

BENEDICT COLLEGE

Social Work Department

Field Instruction Manual



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WELCOME

Welcome to Field Education at Benedict College!

The Benedict College Social Work Department has a long history of preparing social workers to change the world. In 1981, the Program became the first Social Work Program at a historically Black College in South Carolina to become fully accredited by CSWE. The Social Work Department focuses on providing students with the knowledge and skills to become competent and ethical social workers. As a historically Black College, the program facilitates the empowerment, enhancement, and full participation of African Americans in the global society and addresses inequities and injustices in society.

Your field placement is the signature setting where theory and practice converge. Optimal learning takes place through a strong partnership between you, your Field Instructor, and the Social Work Department. Your ability to step into the learner role and advocate for your learning will be an important factor as you embrace the work of your agency. Our collective efforts contribute to your professional growth and education. Field Education at in the Social Work Department has a structure in place that provides you with support, resources, and procedures for problem-solving and the successful completion of the program to include field.

This Field Education Manual contains current information about the school's policies and practices related to Field Education and the Social Work Department. Use this manual to provide insights to your questions and as a resource for you in field. This manual is accessible online (www.benedictcollegesocialwork.com).

The Benedict College Social Work Department Field Education Office welcomes you!

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Introduction

This Manual will serve as a guide for structuring students' field activities and learning experiences to facilitate appropriate integration of theory and practice. The field manual is distributed to field supervisors, students, faculty and interested members of the practice community. It is used to present the educational expectation of the social work program, policies and procedures for Benedict College and the Social Work Department. The responsibilities of the content in the Manual may be changed periodically to reflect revisions in the department's policy and procedures and to ensure continued congruency between current social work practice and students' effective learning experiences.

The Department of Social Work at the Benedict College offers a bachelor's degree in social work (BSW). The program is accredited by the Council on Social Work Education (CSWE). The Benedict College Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by CSWE.

The goal of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level generalist social work positions and field education is an essential and integrated component of social work education. Field education, also called practicum, fieldwork or field experience, is the hands-on training portion of the BSW program. The field placement is designed to provide students an opportunity to learn from a qualified social work practitioner within an agency setting, and to employ the knowledge, skills, and values acquired through their classroom course work.

Undergraduate social work education is considered a *professional educational program*, as a professional academic program field education is the signature pedagogy and capstone experience for students in the social work program. Field education is an integral component of social work education and is anchored in the mission, goals of the Social Work Department, and the competencies set forth by CSWE. Field education is the student demonstration of their ability to successfully integrate the academic content and hands-on training with the demands of the work environment. Under the supervision of experienced practitioners, students must demonstrate their ability to meet the specific competencies of the practicum as well as the expectations of agency, school, and profession.

ABOUT BENEDICT COLLEGE

The Vision of Benedict College

Benedict College will be a leader in providing transformative learning experiences for a diverse student body, defined by superior cultural and professional competencies that are nurtured and developed by faculty, staff, and stakeholders who value innovation, customer service, community and industry engagement. (Adopted by the Board of Trustees July 2018)

Benedict College Profile

Founded in 1870, Benedict College is a private, co-educational liberal arts institution and currently has over 2,100 students enrolled in its 33 baccalaureate degree programs. Benedict College was ranked for the eight consecutive years (2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017) as one of the top baccalaureate colleges in the nation by *Washington Monthly* for creating social mobility among low-income students, producing cutting-edge scholarship and research. Benedict has been recognized by the National Civic Engagement Award from The Washington Center for encouraging students to give back to the community which is the heart of the College's vision and mission. Benedict College has earned four *President's Higher Education Community Service Honor Roll Awards* from the Corporation for National and Community Service (CNCS), a federal agency charged with improving lives, strengthening communities, and fostering civic engagement through service and volunteering. CNCS is responsible for leading President Barack Obama's national call to service initiative. President Obama personally thanked Benedict College for its commitment to volunteerism during a nationally televised White House Town Hall Meeting held on Benedict's campus on March 6, 2015.

On June 30, 2017, Dr. Roslyn Artis was unanimously appointed by the Board of Trustees as the President of Benedict College. She is the first female President in the 148-year history of the College that was founded by a woman, Mrs. Bathsheba Benedict. Benedict has one of the largest undergraduate population of the 20 private institutions in South Carolina and has become the third largest college in The College Fund/UNCF network. Benedict has over 17,000 alumni throughout South Carolina and the United States. The College has been "a power for good" in the community and is a major economic contributor to the region and South Carolina, with a local annual economic impact of over \$106.7 million.

THE SOCIAL WORK DEPARTMENT

The Social Work Department

The Social Work Department is housed in the School of Education, Health and Human Services.

The mission of the School of Education, Health and Human Services is to prepare graduates to enter an array of professions that address the well-being, development, learning, and support of individuals and families across the lifespan. The School is comprised of the following units: Education, Child and Family Studies Department; Health, Physical Education and Recreation Department; Social Work Department, and Office of Educator Preparation.

The Mission of the Social Work Department

The mission of the Benedict College Social Work Program is to provide comprehensive preparation for competent and ethical entry-level social work practice and/or graduate education. The program includes a) a curriculum grounded in the liberal arts and the generalist perspective, b.) an emphasis on diversity, global awareness, and social justice, and c) service to the profession and the local community.

Brief History

The Benedict College Social Work Program began in 1963 as a program offering a minor in Human Services. In 1972, the Program made an application to become accredited under the Council on Social Work Education (CSWE). The Program received initial approval and moved into candidacy stage in 1974. In 1980, the Program became the first Social Work Program at a historically Black College in South Carolina to become fully accredited by CSWE. The Benedict College Social Work Department is the oldest accredited HBCU (Historically Black Colleges and Universities) social work program in the state. The Social Work majors in the graduating class of 1981 were the first group of students to receive the Bachelor of Social Work degree from Benedict College. Subsequently and following the eight-year accreditation cycle the Program's accreditation was reaffirmed by CSWE in 1996 and again in 2004. The program was again reaffirmed for in 2011 and will be reviewed for reaffirmation in 2018.

The Profession of Social Work

The Profession's Purpose

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shape the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

Values

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context. Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Council on Social Work Education
2015 Educational Policy and Accreditation Standards

Benedict College Social Work Department

Bachelor of Social Work Program Goals and Objectives

In pursuit of this mission, the Department has chosen the following goals:

1. To prepare students for competent and ethical entry-level generalist practice;
2. To prepare students for successful graduate education;
3. To engage in faculty/student research, scholarly activities, and service that will contribute to and advance the social work profession;
4. To foster social and economic justice for the elderly and especially in the African American community;
5. To provide leadership in the community that will improve service delivery and facilitate the eradication of social injustice and poverty; and
6. To promote continual professional development, and mire an appreciation for life- long learning for students, faculty, and practitioners.

Admittance to Social Work Program

The Social Work Department seeks to admit students who are academically capable of performing at an acceptable level in the Program and whose personal values are compatible with those of the profession. Further, the Program seeks potential majors who are committed to practice that includes services to the poor and oppressed, and who will work to alleviate poverty, oppression, and discrimination, and who are especially committed to alleviating these conditions in society.

The admission policy and procedures are compatible with the admission procedures of Benedict College and the Curriculum Policy Statement of the Council on Social Work Education.

Eligibility Criteria

Students seeking admission to the Social Work Department must first be fully admitted to the College. Formal admission to the Social Work Department is contingent upon meeting the following:

Procedures

1. Completion of SW 111 and 112 (Freshman Seminars I & II) if a student declares social work as the major during the freshman year. If a student declares major after the freshman year, Freshman Seminar courses are still required although they may be taken in another discipline.
2. Completion of SW 130 – Critical Thinking for Social Workers with a minimum grade of "C".
3. Completion of SW 230 - Introduction to Social Work with a minimum grade of "C". During this course, students must complete 20 hours of volunteer service in a human services agency.

4. Submit a completed Application to the Social Work Department form.
5. Prepare a written statement of interest that includes why the student is interested in social work and what personal characteristics she/he can offer to the social work profession;
6. Receive a positive rating from an interview with a committee of at least two faculty members including the Chair or a designated person and the faculty member who teaches SW 230;
7. Receive a satisfactory evaluation of the student volunteer experience in SW 230;
8. Once students have been notified of their acceptance to the department, they are responsible for obtaining, completing and submitting a Declaration of Major form. Forms can be picked up from the Department's Administrative Assistant.

Field Credits Transfer Policy

Consistent with CSWE and Benedict College Policy, the Social Work Department does not allow transfer students to transfer field credits. The Council on Social Work Education requires that students complete their practicum component at the institution that grants the degree. Additionally, College policy states that the final 25% of credits must be earned in residency at Benedict College and must include substantial work in the student's major field of study. Field Instruction (SW 490) is in the second semester of the student's senior year.

FIELD EDUCATION

Field Instruction

Field Instruction at Benedict College is an integral component of social work education based on the Program’s mission, goals and objectives. Field Instruction provides an educationally directed, broad-based agency practice setting where students can achieve the program objectives to meet program. Students are assisted in developing and applying knowledge, values, and skills that will prepare them for graduate school participation or generalist entry-level social work practice with the general population, African American and other diverse client systems at the micro (individual), mezzo (groups), and macro (communities, organizations) levels of intervention.

Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of the curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Council on Social Work Education
2015 Educational Policy and Accreditation Standards

Purpose of Field Education

The social work field placement experience at Benedict College provides students with the opportunity to integrate theoretical knowledge, practice skills, and professional values acquired throughout the social work curriculum in a generalist practice setting. During the field experience, the student also gains an understanding of the functioning of an agency and how it interacts with the surrounding community.

The overall outcome of each field education experience is an individual prepared for entry-level generalist social work practice. In order to achieve this outcome, the student, the field instructor, and the social work faculty must work together to develop and monitor field

placements to ensure that the student receives structured, sequential learning opportunities to maximize his/her educational experience.

The social work field placement is required for senior social work majors. The field placement is designed to provide students with an opportunity to observe and participate in direct service delivery at the micro, mezzo and macro levels. The field experience also provides the student with an opportunity to apply new concepts and methods while participating in generalist practice with clients and/or client systems.

Practicum Model

Over the years, social work education has maintained its focus on classroom and field experience in the preparation of students for professional social work practice. Field Instruction is a structured practicum in which the student is assigned to a social service agency or community setting.

At Benedict College, the Social Work Curriculum provides the following Field Education Courses: Field Instruction Preparation (SW 420), Field Instruction (SW 490) and Field Seminar (SW 490s). To complete requirements for Field Instruction, students are assigned to the same agency for four full days during the semester. The cumulative hours for field instruction must total 400 clock hours, which is equivalent to a ten credit hours course.

The agency's Field Supervisor will develop the student's working schedule in accordance with the operating hours in the agency. The student's work schedule cannot be adjusted, arbitrarily. The Field Supervisor, with the concurrence of the Director of Field Education can alter the student's work schedule. In most instances, students should complete a minimum of 32 hours per week.

In concert with supporting the agency field experience, a weekly seminar is held and is designated as Social Work 490s: Field Instruction Seminar. The seminar is a required activity and the segment of the Field Instruction component that facilitates the integration of classroom knowledge and field practitioner experiences. Maximum participation by the students is required. There is an emphasis on collaborative learning for professional development through the use of case presentations, review of journal log entries, role-plays, required conferences and workshop attendance.

Based on programmatic goals, Field Instruction is created to provide educationally directed, broad-based agency practice settings where students can be assisted in developing and applying skills for generalist entry-level social work with diverse client system at the micro (individual), mezzo (groups) and macro (communities, organizations) levels of intervention.

The Social Work Program Objectives are adhered to in the Field Instruction learning objectives. These objectives reflect the liberal arts base, with an emphasis on effective communication and analytical thinking and through demonstration of proficiency in verbal and written communication. Specific learning objectives are delineated for the Field Instruction sequence.

GENERAL AIMS OF UNDERGRADUATE FIELD PLACEMENT

1. Field placements are designed to promote professional competence which builds on the student's prior social work coursework. As the signature pedagogy, field placements are to provide field students with supervised generalist practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people.
2. Field placements must provide field students with opportunities for the development of an awareness of self in the process of intervention.
3. Field placements are designed to help students integrate knowledge of social work practice to actual work situations that help to foster the integration of empirical and practice-based knowledge. This segment of the curriculum is designed to facilitate the integration of classroom knowledge (including but not limited to: human behavior, human development, diversity, social justice, interviewing skills, assessment skills, intervention skills, etc.) and theoretical discussions with the actual delivery of social work services with individuals, families, groups, organizations, and communities. Field placement learning experiences are likely to be specific to the respective agency but should also be generalizable to the entire social work profession.
4. The student should gain an understanding of the agency's formal organizational structure, its functions, and its methods of operation. This includes the social problems treated, characteristics of clients served, the source of agency's funds, its relationship to other agencies in the community, and the community forces which affect the agency's organization and operation. If possible, it is desirable for students to observe and gain an understanding of some of the informal dynamics of the decision-making processes at work. This might include salary negotiations, how the agency's policies to benefit clients (or staff) are changed, and how to influence political decision-makers and the broader community.
5. Students should gain an initial understanding of the community and how it is affected by sociological, economic, and political variables. Students should gain a deeper understanding of the impact of social problems (e.g. delinquency, inadequate housing, family breakdown, and mental illness) upon individuals, families, and communities. Students need experience with, and exposure to, as great a diversity of clientele as possible, and therefore should be provided the opportunity to work with clients and staff representing different cultural, ethnic, and racial groups. Additionally, to the extent possible, students should have the opportunity to work with a wide variety of oppressed groups, including those characterized by gender, sexual orientation, race, and ethnicity.
6. The student should gain an understanding of the role of a generalist social worker in the social agency, including the methods of change intervention used and the social worker's responsibilities and tasks.

7. The student should relate to both clients and agency staff in order to test and develop techniques and skills necessary for practice in the social welfare field. These include observing, assessing, interviewing, organizing, counseling, planning, reporting, and evaluating his/her impressions both in written and oral form. The student should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work student should be given case responsibilities including the opportunity to develop in-depth working relationships with clients. This objective may be the most important; skills and techniques developed through forming professional relationships are the core of social work practice and are generalizable to most other social work practice areas.
8. Students should become aware of and analyze their own value orientations and feelings about clients and their problems.
9. Students should engage in research in which they assess the effectiveness of their own interventions. Students should also have involvement in other research activities within the agency.
10. The student should be able to assess his/her own potential as a professional social worker including insight into their own satisfaction and dissatisfaction as well as professional motivations and frustrations.
11. Students should be provided opportunities for critical assessment, implementation, and evaluation of agency policy within ethical guidelines.
12. Students are required to have professional supervision (from the agency and our social work department) to enhance learning.
13. Students should be provided opportunities to use oral and written professional communication(s) which are consistent with the goals of the practicum setting and of the profession.

By the end of the field placement, students should be ready to assume the responsibilities of a beginning level social work position. Prior to that time, whenever a limitation or obstacle to this goal is recognized, the Field Instructor and Director of Field Education should develop a program with the student designed to rectify the limitation.

Field Education Courses

Field Practice Preparation (SW 420)

Field Practice Preparation is designed to assist students in the Social Work Program by providing opportunities for critical assessment of personal, societal and professional values and ethics and to ensure that students develop appropriate knowledge and communication skills for observing, processing and recording data based on the generalist method. In addition, it will serve to introduce students to agencies and organizations representing different fields of social work practice, and provide guidance in helping students select appropriate settings for field placement assignments.

Field Instruction (SW 490)

Field Instruction (SW 490) is an educationally directed field practicum that provides students with a teaching and learning experience in social service settings. Field instructors receive orientation, training, and the field education manual with guidelines for students, instructors and the field education program. The field education manual also contains information about CSWE core competencies, the generalist perspective and policies and procedures. The training and field education manual provides a structure for the field instructor to direct the students in acquiring these competencies, assist them in integrating and evaluating their learning, and supporting their development as a social work professional.

Field Practice Seminar (SW 490s)

Field Practice Seminar (SW 490s) is a one-hour weekly seminar taught by the Director of Field Education and is designed to ensure that professional behavior, classroom learning, and social work knowledge and values are appropriately integrated with field practicum experiences. A generalist teaching/learning approach is employed to ensure that students have opportunities for direct contact with individuals, groups, families, organizations and communities utilizing a problem-focused, goal-directed generalist approach to helping.

Program and Student Learning Outcomes and Practice Behaviors

Upon completion of the Benedict College Bachelor of Social Work Program graduates are expected to demonstrate the integration and application of the Council on Social Work Education's nine core competencies listed below (left column) as evidenced by the related practice behaviors (right).

Program Outcomes/ Competencies	Student Learning Outcomes/Practice Behaviors
Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior.
Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice.
Engage In Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy, and service delivery.
Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals.
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Applying for Field Placement

Field Instruction Application and Placement

Once a student is considered eligible for admission to field, a sincere effort is made to place students in the agencies of their choice, or one that is compatible with their interests. Referrals to placements are made after an interview with the Director of Field Education and consideration of work and educational background, interests, and availability of field placement agencies. However, the Director of Field Education is responsible for making the final decision regarding students' placements.

The application process is as follows:

Students scheduled to enter SW 420 Field Practicum Preparation will be required to submit an application packet for BSW field instruction in the semester prior to the course.

The application must be Submission after the 2nd semester fully enrolled in the Social Work Program (the second semester of the Junior Year) before the student is scheduled for SW 420. Failure to comply with these deadlines may jeopardize entry into field for the semester. All application forms are available online at the Benedict College Social Work Department website.

Field application packets should include the following:

- Completed Pre-Placement Checklist (Section 1)
- A completed application for field which may be found online.
- A professional résumé.
- An essay about the student's professional goals and interests as outlined in the application.

Upon submission of the application, students will need to schedule a pre-field placement appointment with the Director of Field Education to assess the student's readiness to enter Field Placement.

Readiness for Field Placement

Readiness for field is dependent upon the presence of various factors, including: commitment, energy, communication skills (both verbal and written), interpersonal skills, objectivity, personal self-awareness, and a personal schedule that allows sufficient time and flexibility. The student must have a level of psychological, behavioral, and emotional stability that will allow for successful completion of field placement. Questions or doubts about a student's readiness must be addressed by the Director of Field Education, before a field match can be finalized.

Examples of situations that may result in additional requirements are: questionable fit with the social work profession, a pattern of inappropriate/immature behavior, criminal behavior,

convictions for criminal behavior and/or violations of the Student Conduct Code and/or the Student Academic Misconduct Code, violation of NASW Code of Ethics, a pattern of disruptive/problematic behavior, addictive behavior and psychological/mental instability.

The need for additional requirements will be assessed in consultation with the student's faculty advisor, the Director of Field Education, and the department chair. The need for additional requirements will be presented to the student both orally and in writing. Entry into field will be made once the student has satisfactorily met all admission criteria. Denial of entry into the field can be made when that admission would seriously jeopardize the integrity of the social work program, the field agency, the profession or be considered potentially harmful to the clients with whom the student would be working. The department faculty would make decisions of this nature.

Students who are required to meet additional admission criteria for entry into the field or who are denied entry into the field and feel that their rights have been violated or disallowed have a right to appeal the decision. Students wishing to do so will follow the appeals process as outlined in the Benedict College Social Work Student Handbook.

Admission to Field Placement

Field Placement Criteria

Applicants must meet the following criteria in order to be admitted to field:

1. will have completed all general education courses and all designated social work courses through the junior year, with the exception of those social work courses designated as electives as described in the College Catalogue and the Field Manual;
2. must be in good academic standing—at least a cumulative 2.0 Grade Point Average (GPA) and at least a 2.5 Grade Point Average (GPA) in required social work courses;
3. must complete and submit a Field application;
4. must meet with the Director of Field Education;
5. must attend a mandatory meeting with the social work faculty advisor prior to the close of the semester prior to field placement for advisement, clearance and initial recommendation for Field Instruction (SW 490).

Students must also have completed a Field Placement Application, a Pre-Placement Interview and Pre-Placement Checklist (completed in SW 420) before being approved for Field Placement.

During SW 420, students will complete all the requirements for Field Placement, including identifying and securing the placement site. Students will meet with the Director of Field Education to ensure appropriate agency matches for placement.

Students are not allowed to complete a placement in a field agency where a significant conflict of interest may exist, such as having a family member who owns or is employed in the agency. Students are obligated to notify the Director of Field Education if a family member is employed in any capacity with the placement agency.

During the initial weeks in SW 420, the Director of Field Education and the student will meet to discuss potential interests and subsequent agency referrals. After those initial student meetings, the student will be provided with referral contacts to schedule agency interviews. If the agency interviews do not yield a match that the student and the Director of Field Education deem appropriate, the student may be assigned a field placement by the Director of Field Education to facilitate entry into field.

Once a student is considered eligible for admission to field, a sincere effort is made to place students in the agencies of their choice, or one that is compatible with their interests. Referrals to placements are made after an interview with the Director of Field Education and consideration of work and educational background, interests, and availability of field placement agencies. However, the Director of Field Education is responsible for making the final decision regarding students' placements.

Field Placement Interview

The student field placement interview by the agency field instructor is an important part of the pre-placement process utilized by the Benedict College Social Work Department. This process, in conjunction with the screening process conducted by the Director of Field Education, is designed to ensure a good match between student, placement, and agency field instructor. The student's résumé is an important factor in the placement process. Therefore, it is recommended that students obtain assistance with the construction of their résumé from Benedict College Career Pathways Initiative.

The field placement interview process is as follows:

1. Once a student obtains an agency referral, the student should contact the agency field instructor (or other agency representatives responsible for interviewing students) to schedule a pre-placement interview.
2. Once the student has received their field referrals from the Director of Field Education, the student will make contact with the agency field instructor to schedule an interview meeting. The student should provide their résumé to the potential field instructor prior to the face to face meeting.
3. Due to the competitive nature of field placements, and the busy schedules of agency field instructors, students are strongly encouraged to be persistent in their attempts to make contact while being mindful of professional conduct. If students are not able to make contact with the agency despite reasonable attempts, the student should contact the Director of Field Education for assistance.
4. The student will inform the Director of Field Education of all pre- placement interviews that are scheduled, and if needed, rescheduled.
5. After the interview, the student will inform the Director of Field Education whether or not the agency is acceptable to them, confirming their acceptance or denial of the placement site.

Upon receiving the student's decision, and an acceptance notification from the field instructor/agency, placement decision and confirmation will be made. All placements are made on the basis of mutual consent of the student, agency field instructor, and the Director of Field Education. If the pre-placement interviews do not yield a match that the student and Director of Field Education deem appropriate, the Director of Field Education may assign the student placement.

In the event that the student interviews at more than one field agency that yields a match, the student will decide which agency is his or her first preference and contact the field instructor(s) not chosen to inform him or her of the decision made.

Some field agencies require that students meet additional requirements prior to admitting them to the agency for placement. These might include a criminal background check, immunization screenings, drug screenings, employee/volunteer training classes, etc. It is the student's responsibility to complete, and if needed, pay for, these additional requirements.

Occasionally field agencies also require documentation of health status, immunizations, tuberculosis and hepatitis B testing. Students are responsible for obtaining and providing this information to the agency. Some screenings can be obtained at student health services, at the student's cost.

If the student is unable to pass the criminal background check successfully or additional screenings, the Director of Field Education, nor the Social Work Department, can guarantee that the student will be able to complete his/her field coursework or social work degree requirements.

Guidelines for the Use of an Employment Site as a BSW Field Education Site

To ensure the role of student as learner, student field education assignments must be significantly differentiated from the regular work assignments and field education supervision must not be provided by the same person that supervises the student's employment.

1. Field placement in an agency where the student is an employee must meet the same criteria for the selection of agencies and the selection of field instructors as other sites. Employment site placements are not encouraged and are subjected to close scrutiny.
2. When these work sites are used:
 - a. The agency must offer diverse learning opportunities appropriate to the student's learning needs. Assignments proposed for field work must be educationally focused and meet the criteria of the department's field education.
 - b. The field instruction activities must be in a different unit than the employment activities. Assigned hours for field work must be designated as specific field work hours or blocks of time for field work. Students must complete the minimum required number of hours (400) for field, participate in weekly supervisory conferences with her/his field instructor, and attend the weekly concurrent field seminar (SW 490s) which is taught by the Director of Field Education.
 - c. The student must be supervised by a BSW or MSW with a minimum of two years of experience who is different from the student's current employment supervisor. All supervisors must attend Field Instructor Training.
3. During the academic year, the student must continue to perform at a satisfactory level in the field practicum setting.

Finalizing The Placement

The final task in arranging the field placement is the completion of the Field Placement Confirmation Form. The student indicates the exact date and time when the field placement will begin and the hours per week should be completed. It is important that student and field instructor agree on the hours. The majority of students plan to do 32 hours per week in the field placement agency. The Field Instructor and Preceptor, if necessary, should also be listed with appropriate contact information. This form must be signed by the student and field instructor. The placement confirmation date needs to be completed. The student is to send the completed form to the Director of Field Education.

Once a placement is confirmed, it cannot be changed unless there are documented (verifiable) exigent circumstances approved by the Director of Field Education.

Students who have not completed their pre-placement interview, returned the appropriate forms and received approval from the Director of Field Education for placement within the following time frames may be delayed entry into the field until the next semester.

Preparation for Field Education

After the student has secured their placement and has completed all the pre-placement requirements, the student should begin preparing for the actual placement. The student should read any materials provided by the agency and the field manual. The first week of placement will include Field Placement Orientation and the orientation to the agency. Students should focus on the expected behavior in placement as well as the student's transition from student to professional social worker.

During Field Orientation, students are informed of the expectations of field placement and their role as students. It is expected that the field placement will provide a simulated work experience under the close supervision of an agency practitioner. Students are reminded of professional ethics, client confidentiality, work responsibility, and attitudes and expected dress appropriate to the particular type of placement. Grades and the evaluation of student performance are also discussed.

Selection of Field Placement Agencies

Recruiting and selecting agencies that will provide students with field placement experiences which meet the goals of the Benedict College Social Work Department is an ongoing process. Suggestions for potential placement agencies come from a variety of sources including students, alumni, faculty, professionals, and agency representatives.

Once an agency has expressed an interest in providing a field placement experience to a student, the Director of Field Education contacts the agency representative and provides information on the College's requirements and expectations for field placement agencies. If the agency's activities are congruent with generalist social work practice and the needs and interests of Benedict College social work students, the agency will be asked to complete a Field Agency Information form. The Director of Field Education will visit the agency to assess if the agency is a suitable placement. After the visit, the agency will be notified in writing if the application has been accepted.

All field placement agencies accepting students from the Benedict College Social Work Department must support sound social work practice and professional education. Each agency administrator is responsible for providing qualified staff to supervise the student and for supporting the social work field instructor with the necessary time and resources to enable him/her to perform this role successfully.

In addition, the agency should provide the student with access to clients, enable the student to participate in all appropriate agency activities, provide information and access to community resources, and provide work space for the student to perform assigned tasks successfully. The student must be accepted as a learner and a developing professional in the agency setting. All agencies must support the necessary accommodations to ensure equal opportunities for students identified as having a disability according to the Americans with Disabilities Act.

Selection and Criteria of Agency Field Instructors

Agency field instructors are recommended by the agency and approved by the Director of Field Education. Also, agency staff members who are interested in participating in field instruction may contact the Benedict College Social Work Department. However, the Director of Field Education makes the final decision of the suitability of the staff member for field instruction.

All field instructors will be provided field instruction orientation and training. All field instructors must attend Field Instructor Training. Any new field instructor or task supervisor is required to participate in field instructor training in order to be a field instructor or task supervisor. The purpose of this mandatory training is to provide new field instructors and field task supervisors with the basic knowledge and skills necessary to provide quality field instruction and competency-based learning experiences to our students. Also, the training highlights relevant information about the roles, responsibilities, policies, procedures, and practices of the Field Education programs. Field instructor training offers a discussion of techniques and strategies for teaching social work practice skills by guiding students towards increasingly challenging learning opportunities, modeling appropriate roles and skills, and advocating for the student within the placement setting.

Also, field instructors will have access to course materials and information on the Benedict College Social Work Department website. These materials will include a fully developed field manual. Field instructors will be given key information and dates each semester when supervising a student. Also, field instructors will receive ongoing support from the field director throughout the course.

The following criteria are used in selecting field instructors:

1. Agency staff and/or consultants with CSWE-accredited degrees and at least two years' post-degree experience will be utilized as Field Instructors. Occasionally, there may be task supervisors with related degrees, but supervision will always be provided by field instructors with the degrees previously noted.
2. The field instructor is preferred to have been employed at the agency for a period of at least six months to one year prior to assuming responsibility for supervising the student. The field instructor should be committed to working with the student throughout the field experience.
3. The field instructor should be genuinely interested in teaching and have the capacity to relate warmly and effectively, stimulating and supporting the student in the learning process.
4. The field instructor must be willing to attend a field orientation for field instructors and students. In the event that a field instructor cannot attend the scheduled orientation date, the field instructor must be willing to receive the training and orientation information in an alternate method.

Roles and Responsibilities

The field experience requires commitment and cooperation from many people. The primary positions are the Director of Field Education, faculty liaisons, field instructors and students. In order to clarify the roles and responsibilities of these persons, job descriptions were developed. It is important to note that in most cases the role of faculty liaison will be filled by the Director of Field Education.

Director of Field Education Responsibilities

The Director of Field Education is responsible for the development and coordination of the Field Education Program. His or her specific responsibilities include:

1. Developing, evaluating, recruiting and screening potential field placement agencies and field instructors
2. Completing a Memorandum of Understanding for each agency and maintaining an up-to-date file of these agreements
3. Providing information regarding policies, procedures, and schedules for the field education program to field instructors and students
4. Coordinating student field applications, interviews, and assignments to field agencies
5. Providing ongoing support, collaboration, mediation and problem solving to students and field instructors
6. Conducting midpoint and final evaluation conferences with students and their field instructors for whom he/she is the faculty liaison
7. Assisting students in the integration of field learning and the social work curriculum through a weekly field education seminar
8. Assigning a final semester grade to each student in consultation with the field instructor
9. Assuring that all students, field instructors, and field agencies adhere to the policies and procedures of the field education program as outlined in the Benedict College Social Work Department Field Manual
10. Evaluating current field agencies and their ability to provide a field education experience consistent with the Benedict College Social Work Department and BSW program standards
11. Maintaining collaborative relations with community practitioners to assure that field education reflects current practice issues and opportunities
12. Tracking the student's progress in the field placement through reading daily journals and other assignments and providing the student with feedback on the quality of the work and related issues
13. Reviewing and approving the student's Learning Plan/Contract
14. Providing orientation and training for field instructors
15. Completing annual assessments of the field education program
16. Providing regular reports on the field education program to the Chair of the Benedict College Social Work Department

Field Instructor/Supervisor Responsibilities

The Benedict College Bachelor of Social Work Program requires that all field instructors be qualified social work professionals who hold a CSWE-accredited baccalaureate or master's degree and have two years post-social work degree practice in social work. When appropriate, a qualified professional in a related field may be named as a field supervisor.

All Field Instructors must submit a Field Instructor/Preceptor Information and Application. Applications are reviewed and approved by the Director of Field Education. The following documents must be submitted with the application.

1. Copy of BSW/MSW Degree
2. Resume/CV
3. Copy of License, if applicable

The Field Instructor will oversee the student's participation in the agency programs while the Benedict College Social Work Department will identify a person holding the necessary social work degree to provide weekly supervision and input from the social work perspective. All field instructors must demonstrate a commitment to social work values, competence in practice, and a genuine interest in the student's educational and professional development. A field instructor's responsibilities include:

1. Orienting the student to the agency setting, its philosophy, programs, and policies as well as to the role of a student within the agency
2. Serving as a model for the student's development as a professional social worker
3. Assisting the student in developing a plan for working effectively with diverse client populations
4. Assisting the student with using appropriate skills to advocate for social and economic justice for all people
5. Providing appropriate learning experiences for the student including the assignment of clients (individual, families, and groups) and the opportunity to participate in other experiences such as staff meetings, visits to other agencies, policy and program development, program evaluation, research, professional meetings and staff development workshops
6. Assisting the student with integrating social work theory with practice situations
7. Providing clear written expectations for the student concerning his or her responsibilities
8. Providing a *minimum* of one hour of structured supervision each week in addition to ongoing guidance and support
9. Assisting the student in developing a Learning Plan/Contract including learning objectives
10. Providing verbal feedback and written evaluations with maximum participation by the student of student's progress
11. Providing feedback to the student regarding ongoing development as a professional

12. Encouraging the student's participation in professional meetings and organizations
13. Assisting the student with appropriately terminating from both clients and the agency
14. Maintaining contact with the Field Education Office and/or the faculty liaison to identify as early as possible any weaknesses, challenges or issues the student may need to address
15. Meeting with Field Education staff and student to periodically evaluate the student's progress of the learning experience at least at midpoint and upon completion of the placement. Meetings may be called by the student, field instructor or Director of Field Education as needed at other times
16. Providing a safe environment for the student to carry out field assignments
17. Attending specified orientation/staff development sessions offered by the Benedict College Social Work Department
18. Providing to the Director of Field Education the Memorandum of Understanding, Field Agency Information, and Field Instructor Information forms, and the midpoint and final evaluations
19. Notifying the Director of Field Education if an immediate or extended absence is anticipated
20. Notifying the Director of Field Education if there is difficulty providing the student with adequate cases/activities or if other problems occur which affect the field experience

Student Responsibilities

The Benedict College Social Work Department faculty expects social work students to be active participants in planning for and implementing their field education experience. Students are adult learners and as such are expected to focus dually on learning from the agency as well as making a positive contribution to the agency, its constituents, and the community as a whole. In order to accomplish this, field students are expected to:

1. Submit a Field Application the semester before entering the field placement
2. Schedule and participate in an interview with prospective field agencies
3. Complete a minimum of 400 hours in the assigned field placement agency
4. Adhere to the guidelines of the NASW Code of Ethics
5. Develop, with the Field Instructor, a written Learning Plan, which includes goals and learning objectives, field activities, and evaluation criteria
6. Complete all field assignments in a timely, effective, humane and professional manner
7. Be punctual and dependable for Field Instruction activities
8. Demonstrate an understanding of, and the ability to work within, the rules and regulations of the agency
9. Complete all seminar requirements, to include active class participation and strict adherence to class attendance guidelines

10. Communicate any problems, issues, or concerns to the Director of Field Education as soon as possible
11. Actively seek opportunities that will enhance the learning experience and professional development
12. Evaluate his or her performance, the field placement agency, the field instructor and the faculty liaison
13. Demonstrate conduct that reflects the values and Code of Ethics of the Social Work Profession

Responsibilities of the Agency

The Agency Administrators are responsible for:

1. Allowing the Field Supervisor adequate time to devote to student instruction, including time to attend training sessions provided by the educational institution as well as instructional and supervisory time with the student.
2. Allowing and encouraging the student to participate in the agency to the greatest extent possible to facilitate the learning process, including having access to records and maximizing participation in staff meetings, case conferences, in-service training, and other appropriate activities.
3. Providing adequate space, materials, and reimbursement for mileage required on the job.
4. Providing learning experiences that ensure students' direct involvement with various client systems in a manner consistent with professional social work development.
5. Providing learning experiences that allow students to work with a diverse group of client systems.

STANDARDS AND GUIDELINES

CSWE Competencies and Competency-Based Field Education

Overview of The Design of The Social Work Curriculum

The Benedict College Social Work Department notes that social work courses are built upon, and integrated with the liberal arts educational content. Also, the Benedict College Social Work Department emphasizes the interrelationships among human behavior, social policy, research, practice, and field placement content. The basic thrust of the curriculum is to prepare students for generalist practice. The social work program has adopted the following definition of generalist social work practice (following *CSWE EPAS 2015*):

Generalist practice is grounded in the liberal arts and the person in the environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking skills at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

To further preparation for generalist practice and provide the appropriate knowledge and skill base for social work, a specific curriculum has been developed. The curriculum is composed of several core areas and includes both courses outside the major as well as social work offerings. The background for social work practice requires broad exposure to a number of liberal arts disciplines including but not limited to, political science, psychology, sociology, English, and the sciences. Courses in these areas complement and support the social work major which itself draws from other fields. Thus, the curriculum and supporting courses can be viewed as a total package designed to produce a competent beginning generalist social work practitioner. As such, the above concepts of generalist social work practice are incorporated across our entire required curriculum.

The required social work curriculum has been conceived as representing the core areas of Human Behavior in the Social Environment, Social Work Practice, Research, Social Welfare Policy and Service, and electives. It is possible to categorize most social work courses under one of these areas, although there is always overlap.

Preparation for practice, by its very nature requires an integration of curriculum content. The field experience portion of the curriculum is expected to integrate all of the areas. The ability to write and speak competently is required in all areas since these skills are important in all areas of social work practice. Ethical considerations are also applicable to all social work courses

including research and social policy. As the course work progresses, many of these relationships will become clearer and the students' comprehension of the integrative nature of social work education will improve.

The curriculum design is consistent with the accreditation requirements of the Council on Social Work Education, every required social work course in the major has content on the following curriculum areas:

- Social Work Values and Ethics
- Diversity
- Culturally Competent Social Work Practice
- Promotion of Human Rights, Social, Economic, and Economic Justice

As stated previously, CSWE defines the importance of Field Education is as stated:

The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of the curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (*CSWE EPAS 2015*).

The Learning Plan/Contract

The primary educational focus for BSW study is the practice and mastery of the nine competencies as identified by CSWE. The Learning Plan/Contract (LPC) and the mid-term and final evaluations are designed to assess for and measure progress in these areas. The Learning Plan/Contract operationalizes the competencies and practice behaviors for practice. The field instructor and the student will develop measurable learning tasks and develop a list of tasks as they relate to each practice behavior demonstrating student goals in attaining each of these professional behavioral competencies. The LPC template is provided on the website and the student field documents site.

The LPC is a written agreement established between the social work student and the field instructor (and task supervisor, if applicable), with additional input and recommendation from the Director of Field Education. The LPC is required for all students in field as it provides direction and structure for the field experience. The LPC serves to connect learning tasks with competencies and associated practice behaviors. It should be specific enough to provide students with a clear overview of the learning experiences to which they will be exposed during placement.

The LPC is based on the core competencies, provides guidance and structure for the field placement and assists the field instructor and student with the evaluation process. The field instructor and the student should become very familiar with the student learning outcomes

(competencies and practice behaviors) to ensure that learning activities for the student will allow the student to demonstrate the required practice behaviors clearly. The role of the student and field instructor is to use the learning contract to define further how these goals and competencies can be translated into practice and learning tasks.

The student, in collaboration with the agency field instructor and Director of Field Education, must assume major responsibility for the development of his or her learning contract for the semester. While the field instructor may initially need to provide guidance in developing the learning contract due to the student's limited knowledge about the agency, as the student gains familiarity with the setting and its learning opportunities, he or she can contribute to the discussion and revision of the contract. The LC should be viewed as a flexible, working, living document that guides the learning process for the semester in placement. The contract may have tasks added to or removed from it during the year depending on changes and the evolution of the LPC.

The LPC should be reviewed often, especially at midterm and at the end of the semester. As the student completes activities, new ones can be added; others can be revised or deleted. Assistance and guidance for completing the learning contract are provided at field orientation. However, the Director of Field Education is available to assist the student or field instructor as needed.

Students are provided the Learning Contract and Evaluation Measures Guide detailing the values, competencies, practice behaviors, and potential activities to guide LPC development. Students and field instructors should identify tasks that fall under one of the major objectives that help a student achieve competency in each skill area. An attempt should be made to address the learning needs of the students in the contract. The LPC should delineate tasks aligned with level-appropriate competencies and their corresponding practice behaviors to shape both the practice experiences and the evaluation criteria of the field student. The field placement experience is used as a context to evaluate student mastery of key curricular knowledge, values and skills. Students are held accountable in the field placement for demonstrating the designated practice behaviors. This accountability ensures careful integration of program content into the full field placement experience.

Weekly Logs

Students are required to submit Weekly Logs specifying their activities, impressions, feelings, and questions regarding their practical learning experiences. Students are also advised to describe in some detail how they handled complicated situations. The Weekly Log requires students to document their tasks and to identify which competencies and practice behaviors were practiced that week. These logs are submitted to the Director of Field Education for review each week. Students are to code or disguise clients' names to preserve client confidentiality. The weekly logs allow the Director of Field Education to monitor the student's growth and concerns. The logs also assist the Director of Field Education the suitability of the student's tasks and agency experiences.

Logs are also an excellent opportunity for field students to reflect on their learning experiences at agencies, and act as a vehicle to examine ideas and questions with an outside person. If an agency Field Instructor also requests to review the log, the student should first contact Director of Field Education to make appropriate arrangements. Field students should record and make notes in their logs daily, since it's difficult to reconstruct later what happened in any particular day. The log is important not only for recording what the student did throughout the day, but also for the thoughts, ideas, feelings, and reflections that he/she is having while going through these experiences.

Note: Failure to submit logs to the Director of Field Education will result in a failing grade for the placement.

Field Hours and Timesheets

The format for field placement is a block-field placement in a regular semester (fall or spring) in which a student spends four -five full days at an agency (32-35 hours per week) earning ten credit hours that semester for a minimum of 400 hours. Students are strongly encouraged to accrue 410-420 hours to ensure the hours requirement is met. In a block field placement students are at an agency 4 to 5 days per week. Students also tend to get more involved, have a greater commitment to the placement, become more aware of what goes on at an agency during each week, and are much more available to see clients.

At mid-term, students should have accrued approximately 200 hours.

Once assigned, the student and the field instructor work together to create a consistent, weekly schedule that is mutually beneficial and approved by the Director of Field Education. The field schedule should plan for no less than four hours or more than ten hours at the agency at any one time. Timesheets are to be maintained by the student, signed by the field instructor, and submitted weekly to the Director of Field Education. Logging of field hours is required.

All students need to be prepared to complete their required field hours during regular work day business hours (i.e., between 8:00 a.m. and 5:00 p.m. Monday through Friday). Agencies with evening and weekend hours available for field are extremely limited and cannot be guaranteed for any student. If a student is employed while completing their graduate studies, flexibility with one's employment is imperative to being able to complete the field portion of the BSW program successfully. If a student cannot complete their required field hours during regular business hours, and a suitable field placement (one that meets all the field/educational requirements) with evening/weekend hours is not found, he or she may be advised to withdraw from the BSW program.

Field Practicum Supervision

Supervision during the student's field experience is a key component in the learning process. During supervision, the student will receive feedback on his/her performance. In an ideal supervision session, feedback is clear, constructive, relevant, and reciprocal. Be mindful of time constraints and varying supervision styles. The supervision meeting is also an opportunity to review progress on the learning contract.

Learning to use supervision effectively is an important skill for field students. Social work can be stressful and challenging, and throughout the student's professional career, the student will utilize the guidance, support, direction, and feedback of colleagues and supervisors to evaluate the student's effectiveness and continue his/her professional development.

Students are evaluated on how well they make use of supervision on their field evaluations. In fact, students are evaluated by their field instructors on how well they prepare for supervision, how well they accept and receive feedback from their field instructor, how well they accept responsibility associated with their behaviors that are discussed during supervision, and how well they take what is discussed and learned and apply it from one situation to the next. All of these evaluation indicators speak to the importance of supervision and how well students and field instructors make use of that time.

Students are required to share the syllabus for the final research course which is taken concurrently with the block placement within the first two weeks of each semester. The syllabus can be reviewed and discussed, checking for key learning goals, objectives, and related assignments that can be integrated into the field placement. This way, field instructors can better understand where students are in the curriculum and can help develop an LPC to match students' academic needs.

Students should schedule supervision appointments with their field instructor. Uninterrupted individual supervision is essential to a student's field learning experience, and scheduled appointments are the best assurance that the student will get the time that the student need for supervision. Also, it is important to structure supervision time around the LPC to assure that progress is made in each competency area. As stated previously, supervision should occur at a minimum of one hour every other or 30 minutes per week.

The student and field instructor should waste no time in carrying out the activities listed in the learning contract. The student is an adult learner who's expected to take ownership over their field experience, ensuring the fulfillment of course requirements. However, the student and field instructor must be partners in the learning process. The field instructor must use their practice wisdom to assist the student with the integration of theory with practice, foster the development of practice skills, and help the student develop the self-awareness crucial to social work practice. Using the LPC as a guide, the student should begin the field placement with supervised, simple, and uncomplicated tasks and progress to more complex tasks, allowing the student to work autonomously. Again, the field experience is expected to be "hands on" so the

student needs to have learning opportunities that allows him or her to practice and demonstrate their social work skills.

Preparing for and Receiving Supervision

It is important to plan ahead and be prepared for a supervision session whether you are the student and/or the field instructor. Bring questions, observations, and requests for feedback. The field placement will offer an opportunity to engage with client populations, diverse client systems, organizations, and multifaceted colleagues. It is imperative that students use supervision time to discuss and process these situations. Students should also use supervision time to discuss class assignments and questions regarding the integration of theory with practice. Field instructors should use this time to guide students in their development.

Students are required to generate a list for their supervisor of items to be discussed during supervision ahead of time. Remember, field instructors assist students in developing a professional use of self. Learning about the professional use of self occurs through the planned discussion of topics and observations that students may not always be very comfortable initiating.

Students need to play an active role in the supervision process to clarify feedback from field instructors and to request feedback on strengths and limitations. Students must also discuss tasks they have completed and skills they feel they have gained, evaluate problem-solving approaches, etc.

Supervision Logs

Supervision Notes are a requirement to be submitted by the student. Supervision notes should be completed upon completion of each supervision encounter. It is required that students keep up with this form and provide it to field instructors to sign upon completion of each supervisory session. If preferred, field instructors may manage supervision notes, but if not specified, it is the responsibility of the student to maintain. The supervisory note includes the date, the issues discussed, progress related to the discussion, and general notes. A template is provided for students and field instructors to use.

Maintaining accurate, up-to-date supervision notes serves three main purposes. First, students are provided an opportunity to develop note-taking skills, which are essential for work with any client system. Second, it helps maintain the field instructor-student relationship by ensuring that what was discussed in the supervision session is consistent with each other's perspectives regarding what actually occurred. Finally, it helps anticipate and prevent any areas for problem solving and/or growth early on the field placement process.

In the event that an area or issue of concern arises, the student, field instructor, Director of Field Education should meet immediately and collectively complete the Field Placement Corrective Plan be completed. This form is intended to be of practical help to the field instructor and student in clarifying any concerns between them. The form can be used to discuss and agree upon expectations as well as dates for resolution of the concern. Early,

preventive interventions when student problems arise allow for the earliest return to a productive learning environment.

Agencies and field instructors must remember that a student's role is not the same as an employee's role within the agency. CSWE prohibits the substitution of employment as a field placement. In addition, all field agencies must adhere to the U.S. Department of Labor's criteria for an unpaid internship (<https://www.dol.gov/whd/regs/compliance/whdfs71.htm>).

Although students are expected to gain "real world" experience in the practice setting where they perform similar tasks as employees, their educational assignments are structured to emphasize learning, not merely the completion of a task, or job.

Agency Orientation

At the beginning of the field placement, an orientation to the agency is expected to occur. A well planned and structured orientation alleviates much of the anxiety the student experiences at the beginning of his or her internship. Orientation could be a series of sessions planned over the first weeks of the instruction so that the student can be immediately involved in some aspects of field work while learning about the agency's programs and services.

Orientation sessions should include information regarding the agency's staff, services, population served, mission or goals, policies, and procedures. Students should be made aware of the agency's privacy guidelines for sharing and releasing information related to the activities of the field placement. Students are expected to adhere to all agency policies and procedures. Additionally, the orientation process should include discussion of the expectations for the Field Instructor's and student's supervision meetings.

Here are some suggested key materials/activities to consider in orienting students to the agency:

- An orientation schedule
- Introduction to staff and information about their job roles/duties
- Examples of agency forms used (assessments, treatment plans, etc)
- List of terms, acronyms, symbols, etc. commonly used within the agency
- Maps of the agency, communities served, etc.
- Policy and procedures manual
- Dress code policy
- List of agency-observed holidays
- Social work staff job descriptions

Field Visits

It is imperative that contact and communication be maintained with agencies during the time students are in field. The field agency should support sound, ethical social work practice, professional education, and appropriate student instruction. Students should be accepted as developing professionals and agencies should neither exploit students to meet staff needs nor hold back appropriate assignments because of their student status.

In fulfilling those responsibilities, contact will be maintained with agencies in the following manner:

1. Agency field instructors will be requested to attend an orientation/supervisory session
2. The Director of Field Education will conduct agency field visits to discuss the evaluation of student competencies and matters pertinent to the student's ability to successfully complete the field course.
3. The Director of Field Education will be available by phone and email to field instructors and students to assure that progress is being made, and to answer any field related questions that might arise.

Required Documents

Field placement requires documenting your field activities as well as documenting for agency work. Field Placement can be busy and intense and it is imperative students, field instructors, and the Benedict College Social Work Department keep documentation to ensure program integrity. Not only will you keep records of client contact hours, practicum hours on site, meetings with supervisors, etc., but you'll also need to maintain professional documentation in accordance with your agency's policies and your code of ethics.

The required documents are as follows:

Students:

Before Field:

1. Pre-Placement Checklist (and required forms)
2. Application for Field

During Field:

One-Time Forms:

1. Field Assignment/Contact Form
2. Field Placement Agreement
3. Learning Plan/Contract
4. Supervision Log

Weekly Forms:

1. Weekly Log
2. Time Sheets

Evaluation Forms:

1. Self- Assessment (at mid-term and final)
2. Field Agency and Field Instructor Assessment (at mid-term and final)

Field Instructors/Agency:

1. Agency Information Form
2. Field Instructor Application
3. Mid-Term Student Evaluation
4. Final Student Evaluation
5. Social Work Program Assessment
6. Memorandum of Understanding

Field Placement Evaluations

The Benedict College Social Work Department routinely collects and evaluates data to monitor progress and achievement of student learning, field setting effectiveness and program goals. In field placement, students are included in this process through their involvement in their own performance evaluations at mid-term and the final evaluations, the student self-assessment, and the evaluations of field organizations and field instructors,

The Benedict College Social Work Department administers the following evaluations to assess the success of its field programs. These evaluations are required and listed below:

1. Social Work Field Practicum Student Evaluation (mid-term and final)
2. Evaluation of Field Organization and Field Instructor by Student
3. Evaluation of Field Program by Field Instructors
4. Mid-term and Final Director's Report (Completed by the Director of Field Education)

Student Performance Evaluations

The evaluation of student performance by the field instructor serves two important purposes. Initially, the instrument serves as a tool for supervision and evaluation by the students' field instructor. The program also uses the aggregated results of the evaluation of student performance by the field instructor as a primary measure of the achievement of program objectives.

Student evaluations are part of the COSW's competency-based curriculum, designed to comply with the 2015 CSWE's Educational Policy and Accreditation Standards. The evaluations are designed to allow field instructors to rate students on each practice behavior that were operationally defined in the learning contract established at the start of the academic year. Level appropriate field placement learning contracts outline the nine core competencies and associated practice behaviors each social work student should demonstrate.

Field Supervisors are required to provide, in cooperation with the student, mid-semester and final performance evaluation which provide a summary of the student's field experiences and identify the progress being made by the student. The student's learning plan for the semester should be reviewed and used as an evaluation tool. The mid-semester report should address the student's progress toward goal attainment in the areas identified on the learning. Field instructors are required to involve students in the evaluation process and not merely submit an evaluation without the student's knowledge or involvement.

The field instructor's evaluation should not come as a surprise to the student being evaluated. Supervision should occur regularly and as described in this manual. Feedback on performance should be provided clearly to students during supervisory sessions. If problems develop, then a corrective plan of action should be developed as early as possible.

Liaison Reports

The Director of Field Education completes the Liaison Checklist/Mid-term and a Final Placement report which assesses the student, agency and field instructor's progress toward field placement tasks and goals. This evaluation asks the field liaison to rate their level of satisfaction regarding the educational learning environment the student experience and completion of tasks.

Student Self-Assessment

Students complete a self-assessment at mid-term and at the end of the placement. Student self-assessment involves students in evaluating their own work and learning progress.

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.

Student Evaluation of the Field Experience

Each student will complete an evaluation at the end of each semester that assesses the field experience from the student's perspective. At the end of the semester, all students will complete a field rating form related to their field experience, instructor, and if applicable, the field preceptor. The evaluation asks for student ratings of the field instructor, the organization, and general experiences. These evaluations will be used in general planning in the field education program. The purpose of this evaluation is to inform the Benedict College Social Work Department as to student impressions of their field instructor and field organization. This information will be used to strengthen the overall quality of the field placement experience.

Field Instructor Social Work Program Evaluation

The evaluation allows field instructors to assess the effectiveness of the Benedict College Social Work Department in preparing students for the field. The evaluation encourages field instructors to provide constructive feedback about their experience with our social work field program and student readiness for field placement. This evaluation allows the Social Work Department to explore ways to support field instructors in their supervisory roles and to strengthen the overall field program.

POLICIES AND PROCEDURES

Non-discrimination Policy

The Social Work Department strongly adheres to the Benedict College Statement on Nondiscrimination and the principles of the National Association of Social Work (NASW) Code of Ethics in all respects. Further, the Social Work Department recognizes and values the rights of all individuals and groups to choose their political and sexual orientation. Consequently, the Department avows to conduct all its transactions with students, administrative support personnel, faculty and field personnel without regard to political or sexual orientation, race, color, gender, age, creed, ethnic or national origin or disability.

Requests for Reasonable Accommodations in Field Placement

Benedict College is committed to welcoming diversity within the College community and individual rights. In accordance with the provisions of Section 504 in which prohibits discrimination on the basis of disability in programs or activities that received Federal Financial Assistance (FFA) to include public schools and institutions of higher education state or local government from the U.S. Department of Education (ED). Benedict College seeks to provide students with disabilities the support services and other reasonable accommodations needed to ensure equal access to programs and activities of the College.

All students must provide current documentation of their disability by an appropriate licensed professional. This documentation must indicate a specific diagnosis, information regarding onset, longevity and severity of symptoms, and must state how the disability and/or related medications and treatments interfere or limit functioning in any major activity, including participation in courses, programs, services or any other activity of the College. Disabilities may include, but not limited to, sensory, mobility, psychological or medical conditions, or learning disabilities and Attentional Deficit Disorder (ADD).

An individual with a disability is a person who has a physical or mental impairment that limits one or more major life activities and has a record of such impairment. In addition, Benedict College makes reasonable provisions to accommodate disabled and special needs students. Facilities to accommodate students with physical handicaps include Alumni Hall, Starks Hall, Morgan Hall, Pratt Hall, Learning Resources Center, the Human Resources Center, Fine Arts/Humanities Center, Mather Hall Dormitory, Oak Street Dormitory, and Haskell Dormitory. Services are available through the Office of the Coordinator of Special Student Services located in BC C.A.R.E.S.

Students with disabilities who may need accommodation in the field placement are strongly encouraged to talk with a member of the Field Education staff. Efforts will be made to work with prospective agencies and field instructors to ensure that students will receive the supports they need to function well within the agency setting.

Behavioral Standards for Social Work Students

Becoming a social worker involves acquiring knowledge and skills as well as demonstrating attitudes and values that are congruent with professional standards. Attention to the standards will be paid by faculty responsible for evaluating students' classroom performance, by field instructors, advisors, and other agency personnel responsible for evaluating field performance, and by administrators and others with whom the students interact within the School of Social Work community.

Social work students are expected to adhere to standards in the classroom, field, and within the larger Benedict College community.

Behavior: in interactions with faculty, administrators, staff, agency personnel, clients/consumers, and other students, act in accordance with the mission of the Benedict College Social Work Department, and the goals and standards of social work as outlined in the NASW Code of Ethics, e.g., commitment to social and economic justice, integrity client self-determination, , human dignity and human diversity (www.socialworkers.org/pubs/code), the Benedict College Code of Student Conduct, the Benedict College Social Work Department Code of Conduct.

Self-awareness: openness to new ideas, differing opinions and feedback from others, and integration of these into professional and student roles and performance; an understanding of the effect of one's statements and behaviors on others; the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one's beliefs, values, and assumptions, and change one's behavior to ensure ethical professional practice.

Academic: critical evaluation and application of knowledge and research findings to professional performance; classroom participation that promotes academic freedom, complies with guidelines for respectful classroom behavior, complies with instructor's directives, and allows for course instruction and participation of all students.

Interpersonal: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients, and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability, and responsibility for one's own behavior.

Self-care: the ability to engage in appropriate self-care and seek resources and/or treatment for medical and emotional problems that interfere with academic and professional performance. Appropriate use of existing channels of communication (e.g., advisor, classroom instructors, department chairs, Benedict College Social Work Department faculty, field instructors) and procedures for addressing problems and concerns at the Benedict College Social Work Department as outlined in the Benedict College Social Work Department Student Handbook and the field manual.

Failure to act in accordance with these standards may result in suspension or termination from Benedict College Social Work Department.

Student Performance Outside of Field

A student's progress is based on nonacademic as well as academic performance. Those nonacademic factors that could result in a student's suspension or dismissal from the Benedict College Social Work Department, regardless of his/her academic performance, include violation of Benedict College regulations, commission of acts or behaviors which violate the NASW Code of Ethics, commission or conviction of an offense that goes to the issue of moral turpitude (conduct that is considered contrary to community standards of justice, honesty or good morals), or pending charges of or conviction of a felonious offense. The student must maintain the high standards of ethical behavior that are necessary for his/her professional practice as a social worker.

If a student has been apprehended and/or charged or convicted by law enforcement agencies with criminal conduct on or off campus, then the student in question, other students with knowledge, faculty, field instructors, preceptors, staff and liaisons are required to report knowledge of this within 24 hours to the Chair of Benedict College Social Work Department Dean of the School of Education, Health and Human Services, the Director of Field Education (if enrolled in SW 420, 490 or 490s) and any relevant faculty. If a student fails to report in accordance with this policy, they may be immediately suspended from field activities and or terminated from the social work program for which they are enrolled. Provided a student reports appropriately, they may be temporarily suspended from field placement until the relevant Benedict College Social Work Department and other relevant Benedict College Committees have reviewed all factors and provided advice on next steps.

Student Well-Being

In preparing for a career in social work, it is important to acknowledge the unique stresses students may endure as they embark and continue this journey in a social work degree program. Taking responsibility for self-care is an essential part of being an effective social work practitioner, and at times students may experience stress, pressure, or encounter triggers in field placement. In such situations, field instructors and community partners need not, and should not, act as therapists to students.

Field instructors have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on student performance, and importantly, to bring to the attention of the student any serious performance deficits. If the latter occurs, students may voluntarily share personal information to explain their performance and how it may relate to their emotional or physical well-being. It is important this personal information be treated confidentially and students are provided with guidance, resource information, and concerned support. At the same time, based on the collective judgment of supervising staff and faculty, such students may need to be relieved of their client

responsibilities. Referral to the Director of Field Education will ensure proper referral to campus and community resources.

More specifically, students may present signs of distress due to personal problems, mental health, or substance use issues while in field placement. Various kinds of external demands may impair the performance of students. Some may be struggling with circumstantial limitations such as lack of transportation, financial problems, or the demands of part-time or full-time employment. Others may be struggling with personal or emotional problems of a more serious nature that can present a significant challenge to students and field organizations. These problems may include an acute or chronic physical illness or psychological impairment, a life crisis, a serious legal offense, drug/alcohol abuse, personal instability, or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with organization policy, or serious competence and skill deficits. These problems usually present an interrelated set of concerns that require monitoring, communication, and professional judgment on the part of the field instructors, liaisons and the Director of Field Education.

If a student behaves in a manner that causes concern to the field instructor, task supervisor, or organization staff as to his/her ability to provide effective services to clients, the organization should immediately contact the Director of Field Education. The Director of Field Education will arrange a meeting with the student, field instructor, and task supervisor as soon as possible. Next, if the field instructor, task supervisor or another field student has concerns about a student in the program, please feel free to contact the Director of Field Education immediately to express these concerns so assistance can be provided as soon as possible. In some instances, students may be referred to the Benedict College Counseling Services to make an assessment of a student and his/her situation.

Depending on the seriousness of the behavior, the student may be restricted in placement duties or may be suspended, even terminated, from placement. The Director of Field Education will review the circumstances and consult with the field organization to determine whether the placement may be continued, whether a suspension in placement should be made pending specific corrective actions, or whether placement should be terminated. The Director of Field Education will consult with and/or inform the respective Chair of the Benedict College Social Work Department, and the Dean of the School of Education, Health and Human Services those issues that may impact overall performance in the program so referral to appropriate supports, services, and or committees can be made in a timely manner.

Resolving Issues, Problems and Concerns in Field Placement

Corrective Action Policy

When a student is experiencing difficulties in Field Practicum, every effort will be made to resolve the problem. If a satisfactory resolution cannot be achieved, students may be advised to withdraw from the field practicum. It is recognized that each situation is unique and may indicate different types of resolutions/discretionary action. Resolutions should be progressive in severity.

These resolutions may include, but are not limited to,

- apprising a student of the concern and working out a verbal corrective plan of action,
- initiating a written corrective plan of action (see Appendix),
- or immediate removal from field practicum.

If expulsion becomes necessary, readmission into Field Practicum will be upon approval of the Field Director. Students who believe that their rights have been violated should follow the appeal and grievance procedures as outlined in the Benedict College Social Work Student Handbook and the Benedict College Social Work Field Manual.

Termination of Student from Field Practicum

Should the AGENCY request that a field practicum be terminated:

- The agency supervisor and student must first meet and attempt to resolve the issues that are causing the problem.
- If no resolution can be determined, the Director of Field Education will intervene with the agency staff.
- If no resolution can be achieved, the student field practicum will be terminated. The Field Director will evaluate this termination and a decision will be made whether to assign a non-passing grade or to have the student transfer to a new practicum.

Should a STUDENT request that a field practicum be terminated:

- The student should go to the Director of Field Education to discuss the reasons for the request.
- The Director of Field Education will meet with the Field Instructor and the student.
- If no resolution can be found, the Director of Field Education will make the final decision about the student's termination after conferring with the Chair of the Social Work Program.

Periodic Review, Remediation and Termination from the Program

While a thorough review prior to admission is helpful in assuring that students in the program will become competent social work professionals, there may be occasions when individuals must be terminated from the program for academic or professional reasons.

The program endorses the position that all criteria and standards for student performance that relate to their fitness for the profession are "academic" standards. The faculty of the Benedict College Social Work Department takes seriously their responsibility to protect the rights of

students and to help serve a gatekeeping function for the social work profession. We believe that it is a disservice to the College, students, the profession, field agencies, and clients if students who fail to achieve an adequate level of professional skill and knowledge or fail to demonstrate full adherence to the professional code of ethics are allowed to remain in the field.

Periodic Review

Students receive a formal review of their progress at the time of application to the major and at the time of application for placement in field. In addition, students will undergo formal faculty review when any of the following critical events occur:

1. The student's overall GPA falls below 2.25
2. The student receives a "D" or "F" in any social work class
3. The student receives an "I" in field seminar or the practicum classes
4. The student fails to adhere to field and / or agency policies and procedures
5. The student is terminated from his or her practicum agency
6. The student fails to adhere to the code of student conduct set forth in Benedict College policy
7. The student fails to adhere to the standards of conduct reflected in the NASW Code of Ethics, and the Benedict College Social Work Department Code of Student Conduct
8. The student violates any of the policies outlined in the "Expectations for Students Related to Field Practicum" section of this Field Manual
9. The student engages in other behavior not specifically discussed in this manual that the social work faculty deem sufficiently problematic to warrant review

Removal from An Agency

Performance problems that result in termination from an internship vary greatly. In general, they reflect noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the above stated expectations.

When a student is not progressing at a satisfactory rate:

1. At any time during the internship, if a single event or persistent problems occur, the Field Instructor will contact the Director of Field Education for consultation as soon as a problem arises.
2. The Director of Field Education will offer guidance to the student and/or agency Field Instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency Field Instructor. Past academic and performance information may be shared.
3. The student, Field Instructor and Director of Field Education are involved in an analysis of the problem.
4. The student is given formal notification that the performance is substandard.
5. Performance problems will be clearly identified (orally or in writing) by the agency Field Instructor and/or the Director of Field Education. Guidelines, expectations, and

consequences are given to the student in writing via a corrective action plan for the student to follow in raising the standard of performance. Specific examples of the problem area(s) and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.

6. If the student's performance does not meet minimum expectations by the due date of the final evaluation, the agency Field Instructor will complete the narrative portion of the evaluation specifying the reasons for the student's failure to meet expectations. The quantitative and qualitative portions should clearly indicate the inadequate or unsatisfactory areas of performance.
7. If the student does not meet the requirements, a failing grade is earned.
8. Poor performance or a single event, which may place clients at risk, including unprofessional or unethical behavior, will result in termination at any time from the internship. The agency Field Instructor and the Director of Field Education make this decision jointly. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student.

Changing Placements Due to Student Behavior or Performance

In some cases, the Director of Field Education may determine it is not appropriate for the student to remain in the same agency placement due to student behavior, performance, or other factors.

If the student is assigned to a new agency, the student will be required to complete the full number of hours required for the practicum. A second agency placement would be contingent on disclosure of any performance problems and a copy of the last field evaluation form may be provided to the new potential Field Instructor.

The student may receive a failing grade, based upon the documentation of the agency Field Instructor and other factors taken into consideration by the faculty. The student's grade and subsequent termination from the placement would be based on the student's behavior or performance, which has violated policies of the agency, the Benedict College Social Work Department, and/or any standards set by the NASW Code of Ethics.

The student has the right to appeal this grade. The grade appeal will be in accordance with Benedict College regulations and Academic Affairs. Students will not be permitted to re-enroll in the field practicum or field seminar until the grade appeal process is complete.

In situations when a student is dismissed from their placement, she/he must complete a type-written request for reinstatement to field and another placement stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve the problem area. (i.e., attend a workshop on confidentiality, etc.). This request is submitted to the Director of Field Education within 60 days following the date of the termination. The Director of Field Education reviews the letter and all pertinent information jointly with the Chair of the Social Work Department.

If it is decided that the student will be offered another internship the entire internship MUST be retaken, with no credit given for previous hours in an internship. The student must re-register for the full credit hours of the course (SW 490) and the co-requisite integrative seminar (SW 490s) during the following semester.

Denial of Placement Change

The Director of Field Education reserves the right not to offer a second placement based on student behavior and/or performance issues and/or the student's refusal to allow Benedict College representatives to share information about the termination with the new agency.

The Social Work program WILL NOT offer a third internship.

At times the Social Work Department may determine that it is in the best interest of the student not to immediately re-enter another field placement. In these cases, it may be recommended by the Director of Field Education and the Chair of the Social Work Department that the student completes certain remediation tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance in the internship. Examples of such actions are: retaking a course in ethics, engaging in individual or group therapy for a specified period, etc. Any recommendation made will be in writing to the student with specified completion dates in the Corrective Action Plan.

Termination from The Social Work Program

Any student who is removed from an agency due to poor performance, unprofessional conduct, or similar reasons may fail the practicum and be dropped from the program. The placement agency or Benedict College may request that a student be withdrawn from the Field Program after following procedures for dealing with unsatisfactory progress when, in the professional judgment of both parties, the student's personal conduct or educational progress is such that no further effort or time should be expended.

The following process should be followed:

1. The Field Instructor shall notify the Director of Field Education regarding the specific problem (or vice versa).
2. The Director of Field Education shall meet with the Field Instructor and the student.
3. The Director of Field Education shall meet with the student to notify the student that withdrawal from field is necessary.
4. A decision regarding the student's future plans shall be derived, and that decision will be recorded in the student's record.
5. The Director of Field Education shall confirm this termination with the Field Instructor and the student.

6. The Student will need to meet with the social work faculty to discuss future plans and appropriateness of continuation versus termination in the social work program. Termination from social work program is a likely outcome of termination at a field placement.
7. Students have a right to appeal this professional decision to the Chair of the Social Work Department and/or the Dean of the School of Education, Health and Human Services, if desired.

Application for Readmission to The Program

Students who are removed from the program may apply for re-admittance to the program and to the field by completing the following:

1. Submit for approval a detailed plan for remediation or take other actions the social work faculty deems appropriate (within 60 days of termination of prior placement).
2. Demonstrate an ability and willingness to function at a professional level of conduct.
3. Complete any recommended Corrective Action Plan for remediation.
4. Otherwise be judged ready for readmission by the Benedict College Social Work faculty. Some forms of gross misconduct may render the student ineligible for readmission to the program.

Faculty Response

During any formal faculty review of student progress, the faculty may, based upon evidence of insufficient progress or the occurrence of one or more problematic critical events, and a thorough review of the circumstances:

- Deny admission or readmission to the program
- Place the student on “conditional” status
- Postpone the student's advancement in the program
- Drop the student from the program
- Refer the student and situation to the Dean of the School of Education, Health and Human Services (or other appropriate College entity) for investigation.
- Refer the student and situation to the Benedict College Campus Police for a criminal investigation
- Take any other action the social work faculty deem appropriate

Any adverse action short of discontinuation from the program or denial of admission to the program must be followed by a written plan of remediation that is jointly developed by the student, the Director of Field Education and the Chair of the Social Work Department, and other Social Work Faculty as appropriate. Specific remedial action, specific time-frames and specific responsibilities must be delineated in the plan. The remedial action plan must be approved by the faculty as a whole. When a problem presents itself, it is the intent of the social work faculty to find a fair and equitable resolution which protects student rights, upholds the standards of professional conduct and protects the welfare of future clients.

Grievance and Appeal Procedures

Students who wish to appeal an adverse decision by the faculty or who wish to file a grievance against the program or any employee or representative of the program may do so by first submitting a written summary of the grievance or appeal to the Chair of the Social Work Department within 30 days of the action which prompted the grievance or appeal.

The Chair must respond to the student in writing within fourteen days, indicating the course of action to be pursued, including time frames, opportunities for the formal presentation of the grievance or appeal and the names of those individuals who will participate in the grievance process.

If the appeal is denied, the student may then submit a written summary of the grievance or appeal to the Dean of the School of Education, Health and Human Services within 30 days following notice of denial by the Chair of the Social Work Department. The Chair must respond to the student in writing within fourteen days, indicating the course of action to be pursued as previously mentioned.

If the grievance or appeal is not resolved at this level, it becomes subject to the formal college-wide grievance and appeal procedures.

Dual Relationships: Field Instructor & Student

In accordance with the NASW Code of Ethics, the Benedict College Social Work Department expressly prohibits:

1. Students exploiting personal relationships for personal gain. Students may not ask a professional social worker to serve as field instructor if that individual has had supervisory responsibility for the student and/or if there is an ongoing personal relationship.
2. Field instructors establishing personal relationships with students that have the potential for exploitation. A professional power differential exists in these situations regarding influence and authority which one can exercise over the other and which might interfere with objective supervision and evaluation.

Any violation of this policy may result in the termination of the student's field placement and the termination of the field instructor's relationship with the Benedict College Social Work Department.

Attendance and Activity in The Field Agency

Students make a commitment to fulfill the obligations and requirements of Field Instruction when they register for the course. Students, upon being assigned an agency, are given responsibilities that must be executed. To insure professional development, it is compulsory and mandatory that students attend Field Instruction. Absences and tardiness can seriously affect the social work intervention process and will not be tolerated. Non-compliance will be reflected in the student's performance evaluation.

Specific Guidelines for Attendance

The student should observe the following guidelines:

1. Students are expected to be punctual and to observe the regular agency work schedule during the Field Instruction.
2. When students are absent or tardy for reasons beyond their control (personal illness or death in the immediate family), they must call the Field Instructor by 9:00 a.m. or the agency's opening time and give a reason for the absence or tardiness. If the Field Instructor is not available, a message should be left at the agency with a designated person or voice mail. The Director of Field Education must also receive notification from the student on the day of the absence.
3. Agency holidays that are not official college holidays and occur on field days do not have to be made up. (There may be exceptions to this guideline in specific settings such as public schools in order for students to satisfy the 400 course credit hours.)
4. Students are expected to follow the scheduled events and observance of holidays on the college calendar. Students are not expected to attend field on College holidays or designated holidays in the practitioner agency, unless negotiated with the Agency.
5. Students must be responsible for canceling appointments or arranging for planned activities to be handled when they are absent.
6. Students are responsible for making up missed time. The arrangements are to be in conjunction with the Field Instructor. The time is to be made up by the end of the semester.
7. Students are allowed one sick leave day per semester during the field assignment. This sick day can only be used for personal illness or a death in the immediate family. Any additional days missed must be made up. Days missed because of inclement weather must be made up.

**In case of inclement weather, the student's presence in the agency depends on whether the agency is open.

8. Students who attend special meetings (i.e., professional conferences, workshops) outside the agency; may not be required to make up this time. The College assumes responsibility for informing the agency of such activities.

Compensatory Time

Students who are assigned extra time in the agency due to special assignments, for educational purposes such as night meetings, conferences, field trips, program, additional work, etc., can be compensated for the time within a two-week period after the time was earned. Exceptions can be made, only if the student and Field Instructor reach a mutual agreement with the Director of Field Education's concurrence. Students are not allowed to accumulate compensatory time so that they may complete the field practitioner assignment earlier than the designed time on the field calendar.

Absences from Field Placements

Students are to notify the field instructor in writing and by phone when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they must also notify the Director of Field Education. All absences, except for official College holidays and required meetings arranged for by the College, are to be made up in a manner mutually agreed to by the student, the field instructor, and the Director of Field Education.

Jury Duty: Students called to jury duty must notify field instructors and the Director of Field Education of the dates they will be on jury duty. Students need to plan carefully for client coverage during this absence. Time lost in field must be made up.

Military Duty: Students called to active military duty should notify field instructors and liaisons immediately. Official Benedict College policy and guidelines should be followed to protect students' academic status. Time lost in field will need to be made up and may require a repeat of the field placement semester to ensure the curriculum followed remains true to the accredited plan of study.

Other Absences: Students attending meetings, conferences, and workshops relevant to the field placement during field placement hours should confer with field placement supervisors and field placement faculty as to whether the time can count towards field placement hours or must be made up. Decisions are made on a case by case basis. Expenses related to attendance at conferences are the responsibility of students and/or agencies. USC is unable to provide such funds for such student activities.

Religious Accommodations: Absences due to the observance of religious holidays, attendance at professional meetings, or participation in professional conferences may be excused with the approval of the field instructor (following organizational policy) and the faculty field liaison.

Transportation to Field

As with any class, the Benedict College Social Work Department is not responsible for reimbursing your mileage to and from your field placement. Under no circumstances can the Benedict College Social Work Department promise particular locations, days and hours of field. It is the student's responsibility to find & pay for transportation to and from field placement, as is with any other class for which a student is enrolled.

Sexual Harassment Policy and Procedures

The Benedict College Social Work Department is committed to the principle that no employee, student, or applicant for employment or admission should be subject to sexual harassment. The Benedict College Social Work Department strives to provide workplaces and learning environments that promote equal opportunity and are free from illegal discriminatory practices, including sexual harassment.

Sexual harassment is a violation of federal and state laws and Benedict College Social Work Department policy, as is retaliation against any individual who in good faith files a complaint of sexual harassment or retaliation, the Benedict College Social Work Department will undertake a fair and thorough investigation, with due regard for the rights of all parties. Every reasonable effort will be made to protect the confidentiality of the parties during the investigation. After an investigation, any person who is found to have sexually harassed or retaliated against another will be subject to discipline, up to and including termination of employment and, if a student, expulsion from Benedict College Social Work Department.

Definition of Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, and any other verbal or physical contact of a sexual nature, whether intentional or unintentional, where:

- an individual's submission to or rejection of the conduct is made, either explicitly or the conduct implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or,
- has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance, or educational experience, or of creating an intimidating, hostile, humiliating or offensive working, educational, or living environment.

Examples of Conduct Which May Constitute Sexual Harassment

It is not possible to list all circumstances that might constitute sexual harassment. It encompasses any sexually related conduct which causes others discomfort, embarrassment, or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of an individual's sex. Such conduct is subject to this policy whenever it occurs in a context related to the employment or academic environments, or if it is imposed upon an individual by virtue of an employment or academic relationship.

A determination of whether conduct constitutes sexual harassment is dependent upon the totality of the circumstances, including the pervasiveness or severity of the conduct. The following are examples of conduct which may constitute sexual harassment:

- Unwelcome sexual advances, whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess
- Displaying sexually suggestive objects, pictures, or cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, or suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

The Benedict College Social Work Department must be aware of the need for freedom of inquiry and openness of discussion in its educational and research programs, and must strive to create and maintain an atmosphere of intellectual seriousness and mutual tolerance in which these essential features of academic life can thrive.

No organization can or should guarantee that every idea expressed in its classroom laboratories will be inoffensive to all; pursued seriously, education and scholarship necessarily entail raising questions about received opinion and conventional interpretation. The Benedict College Social Work Department does guarantee; however, that any credible accusations of inappropriate sexual remarks or actual will be investigated promptly, thoroughly, and fairly.

Benedict College Social Work Department Sexual Harassment Procedure

Should any student have a question, wish to discuss an issue, or wish to file a complaint, the Benedict College Social Work Department procedure on sexual harassment is as follows. For concerns regarding interactions in the classroom or in the Benedict College environment, students may contact the Benedict College's Equal Opportunity Officer.

Sexual Harassment and Field Education

While we recognize that field instructors and other agency personnel are not employees of Benedict College Social Work Department, and students are not employees of the agency, the Benedict College Social Work Department is committed to the protection of all parties in the field education process from sexual harassment. Accordingly, we advise all agencies to apprise students of their policies regarding sexual harassment and to discuss agency procedures for reporting incidents of sexual harassment.

Procedures

A student who believes s/he has been sexually harassed by a field instructor, other agency employees, or client should contact the Director for Field Education to discuss the situation and to determine what steps should be taken regarding his/her status at the agency. The Director of

Field Education, in consultation with the College's Equal Opportunity officer, will investigate the complaint. This investigation could involve discussions with the field instructor, other relevant agency personnel, and the person alleged to have committed the harassment.

It should be noted that the investigation may be restricted by the jurisdiction the Benedict College Social Work Department has over the agency. Also, the student may have rights to a complaint filed with and investigated by the agency itself or appropriate government agencies. At the conclusion of the investigation, the Director of Field Education and the student will make a judgment regarding the student's status at the agency:

1. The agency has satisfactorily addressed the complaint, and the student is willing to remain in the placement.
2. The agency has satisfactorily addressed the complaint, but the student should be placed in another setting.
3. The agency has not responded satisfactorily, and the student should be placed in another setting.
4. The complaint of sexual harassment is unfounded, and further investigation into the situation is warranted.

Where a complaint against an agency or its personnel is found to be justified, the agency's response and corrective action will also be taken into account by the Benedict College Social Work Department in determining whether that agency will be used for future placements.

If a complaint of sexual harassment is made by a client or agency employee against a student, the Benedict College Social Work Department will invoke the above procedure and will cooperate with any additional steps taken by the agency. The Benedict College Social Work Department's goal in such a situation is to work collaboratively with the agency toward a mutually acceptable outcome. The Benedict College Social Work Department recognizes the agency's right to terminate the placement of any student who has violated the law and/or agency policy.

Drug and Alcohol Policy

The use of illegal drugs and alcohol at the College workplace, on College property or at College activities both on and off campus impairs the safety and health of College community members, inhibits the personal and academic growth of students and undermines the public's confidence in the College. Only in an environment free of illegal drugs and alcohol abuse can the College fulfill its mission of developing the professional, social, cultural, and intellectual potential of each member of its community. For these reasons, it is the policy of Benedict College that all College activities, College property, and the College workplace must be free of the use of illegal drugs and the abuse of alcohol.

In addition, social work students have a professional obligation articulated in the [NASW Code of Ethics](#), to “not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.” Accordingly, students are expected to abide by the College's policy and to refrain from drug or alcohol use while at in their internships or engaged in activities on behalf of their internship assignments.

Safety Policy and Procedures

The Benedict College Social Work Department oversees the student' experiences in their field placements and their safety in the field. The following guidelines, procedures, and tips were created in recognition of the fact that the physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the Benedict College Social Work Department, the agency, and the student with the goal of collaboration to maximize safe practice. While social workers may be more aware of these issues in inner-city areas, we believe issues of safety are relevant in all communities and settings.

Responsibilities and Roles

Benedict College Social Work Department will:

- Provide students with an overview of safety in the field through the Integrative Field Seminar.
- Provide students with a copy of the Benedict College Social Work Department Safety Policy and Procedures.
- Provide a workshop for students to teach knowledge and skills that promote safe social work practice.
- Encourage faculty to incorporate content related to safety into lectures and discussions in the classroom.
- Provide training to field instructors about student safety and orientation to the Benedict College Social Work Department Safety Policy and Procedures. The Director of Field Education and the field instructors will discuss safety issues at the site visit.

- Offer workshops that address social worker safety to field placement agencies

Field Placement Agencies will:

- Orient students to the safety policies and procedures of the agency. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients. Security of personal belongings should be included. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
- Include in the Learning Plan/Contract information about the agency's orientation to safety and the training opportunities it provides to students to develop skills and knowledge that will maximize safe social work practice.
- Not require students to engage in assignments in which they feel physically at risk.
- Make the same accommodations to ensure students' safety as they make for their staff.
- Contact the Director of Field Education if the student's concerns about safety interfere with the learning process. In consultation with the Director of Field Education develop a plan that addresses the student's educational needs and the agency's requirement to provide services.

Social Work Students should:

- Read and be familiar with the safety policy and procedures of the School and of the agency where they are placed and abide by health precautions and protocols related to the specific agency setting.
- Attend orientation, workshops, and training programs related to safety and safe social work practice offered at the School and their agency.
- Read and be familiar with Safety Tips for Students in the Field.
- Not engage in assignments in which they feel physically at risk. If a student is concerned about his/her safety, the student should inform the field instructor. The Director of Field Education and field instructor should consult to determine the best course of action to support the student's education.

Procedures for Reporting an Incident

1. If an incident occurs in which a student is threatened or hurt, the field instructor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss the actions the agency and school should take to ensure the student's physical and emotional well-being.
2. The Director of Field Education will document the incident and the steps taken to address it. The Director of Field Education will meet with the student and advisor to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

Safety Tips for Students in the Field

Agency Protocol

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

Security of Belongings

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

Safety Issues Related to Working with Clients

Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behaviors.

Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Again, we would like to emphasize that students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling an appointment, it is helpful to think about whether other people should be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that a client/consumer becomes agitated, one option may include having another staff person in the meeting.

Clothing that is provocative is never appropriate and, in some instances, may impede one's ability to act in an unsafe situation, e.g., high heeled shoes, tight skirts, long scarves. Jewelry can also be used to injure the worker.

Safety Tips for Travel

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

When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible. If a bag or briefcase is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits

Prior to making a home visit, the student should discuss any issues related to safety with their field instructor. On an initial home visit, it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of the home visits. Some agencies require a confirming telephone call upon arrival and departure from the home visit. If the student feels unsafe upon arrival or at any time during the visit, s/he should not proceed with the meeting. It might be preferable to meet at a neutral location.

Students and Field Instructors can access helpful information and resources related to the safety of social workers in the field on the Benedict College Social Work Department website.

Professional Liability Coverage for Students

You are studying and working towards a great career in social work, but even field practice can put you at risk of being sued by someone dissatisfied with an outcome. Students in field practice can be sued. Therefore, all students enrolled in field practice courses are required by the Benedict College Social Work Department to participate in a group plan for professional liability insurance. In keeping with professional practice, it is required that all students enrolled in field placement courses must carry professional liability insurance as a condition of field placement. Benedict College Social Work students are covered under a universal policy provided by the College. United Educators (UE) is the provider through which General liability insurance and Excess liability coverage are provided for Benedict College students during the conduct of official college business. (e.g. Internship, practicums, conferences, service-learning).

Additional professional liability insurance can be purchased individually by students through the National Association of Social Workers (NASW) for members and non-members at an affordable annual rate. For more information visit NASW online at:

http://www.naswassurance.org/insurance_center.php?page_id=9.

Background Check Policy

Please be aware that most social work students will be required by their prospective field placement agencies to have a background check regarding a history of criminal offenses. Some agencies conduct the check through their Human Resources Department and some ask the College to do it. In either case, students will be asked to give written permission for the check(s) to be done and will be apprised of the outcome. If a background check reveals a felony history, the agency will make the final decision about whether the student will be offered an internship.

Students who have a record of a felony conviction may have difficulty being accepted for any placement and, in that case, will not be able to complete the requirements for the MSW program, and will not be eligible for a refund of tuition and other fees paid to the College. In addition, many employers and state social work licensing boards have policies regarding criminal histories which could limit employment and licensure opportunities. We recommend that applicants check their state licensing regulations with regard to this issue.

Student Use of Vehicles for Agency Business

Transporting Clients

Students are strongly encouraged not to transport clients in their personal vehicles. They may accompany clients/patients to appointments, however; they are discouraged from driving to ensure that students avoid being alone with clients/patients in vehicles without supervision as this is a boundary and liability issue. Agencies must have a clearly defined policy regarding client transportation by students. Students must maintain a valid driver's license and auto insurance coverage. Students are responsible for their own transportation to and from practicum agencies and other settings as designated by agencies, i.e. home visits, community meetings, etc. Transportation issues which preclude students from fulfilling practicum obligations should be brought to the attention of the field instructor, and the Director of Field Education immediately. Organizations should provide for mileage and expenses reimbursement to students performing practicum assignments for the organizations (i.e., if at hospice and driving to visit clients over 20 miles round trip). All other expenses are the responsibility of students.

Intern Use of Vehicles for Agency Business

Field placement agencies occasionally require or request that student interns use vehicles in the performance of their internship activities, which may include transporting patients/clients. The possible scenarios include the student intern as the driver of his/her own vehicle or an agency vehicle or the student intern as the passenger in an agency or agency staff vehicle. The use of a vehicle for purposes of carrying out internship activities is acceptable in some internship situations, provided that adequate safeguards are in place to manage the potential risks and documentation is in place to clearly identify each party's responsibilities. This policy is

intended to assist in identifying the safeguards that are minimally necessary and allocating responsibilities among the parties appropriately.

Responsibilities of the Benedict College Social Work Department:

- Inform the student that s/he should inquire prior to the placement about agency expectations regarding the use of agency and/or personal vehicle for placement assignment
- Ask agencies about vehicle use expectations on agency placement form
- Give students the option not to use their vehicles or drive/ride in agency vehicles for their internship, with the understanding that this will limit the internship options available to the students
- Address vehicle use and related issues of safety, insurance coverage, and liability in the field education agreement or other document signed by School and agency
- Document understandings with students as necessary.

Responsibilities of Field Placement Agencies:

- Have a vehicle safety policy which addresses the use of agency and students' personal vehicles to conduct agency business (including transporting clients) with specific attention to:
 - Driver eligibility including driving record checks
 - Liability insurance coverage including the type of insurance coverage students are expected to have on their own vehicles, evidence students need to provide of their coverage; agency insurance coverage for the use of agency vehicles
 - Safe driving tips
 - Procedure for reporting to designated agency personnel any incidents including, but not limited to, accidents, moving violations, disruptive or concerning client behavior while being transported
 - Procedures for assessing, always in consultation with an agency supervisor or other qualified staff persons, appropriateness of clients to be transported including whether an additional staff person should be in the vehicle
 - Steps to take in the event that a client evidences concerning behavior during transport
 - Ensuring that the School of Social Work Field Education Department receives a copy of the vehicle safety policy and evidence of liability insurance
 - Ensuring that interns receive a copy of the agency's vehicle safety policy and appropriate safety training and supervision especially regarding transporting clients.

Responsibilities of Students:

- Agree to use an agency or personal vehicle according to the agency's policies and procedures, or inform the Field Education Department and agency that they are not willing to do so (which may require a change of placement)
- Have automobile insurance coverage for their personal vehicle as required by the agency and provide evidence of this to the agency
- Agree to a driving record check by agency or School if required by the agency

- Report to designated agency personnel any incidents, including but not limited to accidents, moving violations, concerning client behavior, that occurred during transport

Client Confidentiality

Protecting client confidentiality is of utmost importance. Students follow all confidentiality policies and procedures of their agencies as well as adhering to the NASW Code of Ethics. Students shall not discuss client information outside the agency except to further education through discussion with faculty and participation in classes. For both class discussion and written assignments, students shall protect clients' anonymity by disguising or omitting identifying personal information. Breaching client confidentiality is a serious offense violating the Social Work Code of Ethics and can result in termination from field placement.

Mandatory Reporting

Mandatory reporters must report when, in their professional capacity, they have received first-hand information that gives them reason to believe that a vulnerable adult's or child's health or well-being has been or may be endangered by abuse or neglect. (not all adults)

This mandate can feel confusing and overwhelming to many students who may be faced with a dilemma regarding mandatory reporting in his/her field placement. As a result, reasons for reporting and/or not reporting should be discussed with social work students, so their learning may be optimized. Students should not make any reports independently if they feel that a vulnerable adult's or child's health or well-being has been or may be endangered by abuse or neglect in his/her field placement. Because students/interns operate under a social worker, students must take the issue immediately to his/her field instructor for discussion and processing and ultimately for role modeling on when and how to make a report.

Although rare, if a student disagrees with a field instructor's direction, the student must discuss the matter with the Director of Field Education prior to taking any action. The Director of Field Education may become involved if the disagreement between the student and field instructor still exists after consultation with the field liaison.

Children

By South Carolina Law [20-7-510(A)], the following professionals are required to report suspected cases of child abuse or neglect:

- Physicians, nurses, dentists, and optometrists
- Medical examiners, coroners, and their employees
- Any other medical, emergency medical services, mental health, or allied professional
- Members of the clergy, Christian Science practitioners, religious healers
- School teachers, counselors, principals, assistant principals
- Social or public assistance workers
- Substance abuse treatment staff
- Child care workers in daycare centers and foster care facilities

- Police or law enforcement officers
- Undertakers, funeral home directors and employees
- Persons responsible for photo processing or films
- Judges

Typically, if a mandatory reporter suspects that abuse or neglect is occurring or has occurred, reports must be made to a Department of Social Services (DSS) county office or law enforcement organization.

If the mandatory reporter suspects that a child is being or has been abused or neglected by someone other than a parent, guardian, or person responsible for a child's welfare, reports must be made to a law enforcement organization.

As with all reports of abuse or neglect, the identity of the reporter will remain confidential (nope- anonymous but never confidential). A reporter acting in good faith (with reason to believe there is child endangerment) is immune from civil and criminal liability.

For more information on mandatory reporting or training please contact: Children's Law Center 803-777-1646 <https://webapps.uts.sc.edu/childlaw/mandate/>

Adults

From Title 43 - Social Services, CHAPTER 35. ADULT PROTECTION ARTICLE 1. DUTIES AND PROCEDURES OF INVESTIGATIVE ENTITIES SECTION 43-35-15.

(<http://www.scstatehouse.gov/code/t43c035.php>)

Vulnerable Adults Investigations Unit; Long Term Care Ombudsman Program; Adult Protective Services Program; Responsibilities.

A) The Vulnerable Adults Investigations Unit of the South Carolina Law Enforcement Division shall receive and coordinate the referral of all reports of alleged abuse, neglect, or exploitation of vulnerable adults in facilities operated or contracted for operation by the Department of Mental Health or the Department of Disabilities and Special Needs. The unit shall establish a toll-free number, which must be operated twenty-four hours a day, seven days a week, to receive the reports. The unit shall investigate or refer to appropriate law enforcement those reports in which there is reasonable suspicion of criminal conduct. The unit also shall investigate vulnerable adult fatalities as provided for in Article 5, Chapter 35, Title 43. The unit shall refer those reports in which there is no reasonable suspicion of criminal conduct to the appropriate investigative entity for investigation. Upon conclusion of a criminal investigation of abuse, neglect, or exploitation of a vulnerable adult, the unit or other law enforcement shall refer the case to the appropriate prosecutor when further action is necessary. The South Carolina Law Enforcement Division may develop policies, procedures, and memorandum of agreement with other organizations to be used in fulfilling the requirements of this article. However, the South Carolina Law Enforcement Division must not delegate its responsibility to investigate criminal reports of alleged abuse, neglect, and exploitation to the organizations, facilities, or entities that operate or contract for the operation of the facilities. Nothing in this subsection precludes the Department of

Mental Health, the Department of Disabilities and Special Needs, or their contractors from performing administrative responsibilities in compliance with applicable state and federal requirements.

- B) The Long-Term Care Ombudsman Program shall investigate or cause to be investigated noncriminal reports of alleged abuse, neglect, and exploitation of vulnerable adults occurring in facilities. The Long-Term Care Ombudsman Program may develop policies, procedures, and memoranda of agreement to be used in reporting these incidents and in furthering its investigations. The Long-Term Care Ombudsman Program must not delegate its responsibility to investigate noncriminal reports of alleged abuse, neglect, and exploitation to the facilities or to the entities that operate or contract for the operation of the facilities. Nothing in this subsection precludes the Department of Mental Health, the Department of Disabilities and Special Needs, or their contractors from performing administrative responsibilities in compliance with applicable state and federal requirements. The Long Term Care Ombudsman Program shall refer reports of abuse, neglect, and exploitation to the Vulnerable Adults Investigations Unit of the South Carolina Law Enforcement Division if there is reasonable suspicion of criminal conduct.
- C) The Adult Protective Services Program in the Department of Social Services shall investigate or cause to be investigated noncriminal reports of alleged abuse, neglect, and exploitation of vulnerable adults occurring in all settings other than those facilities for which the Long Term Care Ombudsman Program is responsible for the investigation pursuant to this section. The Adult Protective Services Program may promulgate regulations and develop policies, procedures, and memoranda of agreement to be used in reporting these incidents, in furthering its investigations, and in providing protective services. The Adult Protective Services Program shall refer reports of abuse, neglect, and exploitation to the Vulnerable Adults Investigations Unit of the South Carolina Law Enforcement Division if there is reasonable suspicion of criminal conduct. HISTORY: 1993 Act No. 110, Section 1, eff three months after June 11, 1993; 2006 Act. No. 301, Section 3, eff May 23, 2006; 2010 Act No. 223, Section 4, eff June 7, 2010.