



Master of Social Work (MSW) Field Education Manual



INTRODUCTION

CHAMBERLAIN UNIVERSITY MISSION

To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

CHAMBERLAIN UNIVERSITY COLLEGE OF HEALTH PROFESSIONS MISSION

To educate and empower diverse health professionals to advance health equity for all people.

MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAM MISSION

Inspire, educate and empower practitioners and scholars to become agents of social change to advance the well-being of children, families, communities and the oppressed.

MASTER OF SOCIAL WORK (MSW) GOALS

1. To prepare students to be ethical social work practitioners who make sound professional judgments across various levels of specialized practice and advance the lives of children, families, communities and groups domestically and abroad.
2. To prepare students to be caring, self-reflective advocates for those who are oppressed, marginalized, disenfranchised and without a voice to advocate for themselves.
3. To engage faculty and students in research that informs practice and policy and expands the knowledge base of the profession.
4. To create and deliver models for outstanding interprofessional education and collaborative practice to enhance the well-being of individuals, families, groups and communities.
5. To prepare competent, informed students to engage in specialized social work practice with individuals, families, groups, communities and organizations.

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FIELD EDUCATION PROGRAM OVERVIEW

The purpose of the Field Education Program is to provide experiential educational opportunities directed toward student development of professional identity, self-understanding and competent practice. Classroom learning and theoretical content are integrated through a focus on generalist and specialized practice. All students participate in a field integrative seminar which provides further educational and administrative support.

Educational competencies are consistent across all modalities with behaviors and learning activities serving to individualize the educational process for each student. Each of the field education courses incorporate behaviors that must be mastered for satisfactory integration of course content and completion of the course. Students and field instructors then determine agency-appropriate plans of action (e.g., assignments, cases, tasks, activities) to master the behaviors and achieve competencies.

The purpose of this manual is to organize the roles, responsibilities, policies and procedures to assure consistency and accuracy in field education.

This publication represents current curricula, educational plans, offerings, requirements, tuition and expenses. These may be modified or discontinued from time-to-time in the University's sole discretion to carry out the University's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment at the University constitutes a contract or an offer of a contract.

FIELD AS THE SIGNATURE PEDAGOGY

The purpose of field education is to allow students the opportunity to apply theory to practice. Through the combination of classroom instruction and agency experiences, students are able to apply and demonstrate their social work knowledge, values and skills in relation to identified client needs and the agency's purpose. As students learn from the professional demands of agency life, the knowledge, values and skills acquired from all areas of the curriculum are translated into performance and professional competence. Field instruction provides opportunities for students to gain new knowledge and understanding in all areas of the curriculum.

The Council on Social Work Education (CSWE) has created Educational Policy and Accreditation Standards (EPAS) that include the criteria for field education. This area of the curriculum is considered the "signature pedagogy" of the program. Field education is considered the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner; connects the theoretical and conceptual contributions of the classroom with the practical world of the practice setting; and is systematically designed, supervised, coordinated and evaluated based on criteria to demonstrate student achievement of program competencies.

In accordance with CSWE standards, field instructors provide supervision to students during their field experiences. The field instructor is usually employed by the agency and holds an MSW degree from a CSWE-accredited social work degree program. It is preferred that he or she has a minimum of two years of post-MSW experience. The field instructor will evaluate the performance of the student through field evaluations and site visits. The field evaluations are provided at the end of each quarter of field work.

FIELD EDUCATION STRUCTURE

The Field Education Program is administratively led by the field director who works in tandem with the University's Field Practicum Office to provide quality field sites within which students can practice social work skills. The field director oversees a team of social work professionals, as listed below, who ensure that student field experiences prepare them to meet social work competencies upon graduation.

There are standing committees whose members advise the Field Education Program, both of which are convened by the field director – the Field Education Advisory Committee and the Field Education Curriculum Committee. The field director also convenes ad-hoc student advisory committees, as established.

FIELD EDUCATION DATA MANAGEMENT SYSTEM – TEVERA

Tevera is the field management software used by the Chamberlain University MSW program to manage communication between the student, agency field instructor and faculty field liaison. Tevera houses the student's learning agreements, documentation of student hours, process recordings and practicum evaluations, all of which can be completed within Tevera.

Field instructors will be trained and provided with access to guidance documents for using the software.

The Field Director is the primary program administrator for Tevera. Any questions and issues regarding access and/or usage can be addressed at field.director@chamberlain.edu.

FIELD EDUCATION ROLES & RESPONSIBILITIES

Quality field education requires close collaboration of the agency, field liaison, field instructor, student and social work degree program. Each has a distinct role and specific responsibilities. The responsibilities of each are identified below.

CHAMBERLAIN UNIVERSITY

Chamberlain University is responsible for:

- Helping students select field agencies and instructors.
- Assessing the students' readiness.
- Placing students in the agencies.
- Negotiating the details of the placement.
- Maintaining a supportive learning environment for students.

Chamberlain will provide orientation, training, field integrative seminars and other supports to students, field instructors, liaisons and agencies.

Chamberlain will facilitate discussion of each student's learning process and progress through conferences with the student, field instructor and field liaison.

Chamberlain will develop and distribute relevant calendars, forms and other materials to field instructors and students each term.

Chamberlain will set deadlines for the receipt of the learning evaluation tool. These deadlines will be shared through regular email communication and posted to Chamberlain's Social Work website. No grades can be assigned without receipt of a properly signed Learning Evaluation Tool by the established deadlines.

Chamberlain is responsible for the final determination of student grades. Chamberlain adheres to the University policy that final exams take precedence over field education in cases of overlaps in scheduling.

Chamberlain must approve all placement plans for students working and completing field education requirements in the same agency (Review the Employment-Based Placement Policy, Procedure and Plan and Project-Based Placements).

Chamberlain will periodically evaluate the total field education experience, including input from field liaisons, field instructors and students.

Chamberlain reserves the right to delay, cancel or continue the agency affiliation agreement when instances of agency/employee/organization and collective bargaining conflicts occur.

FIELD DIRECTOR

The field director is administratively responsible, under the supervision of the dean, for planning, implementing and evaluating all aspects of the field education experience.

Specifically, the field director is administratively responsible for the design, coordination and guidance of the field education component of the social work curriculum, in collaboration with agencies, field instructors, students, field liaisons and members of the social work faculty.

The field director is responsible for:

- Developing and maintaining the **MSW Field Education Manual**, which provides the context and guidance for field education and should be widely referenced by all involved in a field experience.
- Providing supervision for all field staff.
- Providing supervision for field liaisons to help ensure that the field courses are implemented as designed.
- Assisting in the development, implementation and monitoring of the MSW field website.
- Participating in virtual immersion to assess student readiness for field experience and to provide professional advising.
- Helping to ensure that field education policies and procedures are developed and correctly implemented and that the educational objectives of field education are not compromised.
- Continuously assessing the quality of the field education program.
- Assessing, selecting and affiliating with agencies.
- Verifying qualifications of field instructors for clinical instructor appointments.
- Scheduling and implementing orientation and training of students, field instructors and field liaisons.
- Monitoring placements and consulting with agency personnel, students and field liaisons as needed.
- Convening the Field Education Advisory Committee, the Field Education Curriculum Committee and ad-hoc student advisory committees.
- Participating on the Assessment and Curriculum Committee.
- Consulting with the University Practicum Office regarding field education/student concerns; and monitoring the Field Education Program to ensure the instructional integrity of the experience for students.

The field director is responsible for developing and monitoring all field policies and procedures.

The field director, in collaboration with the dean, establishes guidelines and procedures for field liaison activities and monitors the successful completion of such. If a problem that may interfere with the successful completion of field education occurs and this problem cannot be mediated by the field liaison and the field coordinator, then the field director will assist in developing solutions and will keep the dean informed of any significant concerns.

The field director prepares an annual report on the field education program for the director and faculty.

The field director presents questions and issues and proposes new field policies and procedures to the Educational Policy Committee and director, respectively.

EXPERIENTIAL LEARNING SERVICES TEAM

The experiential learning services team responsible, under the supervision of the field director, for coordinating the administrative functions of the Field Education Program. The experiential learning services team is a staff member responsible for working closely with students to secure field placements and vet and on-board appropriate agencies.

Under the supervision of the field director, the experiential learning services team is also responsible for:

- Contacting agency representatives to initiate the agency approval process.
- Supporting students with locating field experience agencies.
- Collecting and reviewing documents to ensure that the field instructor meets the criteria for supervision.
- Responding to students', field instructors' and agency directors' questions about the field experience.
- Educating students, directors of sites and field instructors about field policies and expectations.
- Working with the field director to facilitate orientations for students.
- Attending coordinators' meetings for collaboration.

FIELD LIAISON

The field liaison monitors the educational progress of social work students within the assigned liaison group.

Under the supervision of the field director, the field liaison is responsible for:

- Organizing and facilitating field integrative seminars each term for graduate students within the liaison group. While flexibility and creativity are encouraged, a standard format and content is discussed at the liaison orientation.
- Making an on-site or virtual agency visit or teleconference, including the student, field instructor and task supervisor (if applicable), a minimum of once per term.
- Being available to students and field instructors for support, problem-solving and facilitation of learning activities to enhance the student's educational experience.
- Keeping the experiential learning services team and the field director informed of any problem situations in the field which may interfere with the student's successful completion of field education.
- Reading and providing feedback on the learning agreement and evaluation tool for each student, each term.
- Completing timely forms and reports as requested.
- Adhering to the travel and cost reimbursement procedures as outlined in the liaison training materials.
- Submitting a recommended grade at the end of each term to each student. The grade is based upon the written evaluation and recommendation of the field instructor along with consideration of the student's participation in the field integrative seminar. The liaison will verify the grade and rationale for each student in their group.
- Submitting all forms, including grades within the established time frames.

MANDATED REPORTING

University employees including the field director, experiential learning services team and field liaisons are mandated to report certain issues based on external legal obligations or that relate to the health and safety of Chamberlain University community members or others.

The following information must be reported when shared by a student:

- Suspected child abuse/neglect, if student is a minor or it involves another minor.
- Allegations of sexual assault or sexual harassment when they involve Chamberlain students, faculty or staff.
- Credible threat of harm to oneself or to others.

These reports may trigger contact from an administrator/campus official who will want to talk with the student about the incident. In almost all cases, the student may choose whether or not to speak with the individual.

Allegations involving gender discrimination, including sexual and gender-based harassment, assault and violence are processed and investigated pursuant to University policies and regulations.

FIELD AGENCY

An agency's decision to accept a social work student comes with certain obligations to invest agency resources and the time necessary for a quality field experience.

Agencies are responsible for:

- Signing the Affiliation Agreement and completing all appropriate forms prior to the student beginning field education and maintaining up-to-date agreements and forms.
- Designating a field instructor who will assess and evaluate student performance.
- Structuring the workload of field instructors so that sufficient time is available for supervising students.
- Helping to ensure that students provide background check and drug screenings documentation if these are required by the agency.
- Providing written confirmation indicating acceptance of students for placement and notifying the program of agency/field instructor changes that may affect the student experience.
- Accepting students for field experience without regard to race, ethnicity, sex, age, sexual orientation, religion, political beliefs or disability.
- Developing assignments and adhering to expectations that are appropriate to the educational objectives of social work field experience at the generalist and/or advanced level.
- Maintaining a safe work environment by helping to ensure that the student never remains alone in the agency building seeing clients or completing field assignments. The field instructor or other agency staff will be on-site and available at all times while the student is engaged in field activities.
- Orienting students to agency policies, procedures and programs and informing students of significant revisions in each.
- Providing clear procedures (safety plan) to help ensure the safety of the student in the agency and during home visits and implementing a process to support the student if safety issues arise.

- Providing students with necessary workspace, resources and support services.
- Allowing students to explore and experience all aspects of agency structure, policy and program relevant to student learning objectives.
- Providing opportunities for students to experience in-person contact with all client systems during the generalist and/or advanced practicum year.

FIELD INSTRUCTOR

The primary role of the agency field instructor is that of an educator. This agency staff member supervises the student in the field experience. This individual is employed by the agency and must hold a Master of Social Work (MSW) degree from a CSWE-accredited social work degree program and a minimum of two years, post-MSW experience. If a student is challenged with locating a field agency in their area with potential field instructors who meet the criteria, the field director may approve the placement, accepting responsibility for reinforcing the social work perspective. The program will then employ the Visiting Professors (VPs) teaching in the program in an adjunct capacity, on a separate contract, to provide supervision for students in these circumstances. Students using a VP field instructor will receive a minimum of one hour of one-to-one supervision per week with the assigned VP field instructor. The student will also be assigned a task supervisor employed by the agency to monitor and support their activities while at their placement agency. Additionally, the VP field instructor will also meet, at a minimum, bi-monthly with both the student and assigned agency task supervisor.

When students submit their practicum applications via the [My Chamberlain](#) experience, they must provide information on the potential field instructor and attach their curriculum vitae (CV). The field coordinators will then verify the information on the CV through email and phone contact with the agency. All field instructors are required to submit a CV or resume. Field instructors are required to participate in the MSW Field Program orientations (live and pre-recorded versions are available) on social work field education requirements. If the preceptor, mentor and/or field instructor you are submitting for Chamberlain University's review and approval was found using a student-arranged third-party preceptor matching service, please be advised that Chamberlain University will not reimburse any fees you may have incurred.

This is both a demanding and potentially rewarding role that involves the following varied responsibilities:

- Identifying student learning needs in collaboration with the student and field liaison and reflecting relevant competencies and practice behaviors at the foundation and advanced levels.

- Selecting learning materials and activities relevant to the student's learning needs and objectives, including (a) the appropriate type and number of cases; (b) inter- and intra-agency meetings and community task groups; (c) assigned readings, including grant proposals written by the agency; (d) agency projects, including those that involve participation with other agencies and/or community groups; (e) group and community intervention, including activities such as assessment of community needs, functioning as a liaison between the agency and a community group and facilitating and/or organizing an advisory group; and (f) educational conferences.
- Helping to ensure that the student is properly oriented to agency policies, procedures, norms and the organizational structure.
- Helping to ensure that the student is behaving in a manner consistent with the professional code of ethics.
- Communicating the objectives of the field education program to other agency personnel and eliciting support for those objectives and acceptance of the student as a beginning-level professional social worker.
- Providing weekly supervisory conferences for students (minimum one hour), focused on identified learning needs and objectives.
- Addressing any concerns or areas for student development with the faculty field liaison and collaborating with the student and the faculty field liaison on developing a plan to address these concerns.
- Providing information to the student regarding safety and reviewing specific agency policies regarding safety; providing the student with supervision and support if safety issues arise.
- Assessing student performance relative to beginning-level knowledge and skills and providing structured, constructive evaluative feedback to the student and faculty liaison, including completion of the **Student Evaluation** forms through Tevera. The field evaluations are submitted at the end of each practicum course.
- Signing off on student practicum hours on a weekly basis using Tevera.
- Recommending grades to the field liaison, while the final grade assignment is the responsibility of the field director (Review the Grading Policy).
- Attending the required MSW Field Training webinars to become an approved Chamberlain University social work field instructor:
 - **Orientation and Supervision for New Field Instructors**
 - **Student Safety in the Field: The Role of the Field Instructors**

MASTER OF SOCIAL WORK (MSW) STUDENTS

Students are expected to conduct themselves in an appropriate, professional and responsible manner, consistent with the National Association of Social Workers (NASW) Code of Ethics. Students are expected to read and be familiar with this manual. A productive field experience requires that the student actively participates in his or her field education placement process and field experience.

Students have the following responsibilities:

DURING THE FIELD EXPERIENCE

- Collaborating with the field instructor and the field liaison to identify learning needs and specify learning objectives related to competencies and practice behaviors at the foundation and concentration levels. This information should be documented on the student learning agreement, which can be found on the field experience website. Students will be expected to complete this with their field instructor and submit to their field liaison as one of their first assignments in their field course.
- Engaging in practices and behaviors that are consistent with the NASW Code of Ethics and the CSWE EPAS standards at all times.
- Actively exploring learning opportunities within the agency and participating with the field instructor in the selection of appropriate learning materials and activities.
- Complying with agency and field experience policies, procedures and standards, including background checks or drug screens as required by the agency.
- Using supervision and supervisory conferences appropriately, including participating in selecting content for conferences and using supervision to openly address needs, concerns and issues.
- Attending and participating in agency staff meetings and professional meetings or conferences recommended by the field instructor.
- Integrating field and classroom learning by applying theory and concepts to field assignments.
- Continually assessing the quality of the field experience. Keeping the field instructor and the field liaison informed of concerns regarding the experience. Concerns should not be left until the final evaluation. The student shares responsibility for helping to ensure that concerns are addressed as soon as they are identified. The student and the field instructor will notify the field liaison and the director of field immediately of any serious or potentially serious issues.

DURING THE FIELD COURSE

- Actively participating in the seminar course with the field liaison and peers.
- Students are responsible for keeping their field liaison apprised of progress in the field. This includes notification if difficulties arise which would prevent planned educational competencies from being met.
- Submitting all assignments in a timely manner.
- Students must notify the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field liaison and approved by the field coordinator.
- Maintaining and promptly responding to all communication with the field site liaison and Field Office.
- Time missed due to illness, weather (snow days), personal days and holidays must be made up. Students are expected to complete all required hours on site within the hosting agency. Expectations for completion of any hours outside the agency must be arranged with the field instructor and discussed with the liaison. The field instructor may initiate purposeful, educationally focused work assigned to the student to be completed away from the normal work site (e.g., library research, literature reviews, training at other agencies, etc.). In selected placements, additional weekly hours may be required by the agency with the permission of the field director. The student will be informed of these additional requirements prior to accepting the placement.
- Students are expected to discuss the need for a leave from placement (e.g., pregnancy, hospitalization, family death, etc.) as soon as possible, with the field instructor, field liaison and field coordinator. If the need for leave is known prior to placement, the student is expected to discuss the issue with the field coordinator and with the agency representative at the initial interview. Appropriate planning and forethought are expected when deciding to take a short-term leave from placement. Those plans must include details about how the student will make up the lost time. The plan must be submitted in writing to both the field liaison and the field coordinator for approval. Students may not plan to complete field education hours early in the term because of requirements for hours to be completed concurrently with practice methods courses.
- Students are responsible for their transportation to and from the agency.
- Students are responsible for meeting agency criteria for placement such as medical screening, criminal history, etc. Students must also meet the agency criteria of reading and complying with agency policies and directives.
- Students may use field education time to attend major social work-related conferences, if permission has been obtained from the field instructor.
- The student is required to document and to complete all appropriate agency records.
- All students are required to do detailed process recordings as a tool for supervision by the field instructor. These should be available for supervision purposes as well.
- The student is required to be prepared for weekly one-hour supervision sessions with the field instructor. Additionally, one half-hour should be available for informal discussion as needed.
- To arrange life and work schedules to permit a field experience schedule that is consistent from week to week and that meets the requirement for 250 hours per session.
- To familiarize themselves with and abide by the policies and regulations of their field agency and those of the Chamberlain University Master of Social Work (MSW) degree program. This includes adhering to the policies and requirements outlined in this manual, Health Insurance Portability and Accountability Act of 1996 (HIPAA) requirements, code of ethics and any other requirements specific to the field agency.
- To perform in a responsible, professional manner maintaining commitments to the agency, the field instructor and the clients.
- To not utilize agency computers for personal reasons.
- To not utilize personal cellphones during practicum hours unless expecting an urgent message. If an urgent call is expected, authorization to take the call should be obtained from the field instructor.
- To not utilize personal cellphones to contact clients or to do agency business.
- To not utilize personal computers to store clients' protected health information (PHI).
- To not complete coursework during field hours unless special authorization from the field liaison and field instructor is obtained.
- To arrive on time and to stay for the full duration of the scheduled shift. A student's grade in field will be affected by persistent absenteeism or tardiness.
- To develop, in conjunction with the field instructor and the field liaison, a learning contract that identifies the activities and expectations to meet the learning objectives and outcomes based on competencies and practice behaviors identified by the Chamberlain University Master of Social Work (MSW) degree program. To take an active role in planning and implementing the learning experiences in the field experience using the opportunities at the field agency to integrate theory and practice, increasing the level of knowledge and self-awareness and to share course syllabi with the field instructor.
- To communicate educational needs and interests to the field instructor and to notify the field liaison if they are not receiving at least one hour per week of supervision.

FIELD PRACTICUM

All field education courses are designed to ensure students demonstrate social work competencies through in-person contact with clients and constituencies. Hours of direct in-person contact are documented by the student within Tevera, the online field management system and verified by the field instructor. Tevera allows students to log categorized hours, where the instructors and faculty field liaisons must approve these hours before they are counted toward course and program requirements. Student performance and demonstration of competencies are evaluated by the field instructor and the faculty field liaison one or more times each course session. This provides students with an opportunity for regular feedback directly from both a field instructor and a faculty field liaison. Both the field instructor and the faculty field liaison evaluate and document students' progress of the social work competencies to ensure each student achieves regular improvement in competence through in-person contact with clients and constituencies. This system of checks and balances allows the field director, the field instructor and the faculty field liaison to ensure students engage in the required number of hours and that they are provided with opportunities to demonstrate and practice social work competencies through in-person contact with clients and constituencies.

Field instruction courses are designed to enable students to learn:

- A full range of the practice of social work with individuals, families and groups.
- To evaluate relevant policies and procedures governing service delivery in agencies.
- To incorporate social work values, ethics, knowledge and practice principles in all professional interventions.
- Self-awareness and the ethical integrity required for competent professional performance with clients, within the social work profession and in society.
- To use scientifically grounded interventions and knowledge in their practice and in the evaluation of their professional work.
- To recognize the contributions to society of human diversity and the implications of this diversity for social work practice.
- To identify and propose strategies to counteract institutional and personal prejudice and discrimination based on race, ethnicity, gender, sexual orientation, age and disability.
- To accept responsibility for continued learning and for contributing to the development of the social work profession.
- To identify and demonstrate behaviors reflective of EPAS standards.

SPECIALIZED PRACTICE TRACKS & PLACEMENT PREFERENCE

Specialized field experiences provide students a range of advanced generalist options that offer more in-depth opportunities for assessment, diagnosis and treatment. Specialized field experiences incorporate a variety of psychotherapeutic theories and techniques to guide treatment and provide students the chance to engage in macro aspects of the agency's work. All students will complete specialized field experiences.

The Master of Social Work (MSW) degree program offers three (3) specialized practice tracks:

- Crisis and Response Interventions
- Medical Social Work
- Substance Use and Addictions

The types of settings for specialized field experiences include hospitals, alcohol and drug treatment facilities, community mental health, a military bases or other military-affiliated agencies, crisis centers, hospice, private practice settings and schools. During these field experiences, students practice skills in counseling and listening, conducting bio-psycho-social-spiritual assessments, diagnosis, crafting appropriate plans of care, conducting research-based interventions and leading interventions with individuals, couples, families and groups.

SPECIALIZED PLACEMENT

Students who choose a track are required to complete corresponding course work prior to completing field placement. The program will make every effort to secure a placement that allows the student to work in the area of the selected track; however, because Advanced Generalist is the only specialization, students may be placed at any appropriate agency. Students are not required to choose a track; they may opt for electives across the tracks. Their placement site would then be guided by their preferences and availability of placements within the students' geographic locations.

IMMERSION EXPERIENCE AS ASSESSMENT FOR FIELD READINESS

Chamberlain MSW students are required to demonstrate specific competencies prior to entering fieldwork courses. The Immersion Experience prepares students for field education while assessing their readiness for interactions with clients and organizations. As part of the MSW curriculum, students in the Traditional Option attend two virtual Immersion Experiences and students in the Advanced Standing Option attend one virtual Immersion Experience.

The Immersion Experience provides students the opportunity to integrate theoretical concepts learned in the classroom into a practice setting. During the Immersion Experience, students develop essential social work skills designed to help them learn how to integrate and apply social work knowledge, values and skills and to practice situations in a purposeful, intentional and professional manner. In addition to developing critical theoretical and practice skills, the Immersion Experience also provides students the opportunity to experience and exhibit **Chamberlain Care®**.

In Immersion 1 (Generalist), students focus on skill-building and demonstrating concepts learned in the classroom, including ethical practice, listening skills, beginning interviewing skills and socialization to the profession. Immersion 1 is embedded in MSW-512: Direct Practice II.

In Immersion 2 (Advanced), students will apply advanced clinical skills demonstrating an understanding of social work knowledge, values and skills in diverse practice situations. Immersion 2 is embedded in MSW-517: Advanced Practice Across Systems.

Using the evidence-based resident teaching model “see one, do one and teach one” as its pedagogical foundation, students in the immersion are assessed on their ability to demonstrate social work competencies at multiple levels. In addition to learning basic and advanced social work skills, students also receive mentoring, professional advising and networking opportunities with peers and direct access to school resources essential to program completion.

The Immersion Experience also provides students the opportunity to interact with professors and fellow students. In addition, students will actively observe and participate in practice exercises that will prepare them for specialized fieldwork/practicum experiences. The Immersion Experience provides faculty and staff the opportunity to evaluate students and their ability to engage with peers and potential clients prior to entering fieldwork.

Students are assessed throughout the immersion by faculty members as they demonstrate their competence in professional social work practice skills, critical thinking and ethical conduct. Opportunities for continued professional development will be applied where necessary (e.g., for students who need additional support/remediation). Students are required to complete foundation and advanced-year immersions prior to entering the sequenced field placement (e.g., Direct Practice I prior to Foundation Field I and II and Direct Practice II prior to Advanced Practicum I and II).

Students are responsible for travel costs while participating in the Immersion Experience. Further details of the Immersion Experience will be provided within the individual courses.

STUDENT & FIELD PROGRAM ASSESSMENT

CSWE COMPETENCIES

Social work competence is the ability to integrate and apply social work knowledge, values and skills to practice situations in a purposeful, intentional and professional manner to promote human and community well-being.

Chamberlain MSW students are required to demonstrate specific immersion competencies in order to enter fieldwork. Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. Upon completion of the program, students are expected to integrate and apply in their practice the nine core competencies as outlined by the Council on Social Work Education, listed below:

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2 – Engage Diversity and Difference in Practice

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

Competency 4 – Engage in Practice-informed Research and Research-informed Practice

Competency 5 – Engage in Policy Practice

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

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

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

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

STUDENT EVALUATION & GRADING

The evaluation of the student is to reflect field education competencies, behaviors and activities (specified in the learning agreement), the student's performance and areas of learning that require future attention.

Field evaluations are completed by the field instructor in the agency where the student completes the practicum. Because Chamberlain's sessions are eight weeks each, a student will receive two evaluations in field, one for each eight-week session of the course. For generalist field practicum, the evaluations are completed at the end of Foundation Field I and the other for Foundation Field II. For advanced field practicum, the evaluations are completed at the end of Advanced Practicum I and Advanced Practicum II. This process mimics a 16-week semester with a mid-term and final evaluation in a traditional academic calendar. If the student's performance requires remediation, the student will submit a performance improvement plan that has been approved by the field instructor and field liaison. Both the field instructor and the student are required to sign any written mid-term evaluation and performance improvement plan.

The end-of-term evaluation is prepared by the field instructor, discussed with the student in a formal evaluation conference and signed by both. The student's signature indicates it has been read by the student but does not necessarily imply agreement with the evaluation. It is due at the end of each term by the date outlined in the academic calendar and becomes part of the student's permanent record in the program. No grade can be assigned unless the evaluation is signed by all parties and received by the deadline.

An addendum is required when, in the opinion of either the field instructor or the student, there has been an omission of relevant information; the information reported requires further clarification; or the student believes that the evaluation is unfair or unjustified. The addendum, may be prepared by either the student or the field instructor depending on the purpose. An addendum requires the signature of both the field instructor and the student. The signatures indicate that the parties have read the addendum; it is not intended to indicate agreement with the contents of the addendum.

Evaluation reports submitted to the Program are the property of the Program and may not be released by the field instructor/agency to others without a written release. In preparing general letters of reference formally requested by the student, Program officials may incorporate evaluation materials only if appropriate releases are present. Students are advised to keep copies of these documents.

The evaluation includes a recommended grade by the field instructor and indicates that the student has completed at least 250 hours of field education for a given term. This grade recommendation and the written evaluation will be included in the course grade, corresponding to the applicable grading scale outlined in the course syllabi. The field liaison, in consultation with the field director, is responsible for submitting the final grade for graduate students to the Registrar.

GRADING

Grading for all students is numerical on a 4.0 scale. Grades are based on the student's performance in the field placement as well as their attendance and participation in the integrative field seminar.

On the field evaluation, the field instructor rates a student's competence on each of the behaviors and recommends an overall grade of 'pass' or 'fail'. Field instructors measure student performance based on the goals and tasks outlined previously in the Learning Agreement. The field liaison assigns a numerical score, based on a uniform formula, to align with the field evaluation point value in the course.

When opinions differ regarding the graduate student's grade, information is gathered by the field liaison, who reports this to the field director. The field director is ultimately responsible for determining grades.

Grades and other educational information about the student may not be released by the field instructor/agency to others without a written release from the student, per FERPA (See the [Chamberlain University Student Handbook](#)).

Student performance below a passing grade at any time throughout the term could result in immediate removal from field education. In these circumstances, the field liaison will schedule a Field Review meeting.

FIELD POLICIES & PROCEDURES

FIELD AGENCY CRITERIA, POLICIES & PROCEDURES

Chamberlain University is uniquely positioned to offer generalist field education opportunities that will expose students to a variety of generalist and advanced generalist practice opportunities. The University currently has an established administrative structure and process which can quickly ensure site vetting, evaluation of field instructor credentials, supervisor training and student safety accommodation. As a result, the University can monitor the need for additional agencies and can proactively seek new partner relationships to ensure sufficient agency resources as student placement demand grows.

The field director determines the projected need for placement agencies based on student enrollment, more specifically, the number of students in each program pathway. Further consideration is given relevant to the number of students who choose optional advanced tracks and will need placements specific to those specializations.

Student placement in appropriate locations is accomplished through the process established by the field director and program dean, in collaboration with the University's Practicum Services department, to assist students in selecting placements, establishing affiliation agreements with agencies, providing agencies with the training necessary to supervise students and setting up communication through the Tevera. This platform will allow communication and document exchange between students, field instructors and field liaisons, as well as provide a method to track each student's performance.

Field instructors will be trained in the use of the Tevera and will be provided with access to a guidance document for using the software and evaluation forms so that consistent communication occurs between the field instructors, the field liaison and the student.

In order to establish new placements, the field director, field coordinators, faculty field liaisons and students can initiate interest in an agency. The field director and, eventually, the experiential learning services team, will work with agency staff to establish an affiliation agreement. The program ensures that appropriate sites are selected and activities are aligned so that students have an opportunity to demonstrate social work competencies with individuals, families, groups, organizations and communities under the supervision of qualified agency personnel.

AGENCY ELIGIBILITY CRITERIA

The following criteria must be met by all agencies participating in the Field Education program:

- The agency's philosophy of service is compatible with the values and ethics of Chamberlain University and the social work profession.
- The agency's administrators agree to cooperate with guidelines set forth and provide student learning experiences consistent with the identified competencies and practice behaviors of field education. They undertake individually and collectively, the responsibilities of a teaching agency, including the provision of appropriate supports to enable field instructors to maintain an educational focus.
- The agency supports a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups. The Program supports agency commitment to diversity through its mission statement, training materials and external literature in an effort to assure diverse experiences for majority students and agency support for minority students. Linkages with other community agencies are also encouraged to provide such experiences.
- The agency provides a qualified field instructor who possesses appropriate credentials for the level of study. Field instructors may be retained by the agency to augment agency resources. The agency's program and methods of intervention will be clearly defined.

- The agency's basic program is expected to be developed and maintained without reliance on student support.
- The agency is expected to offer students a range of learning opportunities that span all systems levels – individuals, families, groups, organizations and communities – that commensurate with the degree program's competencies. Social service departments which are guests in a host institution are expected to play an integral part within the institution, both in philosophy and structural organization of service. The agency participates in local and regional service planning and maintains an active role in the community.

AGENCY POLICIES

In alignment with accreditation standards, agencies must ensure that students have in-person contact with clients and/or constituents. It is strongly suggested that client contact occur no later than Week 2 of the placement. This ensures that students can take advantage of the full length of the practicum experience to practice skills and master competencies.

AGENCY SELECTION PROCEDURES & AFFILIATION AGREEMENT

Students initiate placement via the submission of the Field Practicum Application, which includes the agency information required for review and selection. Once the agency has been properly vetted by the experiential learning services team, the field director will review and approve placements that meet the agency criteria.

Every agency must have an Affiliation Agreement between the agency and Chamberlain University. If agencies are unable to sign Chamberlain's standard agreement, then the Chamberlain University legal department can review an agency-generated agreement.

AGENCY EVALUATION

Students will provide feedback about the effectiveness of the setting and any concerns or strengths they deem notable within Tevera or directly to the faculty liaison, experiential learning services team and/or the field director. Students will also have opportunities to provide feedback via the end-of-course survey in each course. In field education courses, this electronic survey will contain statements about the field setting that students rate on a Likert Scale.

FIELD INSTRUCTOR ELIGIBILITY & VETTING

The Field Education Program requires its field instructors to hold credentials and have the practice experience necessary to design field learning opportunities for students to demonstrate program social work competencies. The field instructor must have an MSW degree from a CSWE-accredited social work program and a minimum of two years, post-MSW experience. If a student is challenged with locating a field agency in their area with potential field instructors who meet the criteria, the director of field education may approve the placement, accepting responsibility for reinforcing the social work perspective.

The program will employ visiting professors, on a separate contract, to provide supervision for students in these circumstances. Students will receive an additional hour per week of supervision with the field liaison and be assigned a task supervisor employed by the agency to monitor and support their activities while at their placement agency.

When students submit their practicum applications via the **My Chamberlain** experience, they must provide information on the potential field instructor and attach their curriculum vitae (CV). The experiential learning services team will then verify the information on the CV through email and phone contact with the agency. All field instructors are required to submit a CV or resume. Field instructors are required to participate in the MSW Field Program orientations (live and pre-recorded versions available) on social work field education requirements.

ORIENTATION & TRAINING OF FIELD INSTRUCTORS

The program provides orientation, field instruction training and continuing dialog with field education settings and field instructors directly through the field coordinators and through the University’s learning management system. Field instructors are required to participate in the MSW Field Program orientations and training webinars (live and pre-recorded versions available) on social work field education requirements. These required webinars are:

- Orientation and Supervision for New Field Instructors
- Student Safety in the Field: The Role of the Field Instructors.

The program distributes a copy of the **Chamberlain MSW Field Education Manual** to all field instructors.

MAINTAINING RELATIONSHIPS WITH FIELD AGENCIES

Field agencies have regular dialog with the Field Education Program via communications with field liaisons, experiential learning services team and via Tevera.

STUDENT PLACEMENT CRITERIA, POLICIES & PROCEDURES

Student placement in appropriate locations is accomplished through the process established by the Field Director and Program Dean, in collaboration with the University’s Experiential Learning department, to assist students in selecting placements, establishing affiliation agreements with agencies, providing agencies with the training necessary to supervise students and setting up communication through the online field management platform, Tevera. This platform will allow communication and document exchange between students, field instructors and field liaisons, as well as provide a method to track each student’s performance.

Students in both the Traditional Option and the Advanced Standing Option who complete all prerequisites are qualified and prepared with competencies necessary to complete the final field education phase in specialized environments. When students reach this phase, the field director is notified through the communication/management software system. Calendaring of student schedules allows the field director

to foresee placement needs and ensures that agencies aligned with students’ track choices are contacted, evaluated, prepared and ready for student placement on dates aligned with Advanced Practicum start dates. Every effort will be made to ensure students are placed in an agency offering services corresponding to their track choice. This gives students the opportunity to demonstrate competencies in their chosen specialty.

CRITERIA FOR ADMISSION TO FIELD PRACTICUM

Although students have been admitted to the degree program, they must satisfy further requirements for admission into field practicum. To qualify for admission into field education, all students must:

- Completion of Background Check before the end of the 2nd session (Reference: Section on **Background Checks**)
- Complete all prerequisite courses and maintain a B average throughout the program.
- For generalist practicum: successfully complete the generalist Immersion Experience, facilitated within MSW-512: Direct Practice II
- For advanced practicum: successfully complete advanced Immersion Experience, facilitated within MSW-517: Advanced Practice Skills Across Systems

Students in the Traditional Option must meet prerequisite requirements to ensure that students enter MSW-508: Foundation Field I and MSW-510: Foundation Field II fully equipped with the generalist knowledge and skills to demonstrate the basic competencies in the field environment. These students then join students in the Advanced Standing Option to complete the advanced practicum requirements.

Students in the Advanced Standing Option are expected to enter the program with generalist knowledge and skills. The curriculum requires students at this level to take and pass advanced coursework in sequence in order to meet prerequisite requirements and pass MSW-517: Advanced Practice Skills Across Systems at the required performance level to qualify to enter field education at the advanced level in Advanced Practicum I and Advanced Practicum II.

The Immersion Experiences, which are embedded in the MSW-512 and MSW-517, assess students’ readiness for field education in social work settings. Full-time faculty and/or visiting professors will assess students using a Likert Scale (1-5) based on the nine social work competencies. Students who successfully complete the generalist and advanced Immersion Experience will score a minimum of three on each of the nine competencies.

SUCCESSFUL IMMERSION ASSESSMENT SCORES	
Immersion Level	Minimum Score
Generalist	• 3 on all competencies
Advanced	• 3 on all competencies

BACKGROUND CHECKS

The Master of Social Work (MSW) degree program does not require fingerprinting or background checks for admission to the degree program. A cleared background check, however, must be completed during the first two sessions of enrollment in the MSW degree program. Students may not register for third session courses unless the background check is cleared in the first two sessions.

In addition, field placement sites may require that students complete a criminal background check and/or state child abuse check. Students bear the costs of these checks, unless the agency specifies that it covers the costs. In any instance, students are required to complete all agency compliance requests, in order to begin field practicum at the respective site.

PROCEDURES – ADMISSION TO FIELD PRACTICUM

APPLICATION FOR STUDENT PLACEMENT

Students should follow this process to apply for practicum:

- Review the welcome email from the experiential learning services team and complete the MSW Field Practicum Readiness webinar, during the first term.
- Confirm eligibility requirements will be met prior to beginning both field experiences (generalist and advanced):
 - Students are required to participate in Immersion I for Generalist year and Immersion II for Advanced year.
 - Advanced Standing Option students are expected to participate in Immersion II prior to entering advanced field education.
- Search for local community agencies using professional networks and online search methods. Work in collaboration with the assigned experiential learning services team to secure a field site.
- Communicate regularly with the experiential learning services team to receive regular updates.
- Once an agency has agreed to accept a student, the student submits a Field Practicum Application via the **My Chamberlain** experience. This application contains student contact, agency and field instructor information and requires the submission of documentation to verify that the agency and field instructor meet criteria.

The experiential learning services team then communicate with the agency to verify and vet. Once a site is located, the experiential learning services team then begin the affiliation agreement process, in tandem with the University Contracts office. Once the affiliation agreement is finalized and the student has met all of his or her compliance requirements, the Field Director approves the placement site and field instructor via the process management system. Once approval occurs, the experiential learning services team then registers the student for the appropriate field practicum course.

If students are unable to secure a site after contact with at least 5 agencies, they are referred to a specialized unit within the Experiential Learning team that will provide tailored support in securing a site. Students may request this support via the **My Chamberlain** experience by requesting a Site Matching Case.

TYPES OF FIELD EXPERIENCES

All full-time and part-time students in the Master of Social Work (MSW) degree program complete a foundation field experience. Advanced Standing Option students do not complete a foundation field experience. All students (full-time, part-time and advanced standing) complete an advanced field experience.

Foundation field experiences provide students the opportunity to learn the general practice of professional social work. These experiences are connected to courses MSW-508 and MSW-510.

- **Target systems:** individuals, families, groups, organizations, communities
- **Social work roles:** advocate, broker, networker, educator, case manager, mediator, researcher

Types of agencies, include nonprofit agencies (shelters, crisis centers, senior services, adoption agencies, family resource centers); hospitals, nursing homes; day treatment facilities; and correctional and medical facilities.

Foundation tasks include:

- Micro tasks (assessments, interviewing, intake, case management)
- Mezzo tasks (educational groups, multidisciplinary meetings)
- Macro tasks (volunteer recruitment, develop professional training, agency meetings)

Advanced field experiences provide students a range of mental health services, including assessment, diagnosis and treatment. Advanced field experiences utilize a variety of psychotherapeutic theories and techniques to guide treatment. Advanced Standing Option, full-time and part-time students will complete an advanced field experience.

Settings include individual, group and family modalities that support clients in adjusting to major life changes (e.g., death, divorce, loss of job, etc.)

Types of agencies include hospitals, alcohol and drug treatment facilities, community mental health, military bases or other military-affiliated agencies, crisis centers, hospice, private practice settings and schools.

Skills developed include counseling and listening, conducting bio-psycho-social-spiritual assessments, diagnosing presenting issues, crafting appropriate plans of care, conducting research-based interventions and interfacing and leading in interventions with individuals, couples, families and group settings.

Students completing specializations are required to complete their field experience subsequent to their specialized area.

EMPLOYMENT-BASED FIELD POLICY

To be responsive to students who continue in full-time employment, the program supports employment-based field placements when the requirements below are met.

An employment-based placement is defined as a field education arrangement in which the student is granted approval from the director of field education to complete their placement in an agency where the student is currently employed. To ensure the role of student-learner, the following criteria must be met for consideration. These criteria are designed to help recognize the role transitions expected of student employees, including a change from a worker-supervisor relationship to a learner-teacher relationship. It also implies a sincere effort to protect the student's opportunity to utilize work experience for the purpose of learning.

- The field instructor must be a person who is different from the student's work supervisor.
- The student's role in field placement must be a different role than the student's work role. The student must have new responsibilities, tasks and activities.
- The student must complete all hours of placement in a separate department or unit than the student's department of employment.

An agency's inability to meet the above mentioned criteria will prompt a denial of the employment-based field request. Agencies and field instructors selected for an employment-based field placement arrangement must meet the standard agency criteria and criteria for field instruction.

EMPLOYMENT-BASED PLACEMENT PROCEDURES

The employment-based placement opportunity is first communicated to students in the Field Readiness Seminar, a pre-recorded webinar mandated for students to attend in their first session in the program. Students must attest to having participated by attaching their certificate of completion to their practicum applications. Students also become aware of the opportunity via the Practicum Call – a call initiated by the experiential learning services team in the student's first session of the program. Lastly, as previously mentioned, students access this policy via the **MSW Field Manual**, which is made available to the public via the Chamberlain University website and to field instructors via email. Students and potential students can access prior to beginning field placement.

Students are expected to familiarize themselves with the employment-based placement policies, procedures and plan. Next, the student will approach agency personnel (usually the student's immediate supervisor) for initial approval and permission to pursue the employment-based option. Together, the student, their work supervisor and their intended field instructor will complete the **Employment-Based Practicum Request Form**, which delineates the separation of work and practicum duties and supervision. Students will indicate their interest in pursuing the placement on the field practicum application, which requires the student to provide their employment details (i.e., work role, department/unit and supervisor) and the intended field practicum information (i.e., student tasks, department and field instructor) and attaches the **Employment-Based Practicum Request Form** to the practicum application. The field director reviews all employment-based requests for appropriateness and feasibility and approves or denies.

Arranging an employment-based placement is the responsibility of the student. The student must submit the **Employment-Based Practicum Request Form** via the **My Chamberlain** experience, complete with appropriate agency signatures (i.e., field instructor, immediate work supervisor and/or other agency personnel). The plan is then uploaded into Tevera, which gives access to all parties. The field liaison reviews it to ensure compliance throughout the practicum experience.

STUDENT SUCCESS IN FIELD

FIELD HOURS & ATTENDANCE REQUIREMENTS

Students complete supervised field education hours that total 1,000 hours throughout the Master of Social Work (MSW) degree program. Students in the Traditional Two-Year pathway will complete all 1,000 field education hours in Chamberlain's MSW curriculum, as follows:

- **MSW-508: Field Education I – 250 hours**
- **MSW-510: Field Education II – 250 hours**
- **MSW-550: Advanced Practicum I – 250 hours**
- **MSW-551: Advanced Practicum II – 250 hours**

For the generalist practicum, students have the option to complete a minimum of 400 hours on-site via in-person client contact and earning the additional program-required 100 hours through the completion of a special project that demonstrates competency, while aligning with the practicum site mission and goals. These special projects are created by the Field Education staff and must be agreed upon by the practicum site

It is the expectation that students in the Advanced Standing pathway would have completed a minimum of 400 hours during their baccalaureate matriculation. All Advanced Standing pathway students must complete 500 field education hours through their enrollment in:

- **MSW-550: Advanced Practicum I – 250 hours**
- **MSW-551: Advanced Practicum II – 250 hours**

The academic term consists of eight weeks. Students are encouraged to spend a minimum of 26-30 hours per week at their field experience agencies to help ensure that they can meet the 250-hour requirement per field seminar course. Students should communicate with their field instructors to determine the appropriate number of weekly on-site hours needed to fulfill the hourly and professional development requirements. Each student should participate in at least one hour of supervision per week with the field instructor.

For supervision to be a beneficial aspect for all, agenda setting should be a collaborative process between the student and field instructor. A standard outline should be developed and both field instructor and student should add items for discussion each week. These items should review any questions regarding work with clients, documentation, integration of social work theory to practice and professional growth that leads to an identity as a social work practitioner.

Faculty field liaisons work with field instructors to evaluate student progress throughout the term. If a student is falling behind in the number of completed hours, the faculty liaison will work with the student and the program to determine remedial action.

SERVICE CONTINUITY POLICY

All students and field instructors should discuss agency expectations for student availability during term breaks and agree to a plan during the initial interview between student and field instructor before accepting the agency/student match.

Whenever the student and field instructor agree that the student will continue to provide services in the agency during term breaks, the student must inform her/his field liaison of the intention to continue in the agency and must provide a written plan to the field liaison and experiential learning services team of arrangements. Approved plans ensure that the University's liability insurance coverage remains in effect.

Students in social work field placements are expected to develop and maintain significant and meaningful relationships with agency constituents. Because commitment to clients is the primary responsibility of social work practice (Review the Code of Ethics of the National Association of Social Workers), some flexibility in academic scheduling may be required of students during times when the University designates a holiday or term break. Although scheduled classes and exams take precedence over field education, the Program expects students in field placements to consider constituent needs when scheduling absences during breaks.

Term breaks are also important times for students to rest, spend time with significant others and attend to non-academic obligations. Students are not required by the University to maintain a presence in the field agency during term breaks, unless prior arrangements have been made with the agency and confirmed with the Field Office.

CREDIT FOR LIFE EXPERIENCE

The social work degree program does recognize the richness of contributions from students with previous professional social work experiences and appreciates the value this brings to the classroom. However, per our accreditation standards, no credit toward field hours will be given for previous work and/or life experience.

LEARNING AGREEMENTS

Learning agreements are a requirement of each field education course and serve as a guide to individualizing the competencies and behaviors for each student. Each document comprises the written understanding between student and field instructor as to the Program's competencies and behaviors specific to that particular course. Each student will need to begin the development of their learning agreement by conducting a self-assessment with respect to their own learning needs. With this in mind, the student then develops a personalized plan by identifying one activity per behavior for learning by integrating the program's curriculum, the specific learning needs and the opportunities available at the agency.

Directions:

- Students and field instructors should review the learning agreement, which contains the nine (9) social work competencies and corresponding behaviors.

- Students and field instructors collaboratively develop one activity to address each behavior under each competency.

The agreed upon competencies, practice behaviors and tasks/activities should be entered into the Field Management System by the student. This becomes the learning agreement upon which the remainder of the practicum experience is based. The student, field instructor and faculty field liaison then sign the agreement electronically by the due date provided in the course.

At each program level, the student will be expected to demonstrate the social work competencies, using the behaviors outlined in the specific field education course in which they are enrolled.

MONITORING OF STUDENT LEARNING

Faculty field liaisons are responsible for monitoring the educational progress of social work students. Each faculty field liaison instructs a section of a field course through which they will monitor students via agency visits and/or teleconferences, that include the student and field instructor. These monitoring visits will occur a minimum of once per term and by request if needed. Field liaisons are available to students and field instructors for support, problem-solving and facilitation of learning activities that enhance the student's educational experience. The field director routinely meets with field liaisons to review student progress, monitor policy compliance and receive feedback on the field program from students and field instructors.

REQUESTING ACCOMMODATIONS IN ACCORDANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA)

Chamberlain University is committed to providing barrier-free access to its educational services and makes appropriate and reasonable accommodations when necessary. The Master of Social Work (MSW) degree program will not discriminate on the basis of disability and is committed to providing all qualified students who have disabilities equal access to its programs, services and activities in accordance with the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973.

In postsecondary education, it is the student's responsibility to self-identify disability status and to register with Chamberlain's Office of Disability Services prior to requesting accommodations. To register, the student submits documentation of disability along with Chamberlain's **Accommodation Request for Disabilities Form**.

Students with disabilities requesting accommodations with field experience should register with Disability Services prior to registering for field experience and should clarify their specific accommodation needs. In most cases, field experience agencies have their own systems for helping to ensure equal access for employees and/or interns with any disabilities. Disability Services will help address any gaps in those systems.

PROFESSIONAL ADVISING AND RESOURCES

As the Field Education Program aims to prepare competent professionals for practice, we support student's career development through professional advisement. Professional advising is provided by both social work degree program faculty and staff. Faculty advisors guide students regarding professional licensure and social work competencies. They also may coach students regarding professional dispositions and skills as students move through the program. Students receive professional advising provided by program faculty and staff throughout their experience, with focused professional advising provided as students approach the end of the program and prepare for licensure exams.

Career Services also provides professional career development resources. Chamberlain offers a wide range of resources to assist students and alumni in preparing for employment and advancing their careers. These resources allow for proactive career development throughout the program as knowledge, education and experience continue to evolve. The department also offers CareerCare, a website that allows students and alumni the ability to create a career profile; create, upload and store career documents; research employers; and access job leads and other career resources.

CONFIDENTIALITY POLICY

Chamberlain's Master of Social Work (MSW) degree program is sensitive to issues of confidentiality and rights of privacy. The program has a specific Policy on Confidentiality included in the Program By-Laws and repeated in the **Chamberlain University Student Handbook**.

Those portions of the policy applicable to field education are presented in this manual. None of these policies, however, are intended in any way to supersede the state or federal laws, the NASW Code of Ethics, University or agency rules and regulations concerning confidentiality and privacy.

CLIENT CONFIDENTIALITY

A complete client-student relationship is based upon the presumed consent of the client. In achieving the educational goals of field education, it is therefore assumed that these interactions will be shared with the field instructor. The Program encourages the students to advise every client of these educational requirements.

Appropriate agency personnel permission must be granted any time a student uses data from or about clients or the agency setting.

All client material used to fulfill course requirements must be disguised to the extent necessary to protect client confidentiality and anonymity.

No client is to be taped, either on audio or video recording without their written permission. In the case of minors under 18 years of age, the written consent of the parent and/or guardian must be obtained. In addition, written consent of the minor client should be obtained whenever possible. In no case should the rights of the minor client be violated. Prior to any audio or video recording, the student must discuss with the field instructor the reason for such recording and be granted authorization.

Audio or video taping is to be used only for the direct individual educational instruction of the student or for service to the client unless more detail is provided to the client in a written consent form. Such additional uses of recording may be for educational purposes in classroom settings. However, the use of audio or video tapes with clients in classroom settings is generally discouraged.

No student shall be required by a classroom instructor to produce an audio or video recordings of clients. The use of taped material shall be, under all circumstances, an optional mode of meeting course requirements.

In rare cases where a recording shall be preserved for ongoing educational purposes, written consent must be given by all the participating persons (e.g., student, client(s) and agency). A specific faculty member must be responsible for the safe keeping of such recordings.

All consultation inside or outside of the field education agency concerning clients must include advance notification of the field instructor.

PROGRAM RECORD CONFIDENTIALITY

No evaluative work submitted by a student in the fulfillment of any course requirements shall be released by the responsible faculty person to any other person or agency not employed by the Program of Social Work without the written consent of the student.

Because of the Family Educational Rights and Privacy Act (FERPA), the Program and individual faculty members are restricted from releasing information concerning a student's academic record. No one other than the program's director, the director of Master of Social Work (MSW) degree programs, the field director, the director of the undergraduate program or a student's faculty advisor may serve as an official Program reference for a student when Program records are needed to prepare the reference.

Field instructors are free to prepare reference letters upon request of the student in accordance with agency policies and records. No one may provide any portion of the student record unless it is completed and signed.

DUAL RELATIONSHIP POLICY

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities. These relationships are of concern when there is the potential for either conflict of interest or

negative impact upon field education goals. Thus, it is the policy of the Program that when such a relationship exists between the student and the field instructor, the student and the liaison or the liaison and the field instructor, the field coordinator must be notified immediately.

In that these types of relationships are sometimes unavoidable, the field coordinator will outline protective mechanisms for the student, field instructor and/or liaison. The student may be reassigned to a new placement as deemed appropriate by the Field Office.

Employee/Management Conflict Policy

The Program recognizes the right of employees to unionize. We understand that because they are also employees, professional social workers may choose to join unions and at times may elect to strike. The field education placement has both an educational and service delivery component. Students may be vulnerable in their dual role as interns and service delivery providers.

The Program has developed the following guidelines to be utilized in the event of conflict around management and employee relations in agencies hosting students. The guidelines in no way represent any position of support or non-support of any side in any conflict. They are designed solely to support the educational needs of students in field education.

Procedural Guidelines

It is the responsibility of the agency to inform the field coordinator of any administrative changes related to the agency's agreement with the Program. The program maintains that any conflict with employee organizations and/or collective bargaining can affect the agreement with the Program. If students become aware of any such conflict, they are urged to report this to the Program.

Once reported, the situation will be reviewed by the student, the Field Team, the program's director, the field instructor and the agency director. The review focus shall be to determine if the educational needs of the student are affected with the ultimate decision-making responsibility belonging to the Program.

The Program may determine that the placement should be temporarily suspended pending the settlement of the dispute. If the conflict continues beyond two weeks, the Program will consider another placement for the student.

Should the Program determine that the student will remain in placement, the situation will be closely monitored by the liaison until the conflict is fully resolved.

If the Program decides that the student should be removed from the agency temporarily or permanently, they will be provided an alternative field education experience. Where students have been withdrawn and a matter of client jeopardy is involved, the field liaison and the Field Team take responsibility in a conference with the agency director, field instructor and student to decide how to best resolve the situation.

This policy applies to any and all of the following employee-management conflicts:

- Strikes
- Work slowdowns
- Walk-outs
- Lock-outs
- Period of time prior to a vote on the renewal of a labor contract
- Ending arbitration and any period of time prior to a vote on unionization

SOCIAL NETWORKING GUIDELINES

As technology advances, the Program will continually update internal guidelines and policies with regard to the professional use of technology in practice. Social media are forms of electronic communication through which users create online communities to share information, ideas, personal messages and other content (as videos). The guidelines presented below attempt to address social media challenges. It is crucial at all times to maintain professional behavior, ethical standards, confidentiality and professional boundaries with regard to your field placement agency and clients. A few guidelines to remember:

- Review and follow any agency guidelines and policies regarding the use of technology in practice. Talk with your field instructor about the potential impact of social networking on agency clients and the work of the agency.
- Do not refer to an agency, client or client situation on an internet site no matter how many security settings you have invoked.
- Do not ask or accept a current or former client to join your social networking site.

Address any questions to your field coordinator.

STUDENT DRUG & ALCOHOL POLICY

The following prohibitions apply to students enrolled in field education and represent a zero tolerance policy for drug or alcohol use while serving in field placement.

Chamberlain University's compliance with provisions of the Drug-Free Schools and Communities Act Amendments of 1989 applying to students is achieved through a comprehensive alcohol and other drug prevention program which includes policy enforcement, education programs and treatment services.

Chamberlain University prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on Chamberlain University property or as part of any of its activities. These regulations are as follows:

- No student shall possess, use, manufacture, produce, sell, exchange or otherwise distribute any drug prohibited by federal or state laws.
- No student shall possess, consume, furnish, manufacture, sell, exchange or otherwise distribute any alcoholic beverages except as permitted by state law and University ordinance.

Alleged violations of the Program regulations are adjudicated through the Program student judicial process. Consequences for violations may include but are not limited to, some form of disciplinary probation, required attendance at educational programs, referral for assessment and treatment, relocation to a new living environment and suspension from Chamberlain University for sale of illegal drugs or repeated violations of the regulations. Chamberlain University supports and sponsors programs aimed at the prevention of substance abuse by students.

STUDENT SAFETY

STUDENT LIABILITY INSURANCE

Students are covered by the University's general liability insurance while engaged in field education administered by the social work degree program. Coverage is in effect whenever students are working toward completion of academic credit for which they are currently registered.

In order to be protected by liability insurance during term breaks, students must be:

- Working toward completion of an "incomplete"
- Working as an agency volunteer under the agency's liability coverage, if any or
- Attending practicum based on a plan approved by the Field Director

REPORTING A SAFETY INCIDENT

Students should report any type of safety incident immediately to the agency field instructor and field liaison. If a student feels that his or her personal safety is threatened in any way, this should be reported to the field instructor and field liaison.

When a student makes an allegation against a client, the following procedures should occur:

1. Student notifies field instructor and field liaison of allegation.
2. Field liaison notifies the field director.
3. Field instructor, field liaison and the field director determine if the student should continue to work with client.
4. Student works with field instructor to follow agency's protocol to determine if or how the client and/or the client's family will be notified of the allegation.

BASIC PRINCIPLES FOR PERSONAL SAFETY & RISK MANAGEMENT STRATEGIES

Master of Social Work (MSW) students must be aware that there are certain inherent risks in any situation requiring contact with the public. Social work is a profession that works with people with both strengths and challenges, who often live in challenging environments. To reach people in need, agencies are located in areas that provide reasonable access to clients served. Students entering the field must understand that most, if not all, field settings entail safety risks for staff, students and clients alike. Such risks are not solely student risks but risks that social workers must acknowledge throughout their careers.

While fulfilling the field experience, students must also be attentive to the need for personal safety and act accordingly to minimize risks. During the orientation to the agency, students should discuss safety issues with their field instructors. Students with any safety concerns or questions should contact the field liaison – the Chamberlain faculty member teaching the field seminar – to discuss these issues and seek guidance. If a safety incident occurs, students should contact the agency field instructor and field liaison. If the student does not get a response from the field liaison, an e-mail or call should be sent to the field director. The field director can be reached by e-mail at field.director@chamberlain.edu. The student should continue to follow-up until an acknowledgment of his or her e-mail and/or call has been made by the field liaison or field director.

The guidelines below present a quick overview for personal safety. It is important to remember that all individuals are ultimately responsible for their personal safety and should pay attention to their instincts; they can be an important indicator to danger.

Students should:

- Always inform the field instructor and faculty field liaison of incidents where you feel personal safety is threatened.
 - Be alert to all parties in the immediate environment.
 - Carry oneself in a confident manner and be purposeful in actions.
 - Be friendly; however, do not disclose a great deal of information about oneself or one's family.
 - At all times, consider safety. Use observational skills to practice safety.
 - Be aware of the physical setting where clients will be seen. Always have a path to the door. Do not seat the client between oneself and the door.
 - Do not place excessive items on the desk. Paperweights, staplers, scissors, etc., can become weapons.
 - If appropriate, leave the door open when meeting with clients.
 - Find out if the agency has a buzzer system or other methods to communicate with staff when an individual worker is having problems.
 - Keep the field instructor or other staff informed when and where clients will be seen.
 - Never work in the building alone. The field instructor or other staff should be on-site and available when students are engaged in field activities.
 - Be aware of the environment when entering and leaving the agency. If suspicious circumstances are observed, notify the supervisor or wait for others to enter or leave the building.
- Sometimes social workers find themselves working with clients who become agitated. This can be especially true with mandated clients who are required by court order to receive social work services. Below are a few tips for dealing with agitated clients. More information on this topic is also covered in the field course and in the two residencies.

GUIDELINES FOR DEALING WITH AGITATED OR CONFRONTATIONAL CLIENTS

1. Maintain an appropriate distance. Sometimes, one tends to move closer to an individual and this can escalate a situation or put one in danger of being assaulted. Give the client space to walk out of the area or to remove oneself from the area. If needed, ask the field instructor or another staff in authority for assistance. (This allows the student to disengage with the person, get out of danger and make agency staff aware of the volatile situation.)
2. Encourage the client to have a seat if they are standing. Pacing can increase the agitation. The student may wish to stand until assistance arrives or may choose to sit after the client sits.
3. Do not touch clients, even if attempting to simply pat them on the shoulder to reassure them.
4. Watch carefully and remain alert. Clenched fists, hands that are opening and closing in a frenzied manner, darting eyes or a wide-eyed panic-stricken look and tensed jaw muscles can indicate that the client is very agitated. If aggressive behaviors continue to escalate despite efforts to calm the client down, identify an opportunity to leave the volatile situation to get help.
5. When faced with verbal confrontation, maintain a calm voice. Do not engage in an argument. Speaking softly will sometimes allow the client to lower his or her tone in order to hear what is being said.
6. Provide an honorable avenue of escape for the client by letting him/her know that it is acceptable to end the session early. Know when to terminate a session. Do not become so focused on the task that warning signs of a potentially dangerous situation are ignored. Offer to reschedule the appointment. Ask the client to wait in the waiting room while contact is made with the field instructor for direction as to how to proceed in assisting the client.
7. Realize that an individual who is under the influence of alcohol or other drugs has an increased risk of unstable or volatile behavior and impaired judgment. Learn to identify signs of being under the influence: glassy eyes, dilated pupils, staggering, odor of alcohol or marijuana, irrational or illogical behavior, acting uncharacteristically different or extremely depressed or elevated mood. It is not useful to attempt to resolve issues with a client in this condition. It is recommended that the session be terminated and rescheduled.
8. If threatened with violence, disengage immediately until assistance is provided from the field instructor or local police, if necessary.

Some social service agencies require that social workers conduct visits with clients in the client's home environment. The safety of students in home settings has to be a priority of the agency and the student. Safety on home visits is discussed in the field course and at residency.

Students must conduct, at a minimum, the first two home visits for each placement (foundation and clinical) under the supervision of an agency staff member. Students are never to go on a home visit alone if they do not feel prepared or safe. Students should contact the field liaison or field director if they have any questions or concerns.

Home visits are a frequent part of social work services. It is not necessary to be afraid, just to be observant and use good judgment.

The following are a few tips to consider when conducting home visits:

- Notify your field instructor that you will be making a home visit. Give specific information about your destination and approximate arrival and departure times. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.
- When visiting a community or making home visits, do not wear expensive jewelry or do things that will make you stand out. Dress in a manner conducive to your field activities. Wear clothes that will allow you to run if necessary.
- When you are in the local neighborhood, be sure to scan the environment and be aware of what is happening around you.
- A cellphone is very useful. Be sure your phone is fully charged.
- Carry yourself in a confident, professional manner. Send a message that you are here for a purpose. Be respectful of those in the community.
- If you are in an unfamiliar building and are using the elevator, try to get on an unoccupied elevator. If the door opens and people who make you feel uncomfortable are on the elevator, simply state that you are going in the other direction.
- When you knock on the door of a dwelling, pay attention to the sounds you hear from inside. If a heated argument is taking place, do not enter the home. Call to schedule a follow-up visit.
- Always identify yourself and do not enter the dwelling until you are invited in. Once inside, do not sit down until you are invited. Choose a seat close to the door and ask if you may sit there.
- Remember, you are on the client's territory. Home visits are not inherently dangerous; however, people may react differently when they are in their territory.
- If there are animals in the home, do not assume they will not harm you. Ask the client to please restrain the animal or put it in another room.
- Do not turn your back on an irate client. Keep him or her in your vision at all times.
- When you are in a client's home, be aware of the other people who are also there. Their behaviors such as drug taking, violence and extreme anger should also be considered when assessing risk.
- If you observe drugs or weapons, you should reschedule the visit and leave as soon as possible.
- Find out about the communities where you will be working and discuss with your field instructor and other workers at the agency. If working in a high-crime area, discuss specifically what the safety guidelines are with your field instructor. Do not go into high-crime areas at night.
- When making home visits, ask the client about any safety concerns in his or her neighborhood and recommended safety strategies.
- Make sure that you have your car keys in your hand. Always lock your car once you are in the car and after you get out.
- If you will be placing personal items in the car trunk, do it before you leave the office to avoid calling attention to the act or simply leave the items in the office.
- Check your car for sufficient gas before you leave the office. Think about what you would do if you had car trouble or a flat tire. Do you have an auto club? Do you know how to fix a flat? Make sure you have emergency equipment in your car such as a flashlight, jumper cables and emergency road kit.
- When parking your car, choose a spot that is close to a light. Park as close to where you are going as possible. Make sure your car is pointed in the direction to leave.
- Do not transport clients in your personal automobile. Discuss this with your field instructor at the pre-placement interview to avoid unexpected requests from the agency to do so.
- Before you leave the office, make sure you have the correct directions and phone numbers. Get a map, use mapping services such as MapQuest or use a GPS device to plan your trip. If you get lost, go to a well-lit, busy gas station or convenience store to ask for directions.

RELATIONSHIP MANAGEMENT

ISSUES ARISING IN FIELD PLACEMENT

The field experience is quite different from other university courses. While a field experience in a community agency is organized around educational objectives determined by the Master of Social Work (MSW) curriculum, it also involves professional responsibilities to clients, agencies and the community. As a result of the involvement of these many stakeholders, it is imperative that field liaisons and field instructors recognize early and respond quickly to a student's performance problems. When problems occur, it is crucial that the field instructor, student and field liaison attend to a number of issues: the rights of clients to adequate professional service, the educational needs of the student (including access to corrective and supportive services, as appropriate) and the gate keeping function of the social work program and professional community.

Students are required to contact their field liaison if they experience a significant issue or problem during the field experience. The field liaison contacts the field instructor to discuss the matter and attempt to resolve the problem. Upon resolution, the field instructor documents the problem and its resolution, including the procedures for resolving the problem. The field instructor, student and field liaison sign the document to acknowledge that they understand and agree to the resolution procedures and each receives a signed copy. A copy of the document is also forwarded to the director of field. When the field experience is complete, the field instructor and field liaison complete the appropriate documentation indicating that all requirements for addressing the problem have been fulfilled.

If the problem or issue is unable to be resolved in this manner, the field liaison consults with the director of field and they meet with the field instructor to resolve the matter. As previously outlined, appropriate documentation is completed to help ensure that the student, field instructor, field liaison and director of field are in agreement with the resolution. After consultation with the field liaison and the coordinator of academic achievement, the director of field makes the final decision on whether the student should be removed from placement and if another placement should be located for the student. When the field placement is complete, appropriate documentation is signed by all individuals involved, stating that the requirements for addressing the problem have been fulfilled.

POLICY ON NON-DISCRIMINATION

Chamberlain University practices a policy of nondiscrimination in admission, access and employment in its programs and activities. Chamberlain does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation or other legally protected status.

POLICY EXCEPTIONS

Policy exceptions are generally discouraged, as policies are in place for reasons that support an optimal graduate student educational experience. However, there are situations where the Field Office will review special circumstances. Students who wish to appeal a MSW Field Policy, must request a formal appeal form from the field office, complete it and send it back by the deadline provided by the field team member.

Policy exceptions are reviewed by the field team member working with the student who will provide notes and/or a recommendation (if applicable) to the field director. A decision will be made during a meeting with the field director and students will be notified of the field team's decision via email with the final signed appeal form. Appeals are typically reviewed on a weekly basis and students can usually expect an answer within a week.

Below are the situations in which an appeal form is required.

- Request for deadline extensions.
 - For the field application deadline (usually two quarters prior to the internship start).
 - For the verification form submission deadline (usually the Friday two weeks prior to the internship start).
 - For the final approval deadline (usually the Friday three weeks prior to the internship start).
- Request for worksite exceptions.
- Worksite placement policy conditions (stated above) will be reviewed and considered for all worksite requests:
 - For using a worksite as a placement, if employed less than six months prior to the internship start.
 - For using a worksite placement for more than one internship:
- If using the same field instructor for a foundation and concentration placement that is also a worksite placement.
- Request for General Placement Exceptions.
 - For using the same internship site for both foundation and concentration placements.
- The following conditions will be reviewed and considered for same internship site requests:
 - a. The student completes the internship in a separate area/department than the foundation internship role.
 - b. The student completes the internship under a separate supervisor than the foundation internship role.
 - c. The agency is large enough that justifies having a new experience in their concentration internship role.
 - For using the same supervisor for both foundation and concentration placements.
 - For changing agencies between quarters.

GRIEVANCE PROCEDURES & APPEAL PROCESS

Field Placements

If a student is dissatisfied with his or her field experience placement, the student should convey this information to the field instructor and/or to the field liaison. The field liaison will review the concerns presented and, if there is appropriate justification, a new field experience agency will be sought. This decision would involve and result from a mutual assessment by the agency, the student, the field liaison, the field office and the director of field. The field director will make the final decision regarding a field experience agency change.

Field Instructor Evaluations

If a student is satisfied with the grade assigned by the field liaison but disputes an evaluation by the field instructor, the student should submit a written appeal to the field instructor. The appeal should detail why the student believes the evaluation should be changed. The student should submit the appeal to the field instructor and copy the field liaison. If the student is not satisfied with the results of the written appeal to the field instructor, the student may request a meeting with the director of field. The director of field will meet with the student and field instructor to address the issue.

University Appeals

Students who appeal a course grade are governed by Chamberlain University policies. Please refer to the [Chamberlain University Student Handbook](#) for policies and procedures for appeals.

Please refer to the [Chamberlain University Student Handbook](#) for policies and procedures pertaining to all other appeals.

TERMINATION FROM FIELD PLACEMENT

As professional social workers, Chamberlain University graduates will be utilizing their skills to help others make changes in their lives. They will sometimes be called upon to make serious decisions. They can be helpful to others but they can also be harmful. A social worker who does not respect the values and ethics of the profession, who is incapable of mastering the work of the profession or who does not take change-making seriously can harm clients. Good social workers must be able to understand and discipline their own emotional needs so as to avoid projecting these needs on others and using clients for their own gratification. They must have not only abstract knowledge but also the ability to translate knowledge into practical application.

Throughout students' involvements with the social work field experience, their suitability for the profession continues to be assessed. The normal expectation when a student is admitted to the social work field experience is that the student has the potential for success. Disagreements may occur and mistakes may be made but these are usually part of the learning process. The faculty field liaison, field instructors and students, working together, will generally be able to overcome "rough spots" in an atmosphere of mutual respect and concern.

It is not common for a student to be asked to leave a field experience agency but it can occur. When there are serious concerns about a student's suitability for the profession, the field instructor may assess that the student should not continue in the field experience. This may result from a single grave incident or from a pattern of behaviors. Both academic and field experiences are considered in determining that a student should not continue.

The field director may require a student to leave the field experience agency if:

- The student's performance in the field placement demonstrates, after adequate corrective efforts, little likelihood of successful completion. This may be a matter of knowledge, skills or values.
- The student's attitudes or values are incompatible with the practice of professional social work (e.g., strong prejudice).
- The student persists in conduct in the field that endangers clients, the agency, the university, other students or the student himself or herself ("unsafe practice").
- The student commits a serious violation of the [NASW Code of Ethics](#), whether or not an NASW member.
- The student is consistently unable to form productive working relationships with clients, field instructors or other students.
- The student's personal problems (e.g., relationship, substance abuse, mental illness) are so serious or recent as to preclude effective work in the field setting.
- The student engages in serious academic or other dishonesty or breach of confidentiality.

The first step when any problem becomes apparent will be a discussion among those most directly affected. When a problem is so persistent or serious that a student's continuance in the placement is in question, the student will be informed in writing by the director of field of the area(s) of concern and corrective action necessary for continuance in the placement. The specific time frame allowed for the corrective action will be determined by the director of field, in consultation with the field liaison, the field instructor and the Master of Social Work (MSW) degree program compartment office.





If the student does not follow through on the corrective action plan, the director of field will notify the program director of Social Work Programs so that further action can be taken. The [Chamberlain University College of Health Professions Student Handbook](#) will be followed with the possibility of the student being terminated from field experience.

A student who has been terminated from the social work field experience placement may be assigned a new field experience agency if the problems that led to that decision are resolved. The burden is on the student to demonstrate that this is the case. A new field experience agency will require the student to reapply to field, using the MSW field experience application process and work with the field office to secure new and appropriate placement.











MSW FIELD EDUCATION TOOLKIT

LITERATURE

-  [Catalog](#)
-  [Viewbook](#)
-  [MSW Curriculum Grid](#)
-  [Academic Calendar](#)

FORMS & WORKSHEETS

-  [MSW FAQs – Application & Site Selection](#)
-  [MSW Practicum Application Guide](#)
-  [Learning Agreement – Generalist Practicum](#)
-  [Learning Agreement – Advanced Practicum](#)
-  [Generalist Practice Field Evaluation – Foundation Field I & II](#)
-  [Advanced Field Evaluation – Advanced Practicum I and II](#)
-  [Immersion I \(Generalist\) Student Evaluation](#)
-  [Immersion II \(Specialized Practice\) Student Evaluation](#)

