing, well-respected dedication to scholarship, professional practice, and social responsibility. The School's philosophy and practice reflect Bryn Mawr College's Quaker roots, historical concern for oppressed or marginalized groups, and corresponding commitment to transforming the world for the better. We believe that human well-being, democracy, and human rights cannot flourish in the midst of dramatic social and economic disparities, and we encourage students to grapple with the issue of unequal opportunity. We also believe that, as social workers and thoughtful citizens of the world, our graduates must approach problems from more than one perspective. Whether students specialize in clinical or community practice, they are encouraged to understand and value the complementarities among different kinds of professional social work.

Like Bryn Mawr College as a whole, the GSSWSR is distinctive for its dedication to fine teaching, with intentionally small-sized classes and high-quality field education, attentiveness to individual students, and high academic standards within a liberal arts tradition. From its inception, the GSSWSR has embraced scholarship, practice, and collaboration within a broad construction of Social Work and social welfare.

Vision
The vision of the GSSWSR is to promote social justice and wellbeing through a variety of transdisciplinary approaches to scholarship and practice, appropriate to the complexity of Social Work and social welfare in the United States and internationally.

Mission
The mission of the GSSWSR is to prepare students to work with diverse groups across disciplinary and professional boundaries, and to flexibly apply their knowledge and skills across a wide range of settings for Social Work practice, education, and research. We value a critical understanding of social responsibility and purposeful, reasoned, and imaginative action in pursuit of a just and democratic world.

Our School’s M.S.S. program purposefully educates Social Workers for advanced agency-based practice, independent practice, and leadership positions in the human services field. Through courses and field-based learning, we prepare students to place their work within theoretical frameworks that support activities of assessment, intervention and evaluation, and stress facility with knowledge, skills, and values. Our School expects students to think conceptually, act ethically, and systematically process socially just practice. To that end, we develop and execute a
master’s level education that addresses 21st Century societal issues with the goal of evidencing the nexus of theory and practice informed by an understanding of the diversity of the human experience. Students may choose from two concentrations of micro and macro-direct levels across systems—Clinical Social Work Practice or Macro Practice: Communities, Organizations, Policy, & Advocacy—yet are prepared for a range of social work activities within multiple contexts and are expected to understand and be able to apply multiple modalities of social work practice in their work with individuals, families, groups, organizations, and communities.

I. STANDARDS OF PROFESSIONAL BEHAVIOR FOR CONTRIBUTING MEMBERS OF THE GSSWSR COMMUNITY

Bryn Mawr Graduate School of Social Work and Social Research (GSSWSR) is committed to the education of social work professionals through the acquisition and integration of social work knowledge, values, and skills. Members of the GSSWSR Community are expected to meet the following standards of behavior in the classroom, in the field, and in the world at large. Attention to these standards is part of the official evaluations of students undertaken by Faculty, Field Instructors, and Field Liaisons and markers of excellence for all in our Community.

Accountability: Inside and outside of the classroom, GSSWSR Community members exhibit behaviors that are in compliance with institutional policies, academic practices, and societal laws, while practicing within the scope of the profession of social work and adhering to the profession’s code of ethics. Within the classroom, field, and community, all responsibilities are met in a timely manner. In the classroom setting, students attend class regularly and complete assignments promptly, working independently unless otherwise instructed and in written work properly attributing all sources of information using APA-style citations and referencing. In the field setting, students meet all field commitments including being punctual and dependable, keeping appointments, maintaining confidentiality, and knowing that appearance, dress, and general demeanor are reflective of professional behavior. Students demonstrate a willingness to fully utilize supervision and feedback to enhance their professional development and seek appropriate support when having difficulties to ensure success in completing course and field placement requirements.

Respect: Members of the GSSWSR community treat all those with whom they come in contact with dignity and respect and approach conflict with others in a cooperative manner. Engaging in honest dialogue, GSSWSR Community members are active listeners and strive to use positive and nonjudgmental language.

Confidentiality: Personal information about any member of the GSSWSR community or client is held as confidential, respecting as privileged any personal information shared in class or in the field. Names of clients or other client-identifying information are not disclosed in the classroom or in conversations outside of the professional setting.

Interpersonal Skills:
Self-Awareness: GSSWSR Community members know how their values, attitudes, beliefs, emotions, and past experiences affect their thought processes, behavior, and relationships. As
professional social workers, everyone must be willing to examine and change their behavior when it interferes with work with colleagues, clients, and others and are able to work effectively with those in supervisee positions as well as with those in authority.

Empathy: GSSWSR Community members strive to comprehend another individual’s way of life and values, both in the field and in the classroom. All members are able to communicate empathy and support as a basis for productive professional relationships.

Objectivity: Social work students must be sufficiently objective to systematically evaluate client systems in an unbiased, factual way.

Professional Commitment to Ethical Behavior: The GSSWSR social worker must have a strong commitment to the standards and ethics of the social work profession. As such, GSSWSR Community members commit to the basic and essential social work values, which include respecting the dignity and worth of every individual and their right to a just share of society’s resources. While deepening their commitment to social justice for all marginalized populations and other people at risk, Community members’ values and actions reflect integrity, which includes honesty with self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR Community recognize, accept, and benefit from constructive feedback.

Honoring of Differences and Recognition of Similarities: In accordance with social work ethics, all in the GSSWSR Community appreciate the values of human diversity and multiculturalism. They serve in an appropriate manner all persons in need of assistance, regardless of the individual’s age, class, race, ethnicity, political and religious affiliations (or lack thereof), gender, sexual orientation, ability, and value system.

II. GOALS OF THE FIELD EDUCATION PROGRAM

Field Education is an integral part of the Master of Social Service (M.S.S.) program in the Graduate School of Social Work and Social Research. As a critical part of the curriculum, Field Education provides a context in which students can begin the integration of practice, policy, theory, and research. In that sense, it serves as a lynchpin to join students’ classroom and field experiences, embody the School’s mission, and promote the achievement of programmatic goals and objectives. The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional social work practice.

Field Education prepares students for advanced practice through the mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting (2015 EPAS, EP 2.2). This competency-based approach is based on the measurement of specific practice behaviors. Students will be able to demonstrate the integration and application of competencies in their field practice.
Objectives
The specific objectives of the field education program are as follows:

- To educate students on the fundamentals of practice of social work, using a generalist practice model, i.e., developing professional relationships and acquiring skills in using information and in applying principles and knowledge learned in class and field to a variety of social problems;
- To provide students with the knowledge, values, skills and competencies necessary to provide multi-culturally sensitive, clinically appropriate, ethically and legally sound social work practice;
- To provide students with hands-on experience with a variety of approaches and methods in social work and to understand evidence-based practice as it may apply in their field setting;
- To help students extend self-awareness and achieve a sense of identity within the profession of social work;
- To help students confront, understand, and address the conflicts and ethical dilemmas inherent in the social worker role and in the demands of the field;
- To help students address concerns of individuals, families, and relevant social systems, recognize the appropriate foci of intervention and problem solving, and act in a manner consistent with this knowledge;
- To help students develop a critical approach to theory and practice, open-mindedness to new ideas, analytical and evaluative attitudes toward their own professional performance, and a commitment to continued self-directed professional development;
- To help students develop and use practice skills that reflect an understanding and appreciation of racial, ethnic, and cultural diversity as well as knowledge and respect for difference in gender, age, sexual orientation, religion, class, and physical ability.

FIELD EDUCATION CURRICULUM
Field Education courses are taken concurrently with practice courses over four semesters. All students are required to apply concepts embedded in practice course assignments to their field practicum experience. Practicum learning, in turn, is integrated through class discussion and assignments. The practice perspective that guides expectations for students in the field views individuals in their social environment, with each shaping the other. Students integrate an understanding of practice that is based on assessment of both the needs of clients and communities as well as agency capacity in the provision of services.

Students in field education (i.e., first year foundation or second year Clinical or Macro Practice: Communities, Organizations, Policy, & Advocacy concentrations) may provide social work direct services and clinical interventions with clients, carry out community practice, or contribute to policy development and advocacy efforts, and carry out work under the supervision of a professional social worker. In some instances, a master’s level professional in a related field, such as behavioral health, education, law, or public health, may provide supervision. In these cases, students attend weekly field group seminars provided by the School and facilitated by a masters-level social worker to ensure students receive a professional social work perspective. Students are afforded valuable exposure to the full range of social work macro- and micro-level functions,
diverse populations, clinical and community practice interventions, nonprofit management strategies, evidence-based practice, challenges, and opportunities of contemporary social work.

Students learn to utilize different methods and modalities of assessment and intervention, developing plans and evaluating services. At the core of the field experience, students will encounter and strategize practical ways to advocate for human rights and social and economic justice while applying social work values and ethics.

Field placements may occur in a variety of settings. These may include but are not limited to: inpatient, outpatient or partial psychiatric settings, and programs or services in the areas of community-based mental health, child welfare, health care, employee assistance, juvenile justice, adult corrections, addictions, education, family services, housing, legal services, policy or research institutes, maternal and child health, neighborhood organizations, physical rehabilitation, public welfare, domestic violence and after-school programming. Students have a different year-long field placement in a different agency each of the two years. Exceptions are made when an agency has entered into a contract to provide field placements for both years to students who are also employees of the agency. In this case, field placements in each year must reflect the requirements and expectations of the foundation and advanced year curricula and must differ from one year to the next by program, population served, or role/assignment, and a different Field Instructor must be assigned to supervise the student in each year.

It is important for students to have direct contact with clients in their field placement. At least half of the time in the field placement is spent in work carried out either directly with, or on behalf of, individuals, families, groups, communities, or organizations as clients. Typically, a greater number and more extensive and complex assignments are assigned to second year students. Second year students may also achieve a full workload earlier in the semester than first-year students. The number of clients or activities on behalf of clients assigned, as well as the nature of the assignment, will vary according to the agency mission, client needs, and service delivery expectations: for example, in a residential or milieu setting clients may be seen more frequently and thus fewer clients may be assigned; on the other hand, in settings where clients are seen less frequently, a greater number of cases may be assigned. In general, it is expected that students will be assigned independent work with a client system(s) -- including individual(s), family(ies), group(s), community(ies), or organization(s) -- within the first month of the fall semester. If there are questions about the timing, student readiness, quantity or quality of assignments, Field Instructors should contact the student’s Field Liaison. Students with questions about assignments should always consult the Field Instructor and then, if necessary, the Field Liaison.

Foundation Year
The Foundation Year field curriculum is organized to match the generalist practice curriculum. Students are grounded in the knowledge and skills needed to work with individuals, families, groups, communities, and organizations. Using an ecological and strengths perspective, students are expected to maintain a focus on the needs of individuals and families, as well as on the physical and social environment, in order to improve interactions between and among these elements.
Students learn skills in engagement, exploration, and goal setting, and are expected to be self-reflective, using process recordings and supervision to focus on areas for improvement in practice. The assessment process includes an understanding of the interaction between sources of stress and support in the client’s environment, and client coping skills, strengths, and limitations. Students learn to encourage client discussion of feelings and to take note of transactions among family or group members, while also clarifying environmental issues and obstacles, taking action and providing necessary information, as needed. In some settings, students learn to function as members of a team.

At the organizational level, students learn about the organizational policies, formal and informal systems, decision-making processes, and the influence of these elements on agency services. They learn to represent their role and discipline, as well as clients’ needs and interests, to others within the organization as well as community representatives. Students incorporate an understanding of others’ perspectives in order to reach a shared objective on behalf of the client system. In their work with others, students learn to formulate appropriate and effective strategies to address client, organizational, or community needs.

Concentration Year
In the Concentration year, student field settings are generally more complex, requiring greater practice sophistication based on the mastery of Foundation year learning.

In the Advanced Clinical year, fieldwork educates students to intervene in a culturally appropriate manner with individuals, couples, families and in relevant social systems. Utilizing an eco-systemic and strengths perspective, students build on their foundation year knowledge in the development of skills in different practice modalities such as individual, group and family work, while enhancing skills in engagement, assessment, and use of self in the relationship. Field practice objectives include carrying out dynamic assessment which highlights relevant biological, psychological and social variables, such as environmental resources and social factors influencing human behavior and psychosocial well-being.

In the Advanced Macro Practice: Communities, Organizations, Policy, & Advocacy year, students develop competence in community practice, planning, and program development, including knowledge, skill and values in mobilizing people and resources to solve social problems and improve quality of life at the community level. Students build on Foundation year skills in work with individuals and groups, toward developing capacity of communities to address individual, family and community issues, as well as broader social needs. Student work focuses on role development and conscious use of self, along with skill in methods of achieving social change goals at the grassroots, coalition or advocacy/policy levels, depending on the field setting. Assignments increase student skills in needs assessment/problem analysis, goal setting, programmatic/political interventions, client empowerment, and evaluation of the process and final product.

SCHOOL CURRICULUM
Bryn Mawr College’s Graduate School of Social Work and Social Research (GSSWSR) M.S.S. degree is equivalent in both licensure and use to the MSW degree.

Overview
Effective Social Work leadership remains much needed, whether in service to individuals, families, organizations, or entire communities, and is shaped by the knowledge and level of skill and practice experience brought into the field by its professionally prepared graduates. The Master of Social Service (M.S.S.) program at Bryn Mawr College Graduate School of Social Work and Social Research responds to this need through a carefully balanced curriculum designed to explore the array of opportunities available to social workers, equipping them with the flexibility essential to continual growth in a changing world.

The M.S.S. program is designed to:
- Teach social work ethics and frameworks for applying ethical principles to social work practice
- Promote the use of knowledge, values, and skills for social work leaders
- Develop strong relationship, assessment, intervention, and evaluation skills
- Utilize an integrated perspective on theory, practice, policy, research, and ethics
- Encourage self-reflection
- Advance social and economic justice
- Foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities locally, nationally, and globally
- Understand and apply knowledge of human behavior in multiple social, cultural, and economic contexts
- Emphasize critical and creative thinking skills
- Teach strategies to engage in research-informed practice and learn how practice experience can inform research for increased effectiveness of both
- Develop students’ skills for advocacy and policy practice on behalf of clients and client systems
- Create a learning community that is both challenging and supportive

GSSWSR Academic Programs: Master of Social Service Curriculum
The Master of Social Service curriculum includes foundation courses, practice courses, field education, and elective courses. The program for the M.S.S. degree provides concentrated study in two alternative areas of social work practice: Clinical Social Work Practice or Macro Practice: Communities, Organizations, Policy, & Advocacy. Students select one area of concentration that is supported by a set of required courses that are common to the field as a whole. Candidates must complete a minimum of eighteen semester course units including four course units of field education (Advanced Standing students complete 2 course units of field education). Field Education at GSSWSR is a concurrent model whereby students participate in practice classes while simultaneously applying the necessary skills and experience. Because of the strong integration between classroom and field, students 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.

*Practice classes and field education are taken concurrently in four consecutive semesters (two consecutive semesters for Advanced Standing students)*

Foundation Courses

Through a series of common required courses in addition to two units of field education, students are introduced to the knowledge, skills, and values essential to practice with individuals, families, groups, communities, and organizations. These foundation courses provide students with the framework for more specialized practice skills. The foundation courses are designed to introduce all students to the range of social and behavioral science theories, social policies, analytical methods, and values that form the context of social work practice. Students generally complete these common requirements during the first year of full-time study. These foundation courses provide students with the framework for more specialized practice skills and are divided into six substantive areas:

1. Foundation Practice
2. Theoretical Perspectives in Social Work
3. Research Informed Practice I and II
4. Social Policy Foundations and Analysis
5. Assessment: Either Assessment and Psychopathology Across the Lifespan (for students intending Clinical concentration, OR
6. Community Strategies and Assessment: Advocacy and Action (for students intending Macro Practice: Communities, Organizations, Policy, & Advocacy concentration)
7. Multiculturalism: Power, Privilege and Oppression
8. After completing Foundation Practice I and II, students choose one of two practice concentrations, either in Clinical Social Work Practice – or – Macro Practice: Communities, Organizations, Policy, & Advocacy. Each concentration consists of practice and assessment courses and concurrent field education taken in the two consecutive semesters. All students take Trauma-Informed Social Work Practice in the concentration year.

Advanced Year Concentration: Clinical Social Work Practice

Clinical social work is a specialized form of practice with individuals, families, and groups. Grounded in the history of the social work profession, this advanced concentration emphasizes practice within the profession’s code of ethics. The concentration reflects the School’s mission to promote social and economic justice and enhance individual, regional, national, and global well-being, and emphasizes the School’s focus on critical and creative thinking and social work practice within a professional code of ethics that respects the rights of clients, especially as related to self-determination, privacy, and confidentiality. Across this curriculum, students learn how research is utilized to inform practice and how practice experiences can be utilized to raise new questions. The two core practice seminars in the Clinical Social Work Practice concentration are set within a biopsychosocial spiritual framework. Students are taught to conceptualize their work from a strengths perspective, employ the skills of critical and creative thinking and self-reflection, and demonstrate a solid understanding of a risk and protective factor framework and
an understanding of a developmentally informed approach to social work practice. Emphasis is placed on the knowledge, skills, and values required to be an effective clinical social worker, including an understanding of the sociocultural context of practice, and the differential use of self. Students are expected to show mastery of the processes of engagement, assessment, intervention planning and implementation, and ending processes such as transfer and termination. Throughout, the Clinical Social Work Practice concentration emphasizes social and multicultural diversity across and within an array of contexts. Students who complete the Clinical Social Work Practice concentration are able to compare and contrast multiple professional theoretical orientations including those found in psychodynamic, cognitive-behavioral, social-constructionist, and integrative frameworks.

Clinical Social Work Practice Course of Study:

Foundation
501 & 502 Foundation Practice I & II
503 & 504 Research Informed Practice I & II
505 Theoretical Perspectives in Social Work I
Social Policy Foundations & Analysis
506 Assessment and Psychopathology
521 & 522 Field Education I & II
540 Multiculturalism: Power, Privilege and Oppression

Concentration
535 & 536 Clinical Social Work I & II
541 & 542 Field Education III & IV
594 Trauma Informed Social Work
Electives (three units)
OR
Electives (four units) for Advanced Standing Students

Advanced Year Concentration: Macro Practice: Communities, Organizations, Policy, & Advocacy
The Macro Practice: Communities, Organizations, Policy, & Advocacy concentration prepares students for professional macro-level social work practice that promotes practice within the profession’s code of ethics, and the ability to analyze, develop, and implement public policy to advocate most effectively for those served by professional social work. The concentration emphasizes community organization and development, needs assessment, organizational analysis, frameworks for policy analysis, and program development related to the evolution of social policy in local, national, and global settings. It prepares students with the knowledge, skills, and values required to promote social change that can improve the lives of vulnerable and at-risk individuals, families, groups, and communities. Finally, this concentration stresses the critical analysis of current trends in relation to policy, advocacy, and activism, paying particular attention to the sociocultural context of social work practice and to issues that can affect not only policy practice but also how institutional practices impact groups differentially, raising critical advocacy and practice dilemmas.

Macro Practice: Communities, Organizations, Policy, & Advocacy Course of Study: Foundation
501 & 502 Foundation Practice I & II
503 & 504 Research Informed Practice I & II 505 Theoretical Perspectives in Social Work I 517
Social Policy Foundations & Analysis 508 Community Strategies/Assessment
521 & 522 Field Education I & II
540 Multiculturalism: Power, Privilege and Oppression

Concentration
531 & 532 Macro Practice: Communities, Organizations, Policy, & Advocacy I & II
541 & 542 Field Education III & IV 594 Trauma Informed Social Work Electives (three units)
OR
Electives (four units) for Advanced Standing Students

Electives
Based on the belief that direct service practitioners, policy analysts, advocates, and
administrators all need breadth and depth for effective practice and leadership in a rapidly
changing world, electives have been designed to build on foundation content and support and
enhance the two concentrations. While all electives reflect the nexus among practice, policy, and
research, some like Child Welfare: Policy, Practice, and Research; Mental Health Policy: Child,
Adolescent, and Family; Caring for An Aging America; Social Determinants of Health; Perspectives
on Inequality in the United States; Perspectives on Global Social Welfare; and Education Law for
Social Workers, are most explicit in this integration. Other electives focus on particular
intervention modalities, populations, and skills, and include Organizational Behavior; Managing
the Work of Others; Family Therapy; Clinical Social Work with Children and Adolescents; Group
Treatment; Clinical Social Work with Substance Abuse; Attachment-Based Psychotherapy; Human
Sexuality; and Public Education Issues in School Social Work.

III. STUDENT READINESS FOR FIELD EDUCATION

Students admitted to the GSSWSR will have demonstrated academic preparedness. Students
must also be able to perform the essential duties required in agency-based field settings.
Assessment of student readiness for field education is carried out at the time of admission and
throughout the field placement process. Newly enrolled students will be assessed for field
placement readiness by a member of the Field Education Office. While anticipated to be small in
number, students who may not have the necessary experience, abilities, or skill-level to perform
successfully in social service agencies with clients may be encouraged to delay their field
placement.

Only students (full- or part-time) officially enrolled in the M.S.S. Program can register for social
work field education courses (SOWK 521, SOWK 522, SOWK 541, and SOWK 542) or be matched
with a placement agency. Part-time students typically enter a field placement in their second year
in the program. Before being admitted to SOWK 521, the first field education course, the student
must complete a Pre-Placement Questionnaire and submit their resume for review by the Director
or Assistant Director of Field Education. The Director or Assistant Director of Field Education will
arrange either a group or individual interview with the student to discuss their interests in field
learning and field placements that may provide a match with these interests. Once a potential
field agency match has been identified, the student's resume is forwarded to the agency contact for review. Students being considered for a field placement must be able to be contacted by voicemail and email throughout the field placement process. Students are referred to only one field agency at a time. After receiving the student’s resume, the agency then informs the Field Office if they wish to interview the student; if so, the Field Office forwards the agency contact information to the student. The student then reaches out to the field agency contact to arrange a time for an interview. The student is provided a list of suggested questions to assist in the interview process with a potential field placement.

Following the interview, the Field Education Office learns from both student and agency regarding the agency offer/student acceptance of the field placement.

Continuing full-time or part-time students entering the advanced year are admitted to the advanced year field education course, SOWK 541, only after successfully completing Foundation field education courses SOWK 521 and SOWK 522. They will also complete the Pre-Placement Questionnaire indicating specific field agency preferences and will attend a joint class presentation on the field placement process for the advanced year. They may also elect to meet individually with the Director or Assistant Director of Field Education to discuss a potential field placement match. A similar agency referral and interview process, as above, then follows.

Some agencies may have their own process for inviting the applications of potential candidates for student field internships, including student direct on-line application; student direct application to designated agency contact; or student application provided to the Field Education Office for forwarding directly to the agency. In most cases, such processes involve agency consideration and/or interview of more applicants than there are internship spots available. Students applying to such agencies must inform the Field Education of the date of their application(s). While awaiting notification from the agency regarding their status in the application process, students would not be referred by the Field Education Office to another agency unless that agency also employs a similar process involving consideration/interview of more student applicants than there are field placement spots available.

IV. ASSIGNMENT OF FIELD PLACEMENT

In assigning field placements, the GSSWSR considers the student’s previous experiences, interests, academic, and professional goals, along with the GSSWSR’s knowledge of agency resources and appropriate learning opportunities. Students may let the Field Education Office know of an agency of interest that may not be listed in the Field Education agency database. All agencies must be assessed by the Field Education Office to determine if they meet the school's criteria for a field agency. All potential field placements are investigated, negotiated, and arranged by the Field Education Office. Students do not arrange their own placements and students may not interview with agencies in advance of contact with Field Education Office. Students are referred to only one field placement at a time. Students are placed in two different agencies in each of their years in the program. Exceptions may be made if an agency or organization has the capacity to provide a student with a field placement in a different program, working with a different population, and assignment to a different Field Instructor in each of the
two years in field. Requests to remain in the same agency/organization in the second year are reviewed by the Director of Field Education with a final decision made in consultation with the Dean.

Students have an opportunity to list specific learning goals as they relate to both agency services and professional standards. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process, and requests for specific agencies, or types of agencies, may not be met. These factors include, but are not limited to, the agency’s competitive interviewing process, a student’s prior experience working in human service agency settings with clients, and a student’s interviewing and professional skills. 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. Some agencies prefer to interview several students before making a selection. This may require some students to be referred to and/or interview with more than one agency, as directed by the Field Education Office.

Once a student accepts a placement offer, the student is making a commitment to that agency and an agreement to begin their placement with the agency in the fall (or spring, as designated by the Field Education Office) semester.

The placement cannot be changed without field advising consultation with the Director or Assistant Director of Field Education. A change requested on the basis of student concern regarding the learning opportunities available at the agency can be discussed with the Field Education Office. If a decision is made to change a student’s field placement after it has already been confirmed, the student must inform the Field Education Office in writing of their decision to relinquish the confirmed field placement, and the previously confirmed agency must be notified of this before the Field Education Office begins the process of identifying a new potential field placement.

Students must apply for clearances and/or background checks, if required by the agency, as a requirement of Field Education. Some agencies, especially those serving children or serving individuals in health care settings require child abuse and criminal history, including state police and FBI, clearances. In some instances, agencies also require physicals, specific immunizations, and drug screenings. The student is responsible for all costs associated with these clearances and tests. Students must be aware that having criminal backgrounds or negative findings on tests may delay start of placement or prevent them from being placed in agency settings. This may also impact their ability to obtain licensure as a professional social worker. If a student is refused for a placement because of an undisclosed criminal history that subsequently appears on an agency background check, this will suspend the placement process. The Committee for Academic Progress and Support will then be convened to determine next steps in the field placement process and the student’s continued status in the program.

Conflicts of Interest
Students are not permitted to carry out a field placement in an agency wherein either they or an
immediate family member is a current client/receiving services. In addition, a family member cannot serve as the student’s Field Instructor or Task Supervisor or be the immediate supervisor of the student’s assigned Field Instructor or Task Supervisor. Students are not placed in agencies wherein (GSSWSR) faculty teaching the required concentration practice courses (Foundation I & II, Clinical Social Work I & II, Macro Practice: Communities, Organizations, Policy, & Advocacy I & II), or the student, are in leadership and/or key decision-making positions. It is the responsibility of the student to decline (or not select) a placement based on conflict of interest.

Agency-Declined Placement
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 accepted by a field agency a second time, the reason for the student’s non-acceptance by that agency will be evaluated by the Director or Assistant Director of Field Education. If the non-acceptance is due to student-related issues, the student will meet with either the Director or Assistant Director of Field Education for further advisement and assessment of student readiness for field placement. A determination may be made by the Director of Field Education to refer the student to the Committee for Academic Progress and Support for further advisement. If the student is rejected for agency-related reasons, like space, competition, supervision, etc., the student will be offered other placement options until an appropriate fit is made.

Student-Declined Placement Offer
If a student declines more than one offer of a field placement following an interview with the agency, the Field Education Office will meet with the student to discuss the reasons for declining the second offer and reassess the student's readiness for a field placement. Planning for another placement at that point is at the discretion of the Director of Field Education, in consultation with the Dean.

Placement Process for Agencies Utilizing External Application Process (Advanced/Second Year Field Placements only):

Although most field agencies require a recommendation/referral of a prospective student intern from the GSSWSR Field Education Office, a small number of field agencies providing advanced year (Clinical and/or Macro Practice: Communities, Organizations, Policy, & Advocacy Concentration) placements maintain an external application process for student interns. These agencies usually review a larger number of applications and interview several candidates in order to make selections from among the group of interviewees for a limited number of internship spots.

The dates for application submission and notification of acceptance vary by agency, with some accepting applications in the fall semester of the preceding year. These agency processes fall into three categories:

- Agencies to which the student applies directly either via an agency website or through an application provided by the agency to the Field Education Office and then made available to students
• Agencies to which the student applies directly via agency contact
• Agencies for which the student submits their application material to the Field Education Office for forwarding to the agency.

Information on these agencies and their processes, including dates for application submission, is provided to students in their foundation/first year of field in the latter part of the fall semester. This information is subject to change based on new or updated information continuously provided by the agency. Students interested in applying for any of these field placements must inform the Field Education Office of their interest and then notify the Field Education Office once an application is made directly via website or to an agency contact.

Students may apply to more than one of these agencies at a time however student may not be referred to an agency that does not utilize an external application process while awaiting the outcome of the application/selection process for any of the agencies utilizing these processes to which the student has applied. A student awaiting a final decision regarding their application for an internship with such agency(ies) may determine that they would prefer instead to be referred to an agency that does not utilize an external application process. In such a case, the Field Education Office must be notified in writing by the student of their decision to withdraw their application(s) from the agency(ies) utilizing this process. Once this notification is received, the Field Education Office will follow the usual procedure in referring the student to a potential field placement.

V. AGENCY-SCHOOL RELATIONSHIP AND JOINT RESPONSIBILITY FOR SOCIAL WORK EDUCATION

• Both the GSSWSR and the agency have responsibilities in the education of social work students. In this joint endeavor, each makes contributions to and has expectations of the student and each other. To implement the mutual accountability, the GSSWSR provides a Field Liaison for Field Education coordination, oversight for student learning, and partnership with each agency.
• The GSSWSR and agency select students, agree to expectations, student learning goals, and evaluate their learning outcomes. A grade of Satisfactory, Unsatisfactory or Incomplete is assigned to the student by the Field Liaison each semester.
• The agency provides facilities and learning opportunities for implementing the goals of the Field Education Program.
• The agency provides a staff member selected by the agency in cooperation with the GSSWSR to serve as Field Instructor for the student. The selected Field Instructor must have the requisite master's degree from an accredited social work program plus at least two years' post-master's experience. Assignment of staff with a master's degree plus two years' post- masters experience in a related discipline may be considered for advanced (second) year concentration student field placements. The agency allocates sufficient time for the Field Instructor to coordinate various learning opportunities and provide, at a minimum, one hour of individual supervision to the student per week.
• The agency will, to the best of its ability, provide release time for the Field Instructor to attend general sessions at the GSSWSR with other Field Instructors, and time to meet with
the Field Liaison or the Field Education Staff. First-time Field Instructors who have not previously supervised graduate social work students are expected to attend the Seminar in Field Instruction (SIFI) for new Field Instructors if they have not already had training in supervision/field instruction.

VI. SELECTION OF FIELD EDUCATION SETTINGS AND FIELD INSTRUCTORS

Field Education Settings

- Agencies selected by the GSSWSR will meet Council of Social Work Education (CSWE) standards in the selection of approved field placements.
- Agencies selected must demonstrate the capacity to provide Field instruction from individuals with a master’s degree in social work (required for Foundation or first-year students) or in a related discipline, and a minimum of 2 years post-master’s experience.
- Agencies selected must demonstrate the capacity to provide student field assignments congruent with the objectives in the practice course taken concurrently with the field placement.
- Agencies selected should provide ample time for field instruction to permit individual and group (where appropriate) conferences with students.
- Agencies selected should provide a wide range and high quality of field experiences in an agency-based setting wherein students will have access to learning opportunities and field-based assignments in all areas of the CSWE 2015 EPAS competencies.
- Agencies selected should provide a sufficient number and variety of assignments to develop student knowledge and practice skill; supervised in-depth experiences with individuals, groups, families, organizations and/or communities.
- In the Foundation and Advanced Clinical field placement, it is expected that at least one-half of student time in field be spent in direct contact with clients, including individuals, families, groups, or community members.
- Agencies selected will be free of conflicts of interest, as delineated in section (“Conflicts of Interest”) above, to the best knowledge of the School.
- Agencies selected will not be private psychotherapy practice settings, unless they are group practices with demonstrated capacity to provide learning opportunities in all nine 2015 EPAS competencies.
- Agencies selected should have field instruction staff that meet our requirements (see section titled “Selection of Field Instructor” below) to be available to provide a minimum of one hour per week face-to-face individual supervision.
- Agencies selected are expected to provide reasonably adequate facilities, such as office space, computer, and administrative support, and to demonstrate readiness to invest in student education.
- Agencies must demonstrate a mission-driven social service delivery that is in keeping with the ethical and value stance of the social work profession.
- Agencies must adhere to the principles and best practices in social work education that are in keeping with the objectives of the Field Education program.
- Agencies must operate on the basis of non-discrimination with regard to race, color, national or ethnic origin, gender, age, sexual orientation, religion, class, or physical
ability.

• Agencies are required to sign a Bryn Mawr GSSWSR Field Placement Agreement Form that outlines mutual expectations for the placement experience. Exceptions would include only those agencies that require their organizational affiliation agreement be used in place of the GSSWSR Field Placement Agreement.

Selection of Field Instructor

Qualified social work Field Instructors are chosen from among the staff of the agency. The agency, in cooperation with the GSSWSR, designates the Field Instructor. Field Instructors supervising a student for the first time are expected to participate in the Seminar for Field Instructors (SIFI), a 10-session course on providing supervision to students that is offered by the GSSWSR. The Field Instructor must have a master’s degree from a CSWE accredited social work program and a minimum of two years post-master's experience. Non- M.S.S./MSW degreed individuals may be considered as Field Instructors for students in their second, or concentration, year provided they have a minimum of the master’s degree plus 2 years’ post-master’s professional experience in a related field such as Psychology, Counseling, Human Services, or Marriage and Family Therapy.

Second/concentration year students in placements that do not provide M.S.S./MSW Field Instruction and/or regular access to the social work professional perspective in an alternative format (see below) are required to participate in a one-hour weekly field seminar held at the GSSWSR and facilitated by a master’s-level social worker with at least two years’ post-degree professional experience. Time spent in weekly field seminar will be counted toward the student’s required time in the field. Attendance in the weekly field seminar is waived if this perspective can be provided by agency arrangement through student regular consultation or peer, task, or group supervision with an individual who holds a social work degree from a CSWE accredited program, along with the requisite 2 years’ post-master’s experience.

Assignment of Students for Field Education

Field Education is a requirement of a graduate school of social work educational experience. It possesses the same value as a course taken in a classroom. While student input is considered, it is the GSSWSR’s policy that potential field placements are to be investigated and negotiated by the School and that final placements are to be arranged by the School. Students are referred to only one agency at a time.

The length of the field matching process varies and is dependent on several factors. There are many macro-level influences, such as agency staffing and funding changes, workload and client needs, all of which take precedence over coordinating student internships and interviews. These factors change from year to year along with the availability of Field Instructors and agency capacity which also impacts time frames for student placement (see “Field Education Flow Chart” in the on-line Field Education resources). Students are asked to remain in contact with the Field Education Office to expedite the matching process. Students are expected to contact the agency within a 48-hour period, if possible, to arrange an interview once the Field Education Office has notified the student of the agency’s interest in interviewing the student.
Students are expected to complete a Pre-Placement Questionnaire and submit a resume before meeting with staff from the Field Education Office. Before assigning placements, the field staff reviews the student’s Pre-Placement Questionnaire, interviews each student, and discusses the student’s professional experiences and interests. Based on review of student materials and discussion with the student, the field staff ascertain the type of environment that would be most conducive to learning for that student.

The Steps to a Successful Field Placement are Outlined Below:

- **Step 1** — Newly enrolled entering students and Advanced Standing students participate in individual Field Education meetings with the Director or Assistant Director of Field Education.

  Current GSSWSR students attend a Field Education Information Meeting scheduled in their Foundation Practice Class in early December. Part-time students entering Field Education for the first time are required to attend a group Information Meeting scheduled by the Field Education Office in January. During these meetings students receive procedural and substantive information concerning Field Placement.

- **Step 2** — The Field Education Office emails the Pre-Placement Questionnaire form (available in Sonia) to all students entering Field Education.

- **Step 3** — Students complete the Pre-Placement Questionnaire and submit it and upload their current resume in Sonia. (Career Services in GSSWSR Room G-9 (T: 610-520-2615) can assist students who need help with their resume.)

- **Step 4** — Continuing and Part-time students may schedule an individual interview with the Field Education Office or attend Group Interviews (for Part-time students) scheduled in advance.

- **Step 5** — Following the Field Education Office interview, and/or receipt of the Pre-Placement questionnaire indicating agency preferences (for continuing students), the Field Education Office begins the student-agency matching process by recommending the student to an agency that reflects the student’s experience-level, abilities, and professional goals.

- **Step 6** — The Field Education Office forwards the student’s resume to the agency representative or Field Instructor.

- **Step 7** — If interested in interviewing the student, the agency will inform the Field Education Office. The Field Education Office then notifies the student of the agency’s interest. The student is expected to contact the agency within 24-48 hours of receiving notification from the Field Education Office, to schedule an interview.

- **Step 8** — Student interviews with the agency and informs the Field Education Office of the results. During this interview, the student may inquire about agency orientation for new students, as well as background checks, clearances, screenings and/or immunizations required to facilitate the start of the student’s field placement. The Field Education Office also learns from the agency about the result of the interview, including possible agency offer and student acceptance of field placement.

- **Step 9** — If a match is made, the student, Field Education Office, and agency formalize the match. The student sends a confirmation email to both the agency and the Field Education
Office and completes the "Confirmation Form" in Sonia. If a match is not made, the student contacts the Field Education Office, and another placement option will be explored, following the above steps. If a second agency interview occurs that does not result in a match, see steps outlined under “Agency-Declined Placement” and “Student-Declined Placement, in Section VII: Assignment of Field Placement.

- Step 10—Once both the student and agency confirm a match for the student, a Field Instructor is assigned.
- Step 11 - The student contacts the agency to learn of clearances and any agency orientation required and to confirm start date and agreed-upon regular days in the field, if this was not discussed in the field interview.
- Step 12 - The student completes any necessary state or federal clearances, background checks, and/or medical or drug screenings as required by the agency. The student also confirms their start date.
- Step 13 – The Field Education Office follows up with the agency, providing the necessary school/agency documentation.

VII. WORKSITE PLACEMENTS - USE OF CURRENT EMPLOYMENT AS FIELD PLACEMENT
Some students may use a current employment site, where they are already employed in a human service capacity, as a field education setting. In these instances, the GSSWSR works closely with the agency and student to establish a learning experience that recognizes the complexity of the student-employee role while providing educationally rich advanced learning opportunities for the student to apply the principles, knowledge, and practice skills learned in courses. Students are encouraged to have a non-worksite field placement in a different agency, where possible, for one of the two years. Students cannot use employment hours for field placement hours. Students must be employed by the agency for a minimum of three months prior to beginning a worksite placement.

Guidelines for the use of an employment setting as a Field Education site designed to set the parameters for decision-making in this area and emphasize the need to protect the integrity of students' learning experiences. A Worksite Field Placement Proposal form is available on the Field Education web page.

Guidelines for Worksite Field Placement
The Graduate School of Social Work and Social Research at Bryn Mawr College recognizes that some students may already be employed in a setting which would meet the criteria for a field placement. In such cases, the School may approve a Worksite Field Placement that meets certain criteria established by CSWE's 2015 Accreditation Standard 2.2.11. Accordingly, there must be a clear differentiation between the student’s current job responsibilities and the proposed educational work to be completed as their field placement. While the designated field placement may occur within the regular 40-hour week, tasks must be different from work assigned to the student in their employee role. The hours used for field placement must be supervised by a Field Instructor who is different from the student’s supervisor for employment.

Current students interested in carrying out a worksite field placement in their second, or
advanced (concentration) year, must submit a completed Worksite Field Placement Proposal by April 1 of the spring semester which is signed by their current supervisor and proposed Field Instructor, as well as by the student. The Field Instructor’s resume must be attached. Continuing students wishing to carry out a worksite field placement in their second year must have been employed by the agency for a minimum of three months and have passed the probation period prior to beginning the worksite field placement in the following academic year.

Incoming students may submit a proposal shortly after they have enrolled and have met with the Field Education office, provided they meet the three-month prior employment requirement prior to beginning a worksite field placement, as above. Worksite placements must be approved by the Director or Assistant Director of Field Education prior to the student beginning placement in the fall. The Worksite Field Placement Proposal form and guidelines are located on the GSSWSR website.

Process for Completing the Worksite Field Placement Proposal
The option of a Worksite Field Placement is available for students who have been employed for at least three months prior to beginning the worksite field placement and are currently employed in a human service capacity in an agency that meets the criteria for approved placement setting. These criteria would include, but not be limited to adequate resources to support a student field placement, and the availability of learning opportunities to match graduate-level field learning objectives. 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.

The Worksite Proposal must meet a clear set of educational criteria (stated below) for review and approval by the Field Education Office. Continuing students interested in this option must express this interest at the time that Field Placement Interviews take place (January-April). In order to assist students and agencies in this process, the Field Education office has adopted policy guidelines for the development of a Worksite Field Placement. These guidelines are designed to ensure the accomplishment of the educational goals and objectives of the M.S.S. Program. It is preferred that students use this option only once during their studies in the M.S.S. program at GSSWSR; one of their placements should, if possible, be in an agency outside of their place of employment.

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 different from their routine job duties. Thus, students will be taken out of their current job description activities for the number of required hours (i.e., the equivalent of 2 full agency work days/week in the Foundation, or first year, and the equivalent of 3 full agency work days/week in the Concentration, or second year) that constitute the field placement to ensure that specific Masters-level core competencies and practice behaviors can be achieved.
2. When the agency has a qualified supervisor available who can serve as 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. Field Instructors must meet the criteria set by GSSWSR and CSWE, which is described in this manual. The agency and the Field Instructor are expected to provide professional Social Work supervision.

3. If the proposed Field Instructor who has never supervised students before attends a seminar held at the school (SIFI) to support their learning in the supervision of graduate social work students.

4. When the agency and the School can agree that the assignments given to a worksite placement student are consistent with the educational objectives of the School, 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 a Student’s Place of Employment
All students employed in a human service capacity for at least 3 months prior to beginning a field placement meeting the criteria outlined above are eligible to request a Worksite field placement. Agencies must meet the School’s 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 the agency is approved as a Field Site and the agreed-upon date for the beginning of the field placement has arrived.

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 discussing this possibility during the field interviewing process and coordinating the administrative requirements of the agency. The following requirements must be met, and steps completed: The student must have passed the probationary period of employment with the agency or one of its affiliates, and have been employed for at least 3 months prior to the start date of the worksite field placement.

1. Student’s employment performance evaluations must be at a satisfactory level.
2. The student must discuss with the Director or Assistant Director of Field Education their intent to request an employment-based placement.
3. Following this, the student must download and submit their completed Proposal for Worksite Field Placement form to the Field Education Office. This form is completed by the employer and student. The student is responsible for the timely submission of this form.
4. The proposal is reviewed by the Director or Assistant Director of Field Education who notifies the student, in writing, regarding the acceptability of the proposal. Any requested adjustments to the proposal will be indicated during this notification and such adjustments must be made prior to approval. Proposals submitted beyond the due date
indicated on the form may not be approved unless the student has been in touch with the Field Education Office to discuss the reasons for the delay, and a later date for submission has been approved in advance by the Director or Assistant Director of Field Education. Proposals are to be submitted via email to: field@brynmawr.edu

5. The student must obtain signatures documenting approval of all relevant agency personnel, including the current immediate employment supervisor of the student, the proposed Field Instructor. The resume (or CV) of the proposed Field Instructor must be submitted along with the form. All approved proposals are signed by either the Director or Assistant Director of Field Education.

6. A member of the field office may make a visit to the agency to review the placement plans, in relation to the School’s field learning objectives, with the agency administrator and/or Field Instructor.

7. 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 or Assistant Director of Field Education to find another placement.

8. It is the responsibility of the Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the School and the proposal made by the student. Deviations from this employment-based placement plan or termination from employment may result in the student’s placement being terminated.

Seminar in Field Instruction
Field Instructors are expected to have completed the Seminar in Field Instruction (SIFI) or take the seminar while supervising their first student. The SIFI equips new Field Instructors with the knowledge and skills to effectively supervise and teach social work students. The seminar meets for 10 sessions during the academic year, bi-monthly in the fall and monthly in the spring. Sessions last two hours and are held at the GSSWSR or via Zoom. There is no charge for the course. Once the Field Instructor has successfully completed the SIFI, they do not need to repeat the course to supervise another student. If more convenient, a Field Instructor may take a SIFI offered at another School or program in the tri-state region. If the Field Instructor has already taken the SIFI course at another social work program, it is not necessary to take it again with GSSWSR.

VIII. RESPONSIBILITIES OF THE SCHOOL TO THE AGENCY AND FIELD INSTRUCTORS

- Select for placement, in consultation with the agency, students who are appropriate for the agency.
- Collaborate with assigned Field Liaison to partner, mediate and access policies and education.
- Plan for meetings of Field Instructors and Liaisons for the purpose of integrating the field experience with the academic curriculum.
- Inform Field Instructors of their privileges within the college community such as use of the library and Wyndham House, attendance at continuing education programs and special events at a reduced fee, etc.
- Provide appropriate supervisory seminars for new Field Instructors.
- Provide Field Education learning tools (learning agreements and evaluations, process
recording outlines, course syllabi, etc.) to inform the agency and Field Instructors about specific Field Educational requirements, course content, and assignments.

• Prepare and execute a Field Placement Agreement.

IX. ROLE AND RESPONSIBILITIES OF FIELD LIAISON
The Field Liaison possesses a professional social work degree (master’s degree or higher) from an accredited School or program and has at least 5 years’ post-master’s professional experience in the field. The Field Liaison monitors the student's work throughout the year and is responsible for assigning a final grade of “Satisfactory”, “Unsatisfactory” or “Incomplete” to the student at the end of each semester. By reading the student's process recordings or journals and talking with the student and the Field Instructor, the Field Liaison assesses the progress of the learning. The Field Liaison does not read the process recording or journal in order to comment on it as the Field Instructor does, but only to ascertain progress. The Field Liaison ensures that the process between the student and the Field Instructor is one of mutuality and that the student and Field Instructor take full responsibility for working on the learning goals they have determined together. The Field Liaison offers to the student and the Field Instructor any ideas about issues or problems in the learning process. The Field Liaison reads the student evaluation and can discuss it with the student and offer their perspective to the Field Instructor.

To the Agency and Field Instructor
1. Aid and support the agency and Field Instructor in meeting the GSSWSR’s expectations regarding the content, requirements, and structure of Field Education.
2. Maximize the learning experience in field placement by:
3. Visiting the agency at least once during the fall semester for a site visit to oversee learning progress. In the spring semester, a conference call may replace an agency site visit at the discretion of the Field Liaison, the Field Instructor, and the student.
4. Reviewing the student’s Learning Agreement, Evaluation, Process Recordings/Journals and other field requirements with the student and Field Instructor at fall visit.
5. Conferring with student and Field Instructor regarding the student’s experience in accordance with the GSSWSR’s stated educational expectations.
6. Taking responsibility for helping the student and Field Instructor resolve any problems related to Field Education, e.g., difficulties in the supervisory relationship, problems in meeting administrative and practice expectations.
7. Meet face-to-face individually with the Field Instructor at least once during the school year. In the second semester, an individual meeting by telephone can be held, as needed.
8. Aid the Field Instructor in resolving any questions or problems related to supervision.
9. Confer near the end of the second semester with the agency regarding the placement of students for the following year, available Field Instructors, and educational opportunities.
10. Maintain communication with agency Field Instructors regarding Field Education requirements, curriculum and changes which may impact Field Education.
11. Act as consultant to the agency in developing a student field education program of high quality, ensuring a balance between direct/indirect learning experiences and micro and macro learning activities, and integration of classroom and field learning.
To the School

1. Maintain contact with the Field Office Staff regarding any significant changes in the agency or the student’s field educational experience.
2. Describe and evaluate the educational opportunities within the agency and provide the GSSWSR with a written evaluation at the end of the year.
3. Review the student’s Learning Agreement with the student and Field Instructor at the fall visit.
4. Review Field Instructor’s written student evaluation and based on this evaluation, determine student’s grade, and report failing or marginal performance to the GSSWSR Faculty Advisor and the Director or Assistant Director of Field Education.
5. Inform the student’s Faculty Academic Advisor and Director of Field Education of any serious and unresolved difficulty in field placement and act as GSSWSR’s initial representative in processing such a problem or grievance.
6. Communicate to the Field Education Office any agency or service delivery issues, which might have implications for the curriculum.
7. Complete and submit the Site Visit/phone Conference Form
8. Review the School - Agency Agreement.
9. Communicate regularly with the Director and Assistant Director of Field Education regarding challenges and potential ethical and legal issues arising in the field.

To the Student

1. Orient new students to Field Education by attending their foundation, clinical or community practice class at least once each semester, as arranged with the class instructor.
2. Meet at least once individually with the student each semester regarding the student’s Field Education experience and discuss any issues or concerns to be raised during the agency visit.
3. Coordinate a Site Visit at least once jointly with the student and Field Instructor in the fall semester and facilitate a conference call in the spring semester, if an agency site visit is not necessary, to evaluate the student’s progress.
4. Provide consultation to student and Field Instructor in the preparation of a Learning Agreement, as needed, and review this Learning Agreement at their semester site visit.
5. Review/monitor the student’s regular attendance in the field and address any concerns or questions directly with the student and Field Instructor, as needed.
6. Complete the End of Semester Evaluation of Student’s Performance (Grade Sheet) in the Field for the fall and the spring semesters.
7. Assist the student in resolving conflicts which may arise in their field placement.

X. ROLES RESPONSIBILITIES OF AGENCY AND FIELD INSTRUCTOR

To the School

1. Coordinate with the GSSWSR to provide a Field Education that complements and augments classroom teaching;
2. Provide time for the Field Instructor to meet at least once in the fall semester with the Field Liaison and student together at the agency and provide time for a conference call or
site visit in the spring semester;
3. Complete the Learning Agreement in collaboration with student. This functions as a learning contract which outlines the student’s learning goals, activities and time frames.
4. Evaluate the student progress through the achievement of learning goals at the end of each semester and recommend a grade of satisfactory or unsatisfactory;
5. Follow the academic calendar established by the GSSWSR for Field Education and within that framework expect the student to accommodate to agency hours, including evening hours and if the student works overtime, provide compensatory time;
6. Keep the Field Liaison informed of the student's progress; raise questions as needed, and advise the Field Liaison of concerns and problems involving the student after discussing them first with the student;
7. Keep the Field Liaison informed of any changes or problems at the agency which may affect Field Education;
8. Advise the GSSWSR regarding various components of the Curriculum and of the connection between Field and course learning objectives and be involved in planning for future use of the placement as needed;
9. Inform the agency of the GSSWSR’s expectations regarding the content and structure of the Field Education;
10. Support and adhere to all relevant practice and professional standards. These include the NASW Code of Ethics and GSSWSR Standards of Professional Behavior;
11. Carefully read and sign the School-Agency Agreement.

To the Student
1. Provide orientation to and information about the agency and community including the mission, policies, philosophy, funding sources, populations served, strengths and weaknesses and the service delivery system;
2. Assume overall responsibility for coordination of the educational experience while encouraging agency staff to participate in the student's field experience;
3. Be selective in making assignments in order to ensure variety and progression in learning;
4. Be available to the student for in-person individual supervisory conferences of at least one hour on a weekly basis and for brief conferences as needed;
5. Assist the student in meeting professional responsibilities and using time appropriately; if the student carries out field hours in excess of those required, provide compensatory time;
6. Act as an advocate for the student in gaining access to learning experiences within the agency and within the professional community;
7. Where possible, arrange for participation in selected agency activities such as committees, conferences, attendance at agency board meetings, and in-service training;
8. Aid in the development of the student's professional identity and encourage participation in professional organizations, e.g., NASW, NABSW, Pennsylvania Society for Clinical Social Work;
9. Provide an educational climate wherein the student and the Field Instructor can identify learning needs, maximize the student's learning potential and mutually evaluate the student's progress in relation to the educational goals of the GSSWSR.

I. RESPONSIBILITIES OF THE STUDENT IN THE FIELD SETTING All students are expected to:
1. Meet the academic requirements, maintain satisfactory academic progress and demonstrate readiness for field placement;

2. Submit all field placement documents in keeping with field procedures and specific time frames. If assignments are late, the Field Liaison may request a 3-way meeting with the student, Field Liaison and Director or Assistant Director of Field Education;

3. Follow the academic calendar established by the GSSWSR for Field Education and within that framework, accommodate agency hours, including evening hours; students are expected to be available during agency’s standard working hours. This is to encourage integration into the agency environment and to encourage interaction with other professionals working standard hours. If a student is not available during the agency’s regular working hours, approval must be granted by the Director of Field Education;

4. To perform in a responsible manner, keeping commitments to the agency, to the Field Instructor, to clients, and to the Field Liaison and abide by GSSWSR’s Standards of Professional Behavior;

5. Accept dual role of student learner and practitioner and all related responsibilities;

6. Identify themselves as student social workers in all professional interactions and interventions;

7. Abide by all agency policies and procedures;

8. Take responsibility for self-directed learning by preparing the learning agreement and writing revisions as necessary;

9. Reflect on weekly progress and identify specific areas for feedback during weekly supervisory meetings and seminars;

10. Participate in selected agency activities such as staff meetings, conferences, in-service training and committees;

11. Share responsibility for the learning experience by: participating in weekly supervisory conferences; selecting and presenting material, preparing an agenda; completing agency documentation; sharing reactions to, and questions about, the field experience (function, policy, staffing, case management, etc.); giving feedback to Field Instructor regarding supervision; advising Field Instructor of learning needs;

12. Keep Field Instructor informed of school assignments related to the Field Education and share material from School assignments when relevant;

13. Obtain agency approval for use of any case material or records outside the agency and ensure that accepted standards of confidentiality are maintained;

14. Meet with the Field Liaison individually, during the site visit and on a regular basis, as needed, communicating learning experiences;

15. Communicate immediately with/respond immediately to the Field Liaison regarding any problems and/or concerns related to Field Education;

16. Meet at least once during the fall semester jointly with the Field Instructor and Field Liaison and participate in a conference call or site visit during the spring semester with the Field Instructor and the Field Liaison;

17. Submit all required Field Education learning assignments using Sonia and email as needed;

18. Complete the Student Evaluation of the Field Experience survey at the end of the spring semester;

19. Review the Field Placement Agreement form;

20. Be aware that as a condition of being placed, students may be required to present criminal background and child abuse clearances. Some agencies may require medical testing and drug
screening. The completion of all required clearances as well as all fees associated with clearances are the responsibility of the student;

21. Be punctual, ready to perform and reliable in attendance and assigned responsibilities;

22. Be aware of safety policies and protocols within the agency.

23. Be available by both voice mail and email communication with the school, agency, and Field Liaison.

Field Placement Time and Attendance
All students are required to be in the field the equivalent of 2 full agency work (or 8-hour) days per week/per semester in the Foundation, or first year, and the equivalent of 3 full agency work (or 8-hour) days per week/per semester in the Concentration, or second year. Advanced Standing students are in the field the equivalent of 3 full agency work (or 8-hour) days per week throughout the field placement, including fall and spring semesters.

Students wishing to change their regularly scheduled field days must obtain permission from both their Field Instructor and Field Liaison. Agencies are encouraged to provide students up to two sick days/semester, as needed. Students are entitled to take any GSSWSR holidays as well as emergency agency closures (e.g., due to inclement weather or public emergencies) and during which there is no opportunity for the student to provide services virtually or carry out other remote activities as assigned by the agency, under agency supervision. In such instances, for public health emergencies, student may take the field days falling during the agency closure, or agency- and/or school-recommended time away from the agency, occurring in accordance with the limit set by public health authorities. These days missed, as well as up to two sick days, if granted by the agency, are not made up by the student. Students are expected to be at their field placement, if open, even if the college is closed unexpectedly on a day when the student is regularly in field. In such cases, students may communicate with their field placement about the agency’s expectations for their attendance and then plan for field attendance or to make up an absence, as needed.

Students observe agency holidays that fall on regularly scheduled field days and that are in addition to GSSWSR holidays. Any days missed due to observation of these agency holidays must be made up by the student within the semester taken. Students should be excused from Field Education for the observation of any religious holidays not designated by the agency and students are required to make up these days. It is necessary to inform the Field Instructor in advance of such absence(s) so that a plan can be made to make up any time/work missed.

Regular attendance in the field placement is expected of all students. Students are expected to arrive on time and to remain for the entirety of their scheduled field workday. Continual lateness, or leaving early, is unacceptable.

Students must inform the agency of planned absences or lateness for any reason. If unable to attend field placement due to an unexpected emergency or illness, students are also expected to notify the agency Field Instructor prior to the start of the workday.
Plans for making up missed time must conform to client needs and agency's schedule and must be discussed with and approved by the Field Instructor. If absences exceed the equivalent of one week of field placement per semester or if there are problems in arranging a make-up schedule, the Field Liaison must be consulted to determine a plan to meet the required time in field.

Failure to complete required time in field placement may result in an Incomplete or Unsatisfactory grade for the Field course.

Responsibility for completion of required time in Field
Students are responsible for keeping up with their required field days. Students have until the last day prior to grades being due each semester to complete the required field days. If students require an extension to make up field time requirements, the student must communicate with the Field Liaison and determine days and time to complete required time in field in collaboration with the Field Instructor. Because field is a concurrent course with the practice course, students may not complete required time in field prior to the end of the academic semester except in the case of an illness or emergency. The student must receive permission in advance to complete field hours prior to the end of the semester from the Field Liaison, in consultation with the Director or Assistant Director of Field Education.

Illness/Emergency
Occasionally illness and other emergencies may cause students to be absent from field placement. The Field Instructor must be notified of any illness/emergency that keeps the student away from placement. The Field Liaison should be informed of absences of more than two days per semester. Plans for making up absences should be discussed with the Field Liaison and Field Instructor. Students who anticipate prolonged absence from Field should communicate such to the Director or Assistant Director of Field Education. Because the field course is taken concurrently with the Practice Course, absences totaling more than 3 weeks during the semester (except in the case of either reassignment due to withdrawal from a field placement or temporary leave of absence that has been approved by the Dean of the Graduate School of Social Work and Social Research) may result in referral to the Committee for Academic Progress and Support and may result in a recommendation of withdrawal from the Field Course. Cumulative planned overtime cannot be carried over from semester to semester, but in instances of prolonged illness or other emergency, exception may be made by the Director of Field Education.

Recesses
Winter Recess
Students are not required to be in field practice for specified days during the winter field recess. Students are required to resume the field placement in the first week of January. The last day of the fall term in field (in December) and the first day (in January) when field placement resumes are always stated in the Field Education Calendar.

Spring Recess
Students are entitled to between two and three days of vacation from field practice during the spring recess (usually the second week of March). Dates are stated in current year GSSWSR
academic calendar. The exception would be for students placed in an educational/academic (school or university) setting that provides a spring recess at a different time from GSSWSR; in those situations, the student would be expected to carry out their regular field hours during the designated GSSWSR spring break, in order to observe the agency spring break schedule away from the field.

Trainings, Workshops, and Conferences
Any assignment or activity that is required or requested by the field agency may count toward required time in field. This could include outside reading, meeting attendance, conference, workshop, training, etc. Students must receive prior approval from the Field Instructor to attend. Students should be given field hour credits for training, workshops, conferences and any work, assignments or activities that is required by the Field Instructor and that has been communicated to the School in advance of the field placement. Student attendance at school-wide educational event(s), designated by the school as pertaining directly to field curriculum and for which student attendance has been recommended by the school, may count toward required time in the field if the event occurs on a day when the student is ordinarily in the field; students interested in attending such events must obtain prior approval from their Field Instructor in order to attend.

Weekly field group seminar provided by GSSWSR
Students supervised by Field Instructors who do not have an M.S.S. or MSW degree are required to attend weekly group supervision with a facilitator who has been designated by the Director of Field Education and who possesses an M.S.S. or MSW degree and a minimum of two years post graduate practice experience. The weekly field group supervision provides students with a social work professional perspective and allows students the opportunity to ask questions, raise concerns, process field experiences, present cases, and participate in other supervision activities as directed by group facilitator. The facilitator maintains contact with students’ Field Liaison.

Field supervision groups may be held at the same time and day each week. The time spent in group supervision counts toward required time in field.

Agency Strike/Work Action
Students in a field placement where any portion of the workforce is on strike, or engaged in a work stoppage or other jobaction, will not be expected to report to their field placement. The student must notify their Field Instructor and Field Liaison of the situation and their decision. A plan detailing how emergencies affecting their clients will be responded to during the strike/work stoppage, must be developed with the Field Instructor and shared with the Field Liaison. Time missed up to two weeks (4-6 days) in observance of a strike/work stoppage, will not be made up by the student; time missed beyond that period must be made up by the student. Students may be placed in another placement by the Director or Assistant Director of Field Education should the strike be prolonged past two weeks.

II. FACULTY ADVISING RESPONSIBILITIES
Each student has a Faculty Academic Advisor who is available to help the student increase knowledge and develop their social work skill sets, achieve professional identity and goals and who maintains a relationship with the student in regard to their overall functioning within the educational program. Students are also encouraged to consult with any Faculty member or member of the Administrative staff they may seek out to discuss issues that may arise while in the program. Students are referred to their Faculty Academic Advisor if problems arise in the field. Students should be aware that faculty, Field Education staff and Field Liaisons communicate regularly regarding student progress and needs.

Practice Course Instructors are also concerned with facilitating the student’s learning. Practice Course instructors are responsible for teaching specific areas of professional knowledge and for the evaluation of the student’s progress in the course. Practice Course instructors and Field Liaisons are responsible for alerting the Faculty Academic Advisor when a student’s performance in the classroom or in field falls below standard and threatens to place a student in academic jeopardy. If issues come up in the classroom regarding Field Education, the Faculty/Course instructor should communicate this to the Director or Assistant Director of Field Education.

III. REQUIREMENTS FOR FIELD EDUCATION

Time Requirements in Field Education

1. Academic and Field Education Calendars are made available to Field Instructors and students on the web or in Sonia at the beginning of the academic year.

2. All GSSWSR full-time and part-time students will carry out 2 days/week in field in the foundation/first year, and 3 days/week in field in the second/concentration year as part of their Field Education requirements. Advanced Standing students with a BSW degree will carry out 3 days/week in the field in the fall and spring semester.

Part-time Students: In the spring semester of the first year in the program, part-time students may choose to carry out 2 days/week in field for both first- and second-year field placements, ending the first year in field at the end of June and beginning the second year in field in the first week of August. Part-time students choosing the 2-day/week option may elect to reverse this decision no later than the final date of the fall semester of the first year in field. If a decision to move to the 3 day/week option for the advanced year in field is made, students will still continue through June of the spring semester of the first year in field and will adhere to the full-time advanced year student start and end dates for their advanced year in field.

3. The manner in which time requirements for Field Education, as indicated above, are met is negotiated between the student and Field Instructor. Days and times are determined by agency and student needs. The student’s schedule in field must be identified in the Learning Agreement.

4. It is expected that students are in the field for a full agency (8-hour) work day or the equivalent. Students may make special hourly arrangements with the field agency, in consultation with their Field Instructor, and based on agency needs and student’s class schedule.

5. Only hours spent in the Field, or in attendance at agency-sponsored or agency-affiliated events,
workshops, lectures, or other meeting/activities, approved as part of the field assignment and communicated by the agency to the Field Office are counted toward required student field time.

6. It is suggested that, if possible, at least one hour of the field placement/week be devoted to completion of process recordings. However, time spent writing process recordings outside of the regular field placement is not counted toward required time in field.

7. The student must arrange with their Field Instructor in advance to receive compensatory time off for time spent at the agency in assigned activities beyond required field time. A student who wishes to engage in any other training, lecture, workshop that is not required by the agency must have received prior approval from their Field Instructor in order for time spent in such training to be considered for inclusion in field time requirements.

8. The GSSWSR (see Academic Calendar and Field Education Schedule) establishes vacation periods, and, in addition, students are entitled to School holidays that occur on regularly scheduled days in field. These days are not required to be made up. The School recommends that the agency consider granting up to two days of sick leave per semester to cover time off for illness. If students require an extension to make up time requirements, the student must communicate with the Field Liaison and determine days and time to complete required time in field in collaboration with the Field Instructor.

10. If the University is unexpectedly closed due to an emergency on a day when students are regularly scheduled to be in field, students are expected to be at their field placement unless the agency is also closed due to an emergency (e.g., inclement weather or other emergency closure discussed under “Field Placement Time and Attendance”).

11. In general, students observe agency hours and the calendar followed by agency staff. However, students should consult the Field Education calendar, especially for Thanksgiving, winter and spring recesses, and some holidays. Students should not plan on taking vacations during the practicum year.

12. Field Education time lost because of extended illness or other causes are also to be made up. The plan for making up short periods of absence should be worked out between the student and the Field Instructor. If such absences exceed the equivalent of one week of field placement per semester or if there are problems in arranging a make-up schedule, the Field Liaison must be consulted to determine a plan to meet the required time in the field. Failure to complete required time in the field may result in an Incomplete or Unsatisfactory grade in the Field course.

13. If student participation on an official School committee (e.g., student representative to Faculty Meeting) occurs on a field day, students may consider the hour(s) spent in the meeting toward their required time in field and are expected to discuss a plan for appropriate coverage of their responsibilities with the Field Instructor well in advance of the planned absence.
14. Student may not transport clients and/or others using agency services in their own vehicles.

Student Assignments

1. Students will complete the following and submit the documents to their Field Liaisons in Sonia:
   - Learning Agreement – Due by the 3rd week of the semester and modified as necessary in the spring semester
   - (3) Process recordings/semester, signed and reviewed by Field Instructor – due approximately during weeks 4, 8, and 12 in the semester.
     (Additional process recordings may be required by the Field Instructor for use in field supervision.)
   - Student portion of the Final Field Evaluation (The remainder of the Field Evaluation is completed by Field Instructor.)
2. Student Evaluation of the Field Experience (including Field Education Office, field placement/Field Instructor/Field Liaison) – on-line survey due within one month following the last day of Field Education.

Process Recordings
The School requires that all students learn to do process recording of interviews. The School affirms the value of process recordings as a tool to help students recall and reflect upon their work and allows for detailed review and feedback from the Field Instructor on the student’s interactions with clients. The School expects students to do a minimum of three (3) process recordings per semester which are to be submitted to the Field Instructor for feedback/signature. The student also uploads a copy of the process recording with the Field Instructor’s signature in Sonia for their Field Liaison’s review. Students should take care in removing any identifying information contained in the Process Recordings prior to submitting the assignment in Sonia.

A process recording is the written description of the interaction between client/client system and student/worker. Clients may be individual(s), families, groups, and community and/or organizational representatives. Process recordings may also contain interaction between the student/worker and collateral professionals in relation to a client/client system. It contains verbatim or descriptive summary recording of the content of the interaction, the student/worker's own observations, reactions and questions, and allows for detailed response and feedback from the Field Instructor. Formats vary, and students should consult with their Field Instructor about the most appropriate format given the particular setting and learning needs.

While it is suggested that Field agencies permit students time at the field placement to complete process recording assignments, it is understood that students may have to spend additional time, beyond the required 2 or 3 days/week of field placement, to complete required process recordings. Any additional time spent on process recordings outside of the field placement is not counted toward required field time.
The Process Recording offers the student and the Field Instructor an opportunity to evaluate the effectiveness of practice work in the field. It is a requirement but more importantly it is a tool that should be used regularly. It is also effective for exploring segments of the session that the student may want to develop further, and a tool to facilitate the application of knowledge learned in class during the process recording in the field.

The Process Recording gives students the chance to self-observe and develop critical thinking, reasoning and self-reflective skills. It is an integral part of supervision and the development of professional identity, conduct and practice. It enhances the efficacy of supervision; provides a focus for discussion; increases the student’s awareness of self, and other; provides useful insight about the student’s skills, and areas of development.

The Process Recording is also used as a learning tool to assist students with applying theories and concepts into practice. The Process Recording can also develop the professional confidence of the student during their fieldwork in the Field Education setting.

In the Process Recording, the student should include: a snapshot of what was said or occurred in a client session; description of any non-verbal activity; the student’s feelings and reactions to the client and to the interview as it takes place; the student’s critical thoughts regarding the process recording itself; and a plan for the next meeting.

Detailed instructions for completing both Learning Agreement and Process Recordings are included in the document titled "Instructional Booklet - Learning Agreement and Process Recordings" available in Sonia.

IV. STUDENT EVALUATION POLICY AND PROCESS

Field learning is collaborative process, beginning with the formulation of the learning contract, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives.

It is the Field Instructor’s responsibility to conduct an evaluation conference with the student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning objectives included in the learning agreement, as well as other criteria agreed upon by both Field Instructor and student. The student should be given some time to read, reflect, and assimilate the content. The Field Instructor and student should then meet together to review the evaluation. Assessments should be supported by practice illustrations. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference. The major purposes of the evaluation include an opportunity for students and Field Instructors to evaluate what students have learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future.

Students are not to be requested to write their own evaluation. The writing of the evaluation is the
responsibility of each Field Instructor, who will appropriately ask for student input and have an evaluation conference before, or at, the time it is finalized.

On-going evaluation of the student’s performance in the field is an integral part of Field Education. Evaluation provides formative feedback to the student and the necessary oversight of social work practice performed by students. It also establishes focus and direction in partnership with the student, helps the student develop awareness of progress and of strengths and areas of improvement, identifies issues in the supervisory relationship, and provides an opportunity for the student to experience professional accountability. A formal evaluation, occurring at the end of each semester, offers the student, Field Instructor, and GSSWSR an assessment of the student’s overall progress and achievement of learning outcomes. An evaluation conference held between the Field Instructor and student should be scheduled a few weeks before the actual evaluation is to be submitted to the GSSWSR. Students and Field Instructors should evaluate the student’s learning progress in each of the core competencies.

This conference should serve to support the student’s learning during the preceding semester, assess the supervisory relationship and identify the future learning agenda. It is the Field Instructor’s responsibility in collaboration with the student to complete the final evaluation. The student will be required to provide a self-assessment following the Field Instructor's submission of the final evaluation in Sonia. A copy of the evaluation is available to the student in Sonia.

V. STUDENT FIELD EDUCATION ASSIGNMENTS -- ACADEMIC REQUIREMENTS RELATED TO GRADING OF FIELD EDUCATION:

The Field Education final grade (Satisfactory, Unsatisfactory, or Incomplete) is given at the end of each semester. The Field Education course grade is given by the Field Liaison and is based on the student’s professional conduct and full participation in field learning at the agency placement, completion of required time in field, submission of learning agreement, process recordings/journals, participation in individual and field-site meetings with the Field Liaison, as well as the Evaluation completed by the Field Instructor. The field course is graded on a satisfactory/unsatisfactory basis; a student who receives an unsatisfactory grade in Field will be referred to the Committee for Academic Progress and Support. The Field Liaison is the course instructor and is responsible for the student’s grade.

If a student receives a majority of “1” (“Does Not Meet Expectations”) ratings in any of the nine competencies in the Final Field Evaluation in any semester, the Field Liaison should initiate a meeting with either the Assistant Director or Director of Field Education to discuss student progress in the field. A determination may be made regarding notification of the faculty advisor and/or referral of the student to the Committee for Academic Progress and Support. Students with more than three "Does Not Meet Expectations" ("1") ratings for an entire competency on the Final Field Evaluation in any semester may be at risk of receiving a grade of Unsatisfactory in the Field Education course.

In the rare case in which a significant discrepancy exists, or is anticipated, between the judgment of the Field Instructor and Field Liaison regarding a student’s evaluation and final grade, a dialogue will occur between the Field Liaison and Field Instructor, prior to the issuance of the final grade. If a mutual consensus cannot be reached, the Director of Field Education may be
called upon to mediate and make recommendations. The final field grade will be issued by the Field Liaison.

VI. ADDRESSING ISSUES IN THE FIELD
Most students adapt and then perform well at their field agencies. Students engage in a normal orientation period or transitional process which generally takes about four to six weeks. Primary responsibility for the resolution of problems rests with the student and their Field Instructor. The expectation is that the student and Field Instructor engage in open and direct dialogue and issues regarding scheduling, work expectations, supervision, management of risk or other areas that are addressed in learning agreements. Open communication facilitates resolution of problems, conflict and learning.

It is important for students to address any issues in the field with the Field Instructor as the first point of contact and to communicate and gain support and guidance from their Field Liaisons as soon as possible. In cases where there are safety, ethical or legal concerns arising in the field,
these issues must be communicated to the Field Liaison and Director or Assistant Director of Field Education immediately.

Steps for Addressing Issues in the Field
In situations where there may be student performance or professional behavioral issues or when students believe there may be a problem or conflict, the following steps should be taken:

1. Student and Field Instructor make efforts to discuss and resolve problems or concerns;
2. If issues cannot be resolved, either Field Instructor or student contacts the Field Liaison;
3. The Field Liaison provides the student and Field Instructor with suggestions to resolve problems;
4. The Field Liaison will schedule a three-way meeting with student and Field Instructor with the goal of resolving the issue;
5. If the issue is still not resolved, the Field Liaison will consult with the Director or Assistant Director of Field Education;
6. The Director of Field Education may consult with the Dean regarding recommended next steps for addressing the issue, as needed. These steps may include referral to the Committee for Academic Progress and Support.

Support Planning and Reassignment
When problems or concerns arise with regard to the student’s functioning or performance in the agency, it is always important for the Field Instructor to contact the Field Liaison early on. The Field Liaison is available to consult about the problem or concern, and help to identify the issues and suggested steps towards a resolution. A discussion of the plans involved to improve the situation are always the first step and the Field Liaison will remain involved to monitor progress towards changes that are being initiated. If needed, a meeting of Field Liaison, student and Field Instructor – and, at times, agency supervisor and/or the Director or Assistant Director of Field Education, will be held to assess and locate areas of difficulty. If problems persist despite the efforts of the Field Instructor, student and Field Liaison to resolve them, a more formal step may be taken, including the possibility of the development of a Field Education Support Plan (available in Sonia).

When students are assigned field placements, they are committing themselves to that agency and its clients for the duration of the academic year. Problems may arise in field that may lead to a student being reassigned. However, if students are experiencing problems in field they must follow proper procedure, as outlined above. Consideration of a change in field placement will be made only after all steps in the process, as outlined above, have been completed.

There are sometimes circumstances that necessitate a student being re-assigned to a new Field Instructor and/or new field placement site. As stated above, the student, the Field Instructor and the Field Liaison, in consultation with the Director or Assistant Director of Field Education, will make a decision about how to move forward.
Once a decision has been made to terminate the current field placement, the process of ending at that field placement - including a three-way meeting with Field Instructor, student and Field Liaison, as needed - must be complete before a new field placement is sought. If a decision is made to reassign the student to a new field placement, the Field Instructor will complete a Field Instructor Summary of Interrupted Field Placement form (available in Sonia) and the Field
Education Office will carry out the same process of referral of the student to a potential field agency and interview with agency. If a new field placement is secured, the student will be required to perform extra days/hours in order to make up time lost during the process of changing field placements. These arrangements will be made by the student, new agency Field Instructor, and Field Liaison.

If a student requires more than one re-assignment during their two Field Education years, the Director of Field Education may request that the student come before the Committee for Academic Progress and Support. This is to ensure that the student has the opportunity to have the required amount and type of practice experience and meet the GSSWSR’s expectation for students in the field.

Withdrawal from Field Placement

A request for withdrawal of a student from Field Placement may be made by the student, Field Instructor, an agency administrator, or Field Liaison, in consultation with the Director of Field Education. Reasons for such requests may include, but not be limited to, the following:

1. Level of student readiness/preparation for the placement. For the Foundation Field Placement, it is assumed that the student has demonstrated academic preparedness and ability to perform the essential duties required in agency-based field settings. For the Advanced Year Field placement, it is expected that the student has acquired competence in Foundation year knowledge prior to the beginning of the Advanced Year Field placement. For either field placement year, evidence to the contrary of the above expectations, given appropriate efforts by the agency Field Instructor and Field Liaison to assist the student with such deficits, constitutes grounds for the withdrawal of the field placement for that student.

2. Documented unprofessional conduct or demonstrable lack of progress in attaining field education learning objectives as identified by student and Field Instructor.

3. Failure to comply with the NASW Code of Ethics and/or the GSSWSR Standards of Professional Behavior (both available on the GSSWSR website).

4. Agency breach of School/Agency Agreement. The agency is expected to provide the learning experiences and/or appropriate supervision as identified in the School/Agency Agreement.

5. Unexpected events. There may be times in the life of the student or occurrences in the agency where continuing in that field placement setting might jeopardize the quality of the student’s learning experience (e.g. personal trauma, major life events, agency or community incidents, agency re-organization or staff reassignments).

A written statement which documents the issues and/or concerns is to be prepared by the person initiating the action and provided to the Field Liaison and Director or Assistant Director of Field Education.

The Field Liaison and Director or Assistant Director of Field Education will meet to discuss the recommended course of action with regard to, and following, withdrawal of the student from field placement. The Field Liaison communicates with the student’s Faculty Practice Instructor when the student is withdrawn from the field and/or makes a field placement change, in order to facilitate continued curricular integration and smooth transition. Because the field course is taken concurrently with the Practice Course and is closely integrated with classroom assignments, lack of a field placement for more than six weeks of the academic semester, during the period of reassignment of field placement, may be grounds for referral to the Committee for Academic
Progress and Support and may result in a recommendation of withdrawal from the Field and Practice Courses.
In the event that the student is withdrawn from the field placement and there are concerns about reassignment to a new field placement, a decision to refer the student to the Committee for Academic Progress and Support may be made by the Director of Field Education.
If a student or Field Instructor requests a removal from field placement, either the Field Instructor or student must send a written request to the Director of Field Education outlining specific details as to the reasons for potential removal. Removal of students from field placement is the determination of the Director of Field Education in consultation with the Field Liaison and the Dean.
If a decision is made to remove a student from a field site, exploration of an alternative field placement by the Field Education Office will not occur before the steps as delineated above have been followed and the student’s current field placement has officially ended.
A Field Instructor Summary-Interrupted Field Placement form, based on the Learning Agreement, must be completed by the Field Instructor for a student changing placements before the end of the semester. An additional and supplementary Learning Agreement and Field Evaluation will be completed by the Field Instructor at the new field site and both documents will be submitted and utilized by the Field Liaison to determine the grade for that field period.

**Withdrawal from Field Placement Related to Student Performance**

A student’s field work performance is subject to an ongoing and shared assessment by the student’s Field Instructor and Field Liaison. A concern with the student’s field work performance may be present if a student is having difficulty meeting the learning objectives for Field. Examples of such difficulty include, but are not limited to:

- Inability to maintain relationships with clients;
- Difficulty making active use of supervision and professional feedback;
- Limited capacity for self-reflection as it relates to the work;
- Difficulty completing agency paperwork and related assignments;
- Difficulty sufficiently developing social work skills and knowledge;
- Difficulty observing appropriate boundaries with clients;
- Difficulty abiding by the NASW Code of Ethics;
- Difficulty maintaining professional standards of behavior, including meeting agency and field requirements;
- Unwillingness to engage with a variety of clients, client issues, and practice modalities;
- Difficulty working collaboratively with other professionals in the agency and community at large in one’s professional social work role;
- Difficulty reflecting on the role of one’s own cultural background and biases as they influence the nature of one’s work.

When withdrawal of a student from a field placement is recommended for reasons related to documented student poor performance, the student meets with both Field Liaison and Field Instructor to discuss the reasons for the termination. The Field Instructor submits to the Field Liaison a written, up-to-date summary of the student’s field experience, including the reason(s) for termination (see, Field Instructor Summary-Interrupted Field Placement form, available in
Sonia). This summary is provided by the Field Liaison to the Director and Assistant Director of Field Education, and then shared with the student. The student may submit a response to the Field Instructor’s summary. Both the Field Instructor’s summary and the student’s response become part of the student’s official record.

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine, in consultation with the Dean, if the student will be given another placement or be referred to the Committee for Academic Progress and Support to review the student’s program and performance. If the student is again removed for reasons related to documented poor performance in the second placement, or, in the replacement process, refuses or is refused by a field placement, the student will not be placed again until the Committee for Academic Progress and Support meets and reviews the student’s program and performance. The purpose of this meeting is to make recommendations. These recommendations may include, but are not limited to: rearrangement of student’s program to complete field placement at a later time; having the student seek additional experiences outside of the School to address identified areas of weakness; providing additional field placement opportunity(ies); or removal from the program. Withdrawal from Field Placement Unrelated to Student Performance

Placement reassignments may also be made for issues unrelated to student performance, based on the assessment of the Field Liaison in consultation with the Director or Assistant Director of Field Education. Multiple factors may be considered in determining the need for reassignment, including:

- Insufficient learning opportunities or inadequate agency resources to support a field placement, and no possibility for change;
- Agency closure or reorganization that hinders student supervision and task assignment;
- Mismatch between the demands of the agency and the learning needs and capabilities of the student;
- Irreconcilable difference between the student and the supervisor.

When such serious obstacles to the student’s learning are present in the agency, the following steps should be completed prior to consideration of withdrawal of the student from the field placement. A request for removal may be initiated by the student after the following steps have been completed:

1. The student shares their concerns with the Field Liaison in preparation for discussion of the situation with the Field Instructor.
2. If, after discussion with the Field Instructor, the situation remains unresolved, the student contacts the Field Liaison to discuss the issues again.
3. The Field Liaison meets with student and Field Instructor to determine if the issue can be resolved and, if so, to put a plan into place to address the issue. The Field Liaison notifies the Director or Assistant Director of Field Education of the issue.
4. If, after such discussion and planning, the matter is not resolved, a meeting that may include the Director or Assistant Director of Field Education may be held at the field placement with the student, Field Instructor, and Field Liaison. The purpose of the meeting is to discuss all the attending issues, and, if necessary, develop a plan for professional ending of the student’s work in the agency.
If a student is withdrawn from field placement under these circumstances (i.e., unrelated to student performance) and then reassigned during the same semester, the student, new Field Instructor, and Field Liaison will meet to discuss a plan regarding making up time in the field in order to complete successfully.

In cases where a request for withdrawal from the field placement is made by either the student or the Field Liaison, the final decision regarding withdrawal rests with the Director of Field Education in consultation with the Dean. If a decision is made for the student to be withdrawn from the field placement, exploration of an alternative field placement by the Field Education Office will begin only after the student has formally withdrawn from the current field placement.

Re-placement in the fall or spring semester following withdrawal from field placement

Field placements are designed to be carried out over a full academic year, concurrent with the practice course. In situations where a student who has been withdrawn from the field for any reason is returning to the field in the fall or spring semester of the following academic year, field placement options will be limited. In such situations, the field placement assignment in the returning year will be determined as follows:

a. If the original field placement is available, the student will be replaced at that field agency for the second semester.
b. If a field placement at the original agency is either not available or considered contraindicated by either the agency or the Field Education Office in consultation with the Dean, alternative option(s) will be explored and presented to the student by the Field Education Office. The student will then select and/or prioritize their preference(s) of field placement from among these option(s).

Repeat of Field Education Course

In cases where a student must repeat the field education course, in either fall or spring, options for field placements may be limited. Options will be explored and presented to the student by the Field Education Office. The student will then select and/or prioritize their preference(s) of field placement from among these option(s).

Student Termination of Field Placement Without Authorization

Only the Director or Assistant Director of Field Education can authorize a premature termination of field placement. A student who withdraws from field placement without following the official process, as outlined above, will receive a grade of “Unsatisfactory” for the semester in the Field course.

VII. LIABILITY AND MALPRACTICE COVERAGE

The GSSWSR does not assume liability for injury to, or caused by the student in Field Education. If students are expected to use their own automobiles in Field Education placement, the student and the agency should have a written understanding in regard to reimbursement and insurance coverage.

All students are covered by professional liability insurance through the college’s insurance. It protects students for duties performed as part of their field placement and as specified as required toward the M.S.S. degree in the amount of $1,000,000 for each claim and $2,000,000
aggregate, with umbrella liability insurance in excess of $4,000,000.

VIII. SAFETY INFORMATION

Field Education is an integral part of the social work educational experience and is unique in that it is offered in the practice settings in the community. In the field placement settings there are degrees of uncertainty and potential for physical or psychological harm due to the potential severity of the nature and growing complexities of issues faced in social work practice.

It is the policy of GSSWSR that all students become aware of safety needs and concerns by attending the Field Preparation for Practice Workshop prior to beginning their field placements. Students are provided a general overview of basic safety issues at this time.

Students should be aware of their agency’s policies on safety and consider the potential safety issues both in the agency setting as well as when they are performing duties outside the agency such as home visits. Student concerns should be discussed with their Field Instructor, Field Liaison and/or Director or Assistant Director of Field Education. Students have the right to feel safe in their learning environments.

The GSSWSR expects each agency to have a written safety plan of action specific to the function and layout of each agency, branch or division of an organization and to orient all students to the agency’s safety policy and plan. Each safety plan should be detailed and comprehensive so that all students know exactly what to do in case of an emergency. Field Instructors are responsible for providing GSSWSR students with agency safety policies and guidelines. This is noted on the School/Agency Agreement.

If there is an incident while a student is in field placement or as a result of their field placement, they are to immediately notify their Field Instructor, Liaison and Director or Assistant Director of Field Education. If needed, students will be referred for appropriate treatment at the proper facility. An Incident Reporting Form and an investigation will occur immediately.

IX. SOCIAL MEDIA AND TECHNOLOGY GUIDELINES FOR FIELD EDUCATION

The use of technology and social media is a widely occurring phenomenon in our daily personal and professional lives. It is expected that students and agencies proactively address potential concerns that may arise related to the intersection of personal life and professional roles through the use of technology (including electronic records and communication) and social media. Social media includes a variety of ways to connect with others and share information in which sites are public domains and any and all information can be accessed by anyone. While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee including photos, videos, written comments, and other postings. Students should be mindful, therefore, of the ways in which their social usage may impact their professional work.
Types of social media include but are not limited to the following:

- Social Networks (Examples: Facebook, LinkedIn, etc.)
- Bookmarking Sites (Examples: Pinterest, Flipboard, Digg, etc.)
- Social news (Examples: Digg, Reddit, Mixx, etc.)
- Media Sharing (Examples: Pinterest, YouTube, Vimeo, etc.)
- Microblogging (Examples: Twitter, Facebook, etc.)
- Blog comments and forums
- Social Review Sites (Examples: Google, Amazon, Facebook, Yelp, etc.)
- Community Blogs (e.g., Facebook, Myspace, Instagram, SnapChat, Twitter, Tumbler, You Tube, blogs, and texting)

Implementation of basic guidelines can be helpful in preventing unintended and potentially damaging consequences in the use of technology and social media. Students and Field Instructors should review agency policies and procedures in relation to the use of technology and social media in the delivery of services. This includes, but is not limited to, assuring confidentiality in the use of technology and social media (including in the provision of telehealth services), and the provision of informed consent on the benefits and risks of the use of technology.

Adherence to the NASW Code of Ethics and Core Practice Principles

It is the expectation of the GSSWSR that students will adhere to the NASW Code of Ethics and the NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice when using social media as a communication tool in either their personal or professional sites. Students should be aware of and follow the Code of Ethics requirements as pertains to technology and social media, in the following Sections (see excerpts below):

**Informed Consent (Section 1.03):**

*e* Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

*f* Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

*g* Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and the clients’ ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

*h* Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

*i* Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling reasons.
professional reasons.
Conflicts of Interest (Section 1.06)
(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

Privacy and Confidentiality (Section 1.07)
(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.
(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.
(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
(s) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with applicable laws governing records and social work licensure.
Misrepresentation (Section 4.06)
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

Use of technology and social media: Guidelines for student-agency discussion at start of field placement

1. Does the agency have a policy on the use of social media communication tools? If so, the policy should be reviewed in supervision with the field instructor. If not, student and Field Instructor should discuss the agency’s expectations regarding the use of social media during field hours.

2. What is the agency’s policy, and/or expectation, with regard to the type of information that a student may share on a personal social media site? Is it ever appropriate for students to refer to any field work site/agency, client, or client situation on one’s personal social media site? What are the agency guidelines regarding the use of Facebook and who one can friend?

3. Does the agency have a social media page? If so, how is content added and how was it developed?

4. The School’s policy is that students may not share their personal contact information (including personal email, social media usernames, cell phone number, and address) with a current or former client or client group. How does the School’s policy align with the agency’s expectations?