

**Winthrop University  
Department of Social  
Work**

**FIELD EDUCATION  
MANUAL  
2022-2023**

*Revised August 2022*

**Accredited by the Council on Social Work Education**

# Table of Contents

<b>Contact Information.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>3</b>
History of Winthrop University .....	3
<b>Department of Social Work.....</b>	<b>4</b>
History of the Social Work Program.....	4
Social Work Program Rationale .....	4
The BSW Program Mission .....	5
BSW Program Goals.....	5
The MSW Program Mission .....	5
MSW Program Goals .....	5
Relationship of the Program to the Ethics and Values of the Profession .....	7
<b>Field Education.....</b>	<b>7</b>
Overview of Field Education .....	7
BSW Course Requirements .....	9
MSW Course Requirements .....	9
Field Hours.....	11
Course Competencies (Student Learning Outcomes) and Behaviors .....	12
Learning Experiences/Integration of Class & Field.....	16
Remote Learning/Teleworking in Field.....	17
Learning Contract .....	18
Teaching, Supervision, and Field Placement Monitoring.....	19
Agency Orientation .....	20
Responsibilities and Rights of the Student .....	21
Responsibilities and Rights of the Field Instructor/Task Supervisor.....	22
Responsibilities and Rights of the Field Faculty .....	24
<b>Field Education Policies and Procedures .....</b>	<b>25</b>
Selection of Field Placement Sites.....	25
Selection and Criteria of Field Instructors/Task Supervisors .....	26
Field Placement Site Operating Hours & Locations.....	28
Admission to Field Education.....	29
Field Instruction Application & Placement Procedure .....	30
Accommodations in the Field .....	33

Web Accessibility.....	33
Employment-based Field Placements-Traditional Model & Temporary Current Employment Model .....	33
Credit for Previous or Current Work Experiences .....	36
Offers of Employment While in Field .....	36
International-based Field Experiences .....	36
Evaluation Procedures.....	36
Rating Students' Performance.....	37
Grading Policy .....	37
Special Circumstances and Incomplete Grading .....	39
Evaluation of Field Instructor/Task Supervisor/Field Placement Site .....	39
Evaluation of Field Director/Field Faculty/Field Courses .....	40
Changing a Field Placement & Disruptions in Field .....	41
Addressing Field Placement Site Concerns .....	42
Addressing Student Concerns .....	42
Terminating a Field Placement Due to Student Performance .....	43
Department of Social Work Termination Policy .....	44
Grievance and Appeal Procedure.....	45
Inclement Weather .....	46
Personal Safety/Risk Reduction.....	46
Insurance Coverage.....	46
Transportation.....	49
Sexual Harassment.....	49
Anti-Racism and Anti-Oppressive Practices.....	50

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## Introduction

The Department of Social Work offers a comprehensive graduate social work program that is accredited by the Council on Social Work Education (CSWE). The program is designed to prepare its graduates for professional generalist and specialized social work practice with individuals, families, small groups, organizations, and communities. The curriculum combines a sound liberal arts base with professional social work education to prepare its graduates for professional practice, life-long learning, and a productive life in an ever-changing world. Graduates are qualified to work in a variety of social service settings including, but not limited to, child welfare, child and adult protective services, mental health, medical social services, school social work, adult and juvenile courts and corrections, nursing care facilities, drug and alcohol rehabilitation, and developmental disabilities.

This Field Education Manual is designed to inform students, field instructors, task supervisors, agency administrators, and others in the community of the many important aspects of the field education program. It serves as a guide for planning, implementing and evaluating students' performance in their field courses; outlining the expected nature and structure of the field placement by delineating responsibilities of all concerned parties while specifying student learning objectives and competencies required for successful completion of the MSW field education courses.

Program changes may necessitate revisions of this manual over time. Students, faculty and field instructors/task supervisors are encouraged to view this manual as a dynamic tool intended to meet the changing needs of the social work department as it strives to offer a graduate social work field program of the highest quality as reflected by national accreditation through the Council on Social Work Education. Suggestions to improve its overall content are encouraged.

### History of Winthrop University

David Bancroft Johnson, then superintendent of schools in Columbia, S.C, founded Winthrop in 1886 as a training school for teachers. With the backing and support of the honorable Robert C. Winthrop, chair of the Peabody Educational Fund, the "Winthrop Training School for Teachers" was established and began operations on November 15, 1886. Using the Chapel of the former Presbyterian Theological Seminary in Columbia, 17 students were enrolled. Through the efforts of Governor John P. Richardson, the legislature in 1887 granted a charter to the school and provided scholarships for one student from each of the 34 counties of the state. In 1891, at the urging of President Johnson and with the support of Governor Benjamin Ryan Tillman, Winthrop became a state-supported institution, and the name was changed to "The South Carolina Industrial and Normal College." However, in 1893 the College became known as "The Winthrop Normal and Industrial College of South Carolina." In that same year, the decision was made to move the College to Rock Hill, S.C.

Winthrop continued to grow, eventually encompassing a beautiful 100-acre campus and 450-acre recreational area in the heart of the Carolinas. As the campus and enrollment grew, Winthrop's mission continued to broaden. The legislature recognized Winthrop's growth, achievements and

statewide importance by granting university designation, effective in July of 1992. Winthrop University has changed considerably over the past century, but what has not changed has been the University's commitment to excellence in education.

Winthrop University is a comprehensive, public institution granting baccalaureate and master's degrees. From its origins as a teachers' college, the mission of the University has been broadened to include the liberal arts and selected professional programs. Today, and in the foreseeable future, Winthrop University will emphasize multi-purpose identity and will continue to offer challenging academic programs of national caliber.

All of the undergraduate programs at the University--whether or not pre-professional in orientation--are predicated upon the liberal arts and sciences. Students at Winthrop develop the skills and gain the understanding which marks the broadly educated person. Based upon this foundation, graduates are prepared to enter or develop in professional positions in business, industry, government, education, the arts, and human services, or to enter graduate and professional schools.

## Department of Social Work

### History of the Social Work Program

The social work program at Winthrop University developed out of a history of social welfare course offerings dating back to the 1930s. The Council on Social Work Education (CSWE) in 1970 first approved it when the council began to approve undergraduate social work programs. In 1974, the program (then housed in the Department of Sociology) was first accredited. In 1983, the social work program was approved for departmental status and officially became the Department of Social Work. The program has a long history of accreditation by CSWE.

### Social Work Program Rationale

**The mission of the Winthrop University Department of Social Work is to educate students to become competent generalist practice (BSW level) and advanced practice (MSW level) social workers.** This mission is grounded in the purpose of the social work profession which is to promote human and community well-being and guided by an empowerment perspective that affirms the strengths and capabilities of people, values human diversity, and promotes social and economic justice.

As a student-centered learning community, the department follows the established core social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence. The mission is carried forth in an integrated learning context that values knowledge based on scientific inquiry, emerging information technology, and a commitment to evidence-based practice. Members of the department apply their scholarship and professional expertise through leadership, collaboration, and service at local, state, national, and international levels.

The mission of the Department of Social Work is integrated with the larger Winthrop University mission. Winthrop University is South Carolina's distinctive public comprehensive university.

The university provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber and is committed to being among the very best institutions of its kind in the nation. In keeping with the university mission, social work graduates are prepared to professionally serve the broadly diverse geographic regions and the richly unique citizens within those regions of the Carolinas and beyond.

### **The BSW Program Mission**

**The mission of the BSW Program is to educate students to become competent generalist practice social workers.** The BSW Program offers a **generalist practice** focus which is structured in the liberal arts and the person and environment construct. Social workers prepared at this level use a range of prevention and intervention methods with individuals, families, groups, organizations, and communities. Baccalaureate level practitioners identify with the social work profession and apply ethical principles and critical thinking in practice. They recognize and honor diversity and advocate for human rights and social and economic justice. In addition, BSW prepared practitioners support and build on the strengths and resiliency of all people. They engage in research-informed practice and are proactive in responding to the influence of context on professional practice.

### **BSW Program Goals**

Graduates of the BSW Program are prepared to:

1. Engage in entry-level generalist practice using a range of prevention and intervention methods that are empirically-based, multisystemic, and shaped from the profession's history, purposes, and values.
2. Demonstrate cultural competence in working affirmatively with diverse populations and across the life course.
3. Position themselves for successful entry into graduate social work programs.

### **The MSW Program Mission**

**The mission of the MSW Program is to educate students to become competent advanced practice social workers.** This mission is fulfilled through the program concentration in **empowerment practice**. Empowerment practice utilizes critical thinking skills to assess the influence of multiple and interlocking personal, structural, and societal systems of power on vulnerable and oppressed populations. It incorporates the use of specialized social work theories and methodologies for culturally relevant assessment, intervention, and evaluation at multiple levels of complexity and across systems in order to promote human and social well-being. Empowerment practice affirms the strengths and capabilities of people, values human diversity, and promotes social justice.

### **MSW Program Goals**

Graduates of the MSW Program are prepared to:

1. Engage in advanced practice that is constructed from a professional foundation of



social work knowledge, skills, and values.

2. Use empowerment practice principles as a guiding framework for selecting, applying, and evaluating evidence-based advanced theories and methods in ways that promote human and social well-being.
3. Provide leadership in influencing societal systems of power to become more responsive and culturally relevant toward helping people improve their current situations and quality of life.

### ***The Mission of the Department within the Mission of the University***

The Social Work Program strongly endorses the University's purpose of building upon a liberal arts and sciences foundation to help students develop the skills and understanding characteristic of "a broadly educated person." This is demonstrated through the program's requirement of a broad selection of general education courses which, in many cases, also serves to meet the University's general education distribution requirements. A high proportion of courses in the Social Work Program are drawn from eight traditional academic disciplines. The professional course work builds upon and integrates concepts drawn from the liberal arts and adds theory, research, and skill development from the social work profession.

The Social Work Program's primary objective of preparation for the first level of generalist professional social work practice is consistent with Winthrop University's overall commitment to professional preparation through "selected programs of national caliber." Winthrop has offered undergraduate social work preparation since the mid-1930s. It consistently sought--since CSWE developed an interest in undergraduate programs--to keep its program in harmony with CSWE guidelines and standards.

The Social Work Program's primary objective to prepare its graduates for "disciplined use of social work knowledge, skills and values in promoting sensitivity to human diversity and positive regard for a pluralistic society" is directly related to a primary University goal of promoting "a culturally diverse environment" in which the University "cherishes the gifts of all its people of both genders and all races, religions, and ethnic origins." Social work faculty consistently challenges students to examine their values and attitudes regarding others. They challenge students to examine ways that they, as individuals and social work as a profession, might effectively bring about changes that would make our society and its institutions more humane and sensitive to the needs of others. Faculty must teach and students are expected to learn, understand and adhere to these values, which are espoused in the NASW Code of Ethics. Commitment to these and other specified values reflect professional commitment and must be reflected in practice.

The curriculum also contains content throughout on human diversity and special populations. This content relates to the University goal ". . . to impart to its students the knowledge, skills, experiences, and values necessary to enrich their lives permanently, and to meet the needs and challenges of the society in which they will live as citizens and professionals."

Social work faculty actively engages in research and community service activities. In turn, they encourage students to engage in research and community service. Students also are encouraged to participate in activities such as the Social Work Club, professional meetings and, otherwise, prepare for life after Winthrop University. Students are required to participate in cultural events of the University prior to graduation and also are required to have a volunteer service experience prior to entering into the senior year field instruction. These activities are designed to promote the development of students as well-rounded persons.

### **Relationship of the Program to the Ethics and Values of the Profession**

The social work program objectives are consistent with the ethics and values of the profession as they strive to help students examine their values, acquire the necessary base, and develop needed skills to become effective master level social work practitioners. Social work values such as the inherent worth of the individual, the right to self-determination, individualization, confidentiality, concern for and responsibility for others and the nonjudgmental attitude are stressed in all social work courses.

Students are exposed to the damaging effects of ageism, homophobia, poverty, racism, sexism, and other forms of discrimination that unjustly penalize large numbers of human beings throughout the world. With the empowerment specialization, a commitment to equal opportunity and social justice is stressed in all courses. Students are helped to understand and appreciate lifestyles with which they are not familiar and to see that “different” does not necessarily mean not as good as. Students are taught that people with other lifestyles, religious beliefs, sexual orientations, and viewpoints of life are of equal value and should have the same rights as the majority. They are shown the effects of the environment on the social functioning of individuals, families, small groups, organizations, and communities.

The professional responsibility of the social worker is discussed and examined at several levels of the program. All students are expected to be familiar with, and act in accordance with the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) both in the classroom and in the field.

## **Field Education**

### **Overview of Field Education**

Field education at Winthrop University is an educationally directed program that provides the student with learning opportunities to holistically develop their competence as a social work practitioner. The focus of the BSW field program is to ensure students develop competence for generalist social work **practice**. The focus of the MSW field program is to develop their competence as an advanced practitioner with a specialization in empowerment practice. Winthrop University’s field education program uses the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) to establish program policies, procedures and curriculum, including field education courses that are competency-based and assessed with a multi-dimensional approach. For more information about CSWE, and the standards used, please visit their website at: <https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

CSWE defines generalist social work practice as being:

... grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices.

The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.

Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

CSWE defines specialized practice as:

...building on generalist practice, adapting and extending the social work competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in specialized practice an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

CSWE has designated field education as social work's signature pedagogy stating:

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

The MSW program is available to students through six different options: 1) a full-time, campus based traditional 60 credit hour program; 2) a weekend, campus based traditional 60 credit hour program; 3) a full-time, campus based advanced standing 39 credit hour program; 4) a weekend, campus based advanced standing 39 credit hour program; 5) an online, traditional 60 credit hour program; and 6) an online, advanced standing 39 credit hour program. Field education courses are offered in the MSW program as SCWK 612 for the all generalist practice experiences and

SCWK 622 and SCWK 632 for all specialized practice experiences. Depending on the student's MSW program, specialized field courses may be separated into three or four different courses (e.g. 622A & B for weekend students and 622C & 632C for online students). Students in the 60 credit hour programs are expected to have one, generalist field experience for SCWK 612 and a second, specialized field experience for SCWK 622 & SCWK 632; thus providing each student with two field experiences. Students in the 39 credit hour programs are considered "advanced standing" and they are exempt from taking the generalist field course (SCWK 612); thus, requiring these students to complete one, specialized field experience while in the program.

Expectations for each field course is based on the curriculum design to ensure that through the satisfactory completion of the course, the student is able to demonstrate specific course competencies and behaviors. In SCWK 612 (Field Instruction I), students must apply generalist theoretical knowledge and skills to practice situations in supervised field settings. Field experiences also afford students the opportunity to learn about, and work within, an agency structure, interpreting and implementing policies, programs, and services. In addition, students apply generalist practice knowledge and skills for engaging, assessing, intervening, and evaluating in a field practice setting. By the end of this field course, students should be able to demonstrate generalist practice competence in the nine core competencies provided by CSWE.

In SCWK 622 (Field Instruction II), students begin to apply knowledge and skills taught in the specialized empowerment practice courses. Students will complete their field learning activities in an agency setting that provides them with an opportunity to engage in specialized empowerment practice. By the end of this course, students should be able to demonstrate beginning specialized practice competence, securing a solid foundation for completing SCWK 632.

In SCWK 632 (Field Instruction III), students continue in the same specialized field placement to build on the development of specialized practice skills accomplished in SCWK 622. By the end of this course, students should be able to demonstrate specialized practice competence in all nine course competencies in an independent manner that illustrates their ability to enter the profession of social work as a competent, MSW practitioner.

## **BSW Course Requirements**

BSW field instruction requires the student to complete a minimum of 450 field hours for the final semester of their senior year, commonly known as a "block" placement. Students must attend field on a weekly basis, completing 30-35 hours per week. Field instruction (SCWK 443) is taken in conjunction with a field seminar class (SCWK 463) and is offered in fall and spring semesters. All other undergraduate coursework is expected to have been completed prior to entering field.

## **MSW Course Requirements**

### **Campus Based Field Course Structure**

The field courses for the campus based MSW program requires students to complete a minimum of 905 field hours: a minimum of 225 hours during Field Instruction I – SCWK 612; a minimum of 345 hours during Field Instruction II – SCWK 622; and a minimum of 335 hours during Field Instruction III – SCWK 632. Advanced standing MSW students only complete the specialized

field placement courses of SCWK 622 & SCWK 632 for a total of 680 field hours. Students in the weekend program will complete Field Instruction I during an “extended” 20-week semester that occurs in the spring semester of their first year (January – June). In addition, students in the weekend program will have two semesters to complete Field Instruction II. These students will complete 175 hours in fall semester and 170 hours in spring semester to total the required 345 for SCWK 622. For Field Instruction III, students in the weekend program will again have two semesters to complete the required course hours. Students will complete 170 hours in fall semester and 165 in spring semester to total the required 335 hours. In each of the three field instruction courses, the syllabi provide the student with the minimum number of required field hours to be completed and provides the date range for which field hours are to be started and finished.

### **Online MSW Field Course Structure**

For students admitted to the online MSW program from Fall 2018 through Summer 2020, the field education courses/requirements are as follows:

The field courses for the online MSW program *under this catalog version* requires students to complete a minimum of 924 field hours: a minimum of 210 hours during Field Instruction I – SCWK 612C; a minimum of 238 hours during Field Instruction II – SCWK 622C; and a minimum of 476 hours during Field Instruction III – SCWK 632C & SCWK 632D. Advanced standing online MSW students only complete the specialized field placement courses of SCWK622C, SCWK 632C & SCWK 632D for a total of 714 field hours. Students will have two terms/one semester to complete each field course. In addition, all field courses will be taken in conjunction with specified co-requisite courses. In each of the field instruction courses, the syllabi provide the student with the minimum number of required field hours to be completed and provides the date range for which field hours are to be started and finished.

For students admitted to the online MSW program starting Fall 2020, the field education courses/requirements are as follows:

The field courses for the online MSW program under *this catalog version* requires students to complete a minimum of 900 field hours: a minimum of 240 hours during Field Instruction I – SCWK 612 E, F, & G (three, sequential one credit hour courses); a minimum of 330 hours during Field Instruction II – SCWK 622E & SCWK 622F; and a minimum of 330 hours during Field Instruction III – SCWK 632E & SCWK 632F. Advanced standing online MSW students only complete the specialized field placement courses of SCWK 622E, SCWK 622F, SCWK 632E & SCWK 632F for a total of 660field hours. Students will have three terms to complete the Field Instruction I (generalist) field courses and two terms/one semester to complete the Field Instruction II & Field Instruction III (specialized) field courses. In addition, all field courses will be taken in conjunction with specified co-requisite courses. In each of the field instruction courses, the syllabi provide the student with the minimum number of required field hours to be completed and provides the date range for which field hours are to be started and finished.

### **Other Course Requirements/Expectations for All Field Students**

All field hours are to be started and completed during the designated semester/term dates, in

accordance with the course syllabus. Students who are unable to complete the minimum number of field hours during the course are subject to receiving an “unsatisfactory” grade for the field course. An incomplete grade is not automatic and will only be granted in the event of verifiable extenuating circumstances discussed with, and approved by, the field faculty in advance.

All students are required to complete field orientation training and pre-placement requirements prior to starting their generalist and specialized field placements; to complete a learning contract specifying how the objectives of the course will be met during the placement; attend and actively engage in field each week during the course and maintain a record of those field hours and activities completed; and to complete other field assignments as required per course/syllabus.

In addition to obtaining the required field hours for the course, students are also expected to demonstrate competent, ethical, and professional social work behaviors as outlined by the university, department, and NASW Code of Ethics, along with the course competencies and practice behaviors listed below.

Students who are not prepared to meet these expectations will be delayed entry into the field until they can meet the obligations.

## **Field Hours**

Completing a minimum number of field hours for a course is only *one* component of the grading criteria for that field course. Students must also demonstrate their professional competencies and behaviors associated with their field courses in order for them to satisfactorily complete/pass the course. Therefore, some students may find it necessary to complete more than the minimum field hours to achieve competency with their skills and behaviors.

If a student completes more than the minimum number of field hours for a course, those field hours should be logged and approved per the course guidelines. However, field hours obtained above the course minimum will only be used in an exigent circumstance per the field faculty and/or field director’s authorization. Students start each new field course back at a balance of zero field hours.

Field days are not assigned in any social work program, though the campus based BSW, full-time MSW, and weekend MSW programs must be planned around required class times and days. Placement days vary with each field course and program. Students should expect that in many field placement sites, special client needs and/or agency schedules might require adjustments and flexibility in students’ weekly field schedules.

Total hours for campus-based BSW field is a minimum of 450 hours, completed in a one-semester, block-placement style.

Total hours for campus-based MSW field courses are a minimum of 905 hours, distributed as follows:

Field Instruction I – SCWK 612: a minimum of 225 hours

Field Instruction II – SCWK 622: a minimum of 345 hours

Field Instruction III – SCWK 632: a minimum of 335 hours

Total hours for online MSW field courses under the Fall 2018 through Summer 2020 Graduate degree catalogs are a minimum of 924 hours, distributed as follows:

Field Instruction I – SCWK 612: a minimum of 210 hours

Field Instruction II – SCWK 622: a minimum of 238 hours

Field Instruction III – SCWK 632: a minimum of 476 hours

Total hours for online MSW field courses under the Fall 2020 through Summer 2021 Graduate degree catalogs are a minimum of 900 hours, distributed as follows:

Field Instruction I – SCWK 612: a minimum of 240 hours

Field Instruction II – SCWK 622: a minimum of 330 hours

Field Instruction III – SCWK 632: a minimum of 330 hours

Students are expected to follow agency guidelines for reporting to work and remaining on duty throughout the entire workday. The student will notify the field instructor and/or task supervisor as soon as possible if for some urgent reason it is not possible to report as assigned. The student will make up any absences or hours missed at times convenient to, and approved by, the field instructor and/or task supervisor. The student will inform the course instructor of any significant changes to the student's field schedule where field hours will be impacted (i.e., being out of field for an extended absence). Lunch is not counted as field hours unless it is an agency required "working" luncheon meeting. Travel to and from the agency on a daily basis is not counted as field hours. However, travel necessary to complete the work of the agency (e.g., client visits, agency meetings, etc.) may be counted as field hours.

Course schedules for field are very tight, so it is imperative that a student take into consideration the field agency operating hours and calendar before scheduling any time off from field. Federal and state holidays are not counted as part of the required number of field hours, and all field hours must be earned by the student (i.e., there is no personal time off, sick time, or inclement weather forgiveness provided for field courses). Students must make wise choices about taking time off while keeping the goal of course completion in mind. Any plans for substantial amounts of time off while in field should be discussed with the field faculty as soon as possible.

Credit for previous work or volunteer experience may not be counted toward field hours. Students who are required to complete trainings or orientation materials prior to their field course start date may use the time to count towards their field hours.

No credit for field hours completed will be given to students who do not satisfactorily complete their field course. Therefore, students who withdraw, or who are terminated from a field course with a grade of unsatisfactory, will be required to re-take the field course in its entirety if readmitted.

### **Course Competencies (Student Learning Outcomes) and Behaviors**

All BSW and MSW students are evaluated/assessed using the multi-dimensional approach for generalist and specialized student learning outcomes related to field education and are directly aligned with the Council on Social Work Education's (CSWE) 2015 Educational Policy and

Accreditation Standards. Therefore, as a result of successful completion of field, students are expected to demonstrate competency in the following areas:

**Competency 1 – Demonstrate Ethical and Professional Behavior** (*Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes*)

**Generalist Behaviors**

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context. (a)
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (b)
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication. (c)
- Use technology ethically and appropriately to facilitate practice outcomes. (d)
- Use supervision and consultation to guide professional judgment and behavior. (e)

**Specialized Behaviors**

Incorporate empowerment perspectives—including attention to personal, structural, and societal systems of power—when engaging ethical decision-making skills. (a)

- Integrate the values and principles of ethical social work practice, including the ability to independently assess and resolve ethical dilemmas, consistent with the NASW Code of Ethics. (b)
- Understand relevant social work credentialing and engage in lifelong learning to remain current with evidence-informed practice. (c)

**Competency 2 - Engage Diversity and Difference in Practice** (*Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes*)

**Generalist Behaviors**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. (a)
- Present themselves as learners and engage client systems as experts of their own experiences in practice. (b)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems. (c)

**Specialized Behaviors**

- Select and apply strategies that promote client and constituency empowerment by addressing inequalities and disparities shaped by cultural structures, institutional systems, and societal values. (a)
- Analyze and compare different social constructions of privilege, oppression, and empowerment and their implications. (b)

**Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice**

**Generalist Behaviors** (*Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes*)



- Apply their understanding of social, economic, and environmental justice to advocate for human rights. (a)
- Engage in practices that advance social, economic, and environmental justice. (b)

### **Specialized Behaviors**

- Recognize, analyze, and address the interconnections of oppression and discrimination and use social change and leadership skills to promote human and civil rights. (a)
- Select and apply integrated empowerment practice approaches that promote social, economic, and environmental justice. (b)

### **Competency 4 - Engage in Practice-informed Research and research-Informed Practice Generalist Behaviors** (Dimensions: Knowledge, Skills, and Cognitive & Affective Processes)

- Use practice experience to inform scientific inquiry and research. (a)
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (b)
- Use/ translate research findings to inform and improve practice, policy, and service delivery. (c)

### **Specialized Behaviors**

- Select and apply evidence-based theories and methods that are congruent with empowerment practice; and (a)
- Work collaboratively with community-based systems to assess intervention effectiveness. (b)

### **Competency 5 - Engage in Policy Practice** (Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes)

#### **Generalist Behaviors**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (a)
- Assess how social welfare and economic policies impact the delivery of and access to social services. (b)
- Apply critical thinking to analyze, formulate, and advocate for policies that advance humanrights and social, economic, and environmental justice. (c)

#### **Specialized Behaviors**

- Apply empowerment-based policy practice skills across systems to influence and facilitate social welfare and economic policies that promote human rights and advance social, economic, and environmental justice. (a)

### **Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities** (Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes)

#### **Generalist Behaviors**

- Apply knowledge of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (a)
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (b)

#### **Specialized Behaviors**

- Understand theories and methods of engagement and apply engagement methods that

support empowerment principles of identifying and building client strengths and capabilities. (a)

- Apply engagement methods across systems in ways that alleviate oppression and discrimination and promote social, economic, and environmental justice. (b)

**Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities**  
**Generalist Behaviors** (*Dimensions: Knowledge, Skills, and Cognitive & Affective Processes*)

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies. (a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (b)
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (c)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (d)

**Specialized Behaviors**

- Understand theories and methods of assessment and apply empowerment-based assessment strategies in support of identifying and building client strengths and capabilities. (a)
- Apply assessment methods across systems in ways that alleviate oppression and discrimination and promote social, economic, and environmental justice. (b)

**Competency 8 - Intervene with individuals, Families, Groups, Organizations, and Communities**  
**Generalist Behaviors** (*Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes*)

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (b)
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (c)
- Negotiate, mediate, and advocate on behalf of diverse clients and constituencies. (d)
- Facilitate effective transitions and endings that advance mutually agreed-on goals. (e)

**Specialized Behaviors**

- Understand theories and methods of intervention and apply empowerment-based intervention strategies in support of identifying and building client strengths and capabilities. (a)
- Apply intervention methods across systems in ways that alleviate oppression and discrimination and promote social, economic, and environmental justice. (b)

**Competency 9 - Evaluate Practice with individuals, Families, Groups, Organizations, and**

## **Communities** (*Dimensions: Knowledge, Values, Skills, and Cognitive & Affective Processes*)

### **Generalist Behaviors**

- Select and use appropriate methods for evaluation of outcomes. (a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.  
(b) Critically analyze, monitor, and evaluate intervention processes and outcomes. (c)
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (d)

### **Specialized Behaviors**

- Understand theories and methods of evaluation that are congruent with an empowerment perspective and engage in relevant evidence-informed practice evaluation approaches. (a)
- Communicate and disseminate evaluation results appropriate to the intended audience and in ways that contribute to building evidence-informed practice. (b)

## **Learning Experiences/Integration of Class & Field**

The field education program is fully integrated as a critical part of the total BSW and MSW curriculum.

Field placement sites that are selected for student generalist and specialized courses must be able to promote the development of professional identity and allow the student to develop practice competence as required for the course(s). Students are expected to demonstrate this competence while in their field setting. BSW field courses (443) and MSW Field Instruction I (612) will focus on providing generalist practice opportunities. In the MSW program only, Field Instruction II (622) and III (632) will focus on developing the capacity to implement the specialized concentration of empowerment practice.

The design of the BSW program at Winthrop University requires students to be enrolled in a co-requisite field seminar course (463) that serves as the students' senior capstone course. In this capstone course, students must demonstrate the ability to fully connect their generalist level competencies to their field sites with real clients and constitutes, culminating with a final capstone paper and poster presentation.

The design of the MSW programs at Winthrop University requires that students complete field courses concurrent with their other coursework. Since there is no field seminar course with MSW Field education at Winthrop University, MSW courses outside of field may have assignments that require the student to use their field experiences and knowledge to adequately complete those assignments.

The following are considered to be minimum expectations for all social work field placements to ensure the integration of classroom topics and field activities:

- Commitment by the agency and field instructor to the learning experience for the student. This includes making time for student orientation, developing a learning contract with the student, scheduling weekly supervisory meetings, communicating with the associate field director, and completing mid-term and final evaluations for the student.

- Substantial amount of client contact, with approximately 50% of the time at the field placement involving direct work with clients. The student is expected to eventually begin working with clients independently.
- Exposure to one or more theoretical practice frameworks (with individuals, couples, families, or groups), either directly or through observation.
- Experience with assessment, treatment planning, interventions, and evaluation.
- Experience in completing social work documentation, such as psychosocial assessments, treatment plans, and progress/client notes.
- Exposure to agency administrative meetings, policies and procedures, and case/client staffing.
- Exposure to interagency meetings or staffing.
- Exposure to clients with diverse backgrounds in terms of age, ethnicity, socioeconomic status, gender, sexual orientation, religion, and other characteristics.
- Exposure to advocacy experiences (macro or micro).
- Exposure to evaluative (outcome measures, quality assurance, etc.) practices completed at either the agency or client level.

### **Remote Learning/Teleworking in Field**

If approved and allowed by the field site/field instructor/task supervisor, then students are allowed to complete field activities/field hours while working remotely using telecommunications. If a student's field site/internship will allow them to complete field activities in a remote environment using technology, it is the student's responsibility to assess their access to technology (phone, computer, webcam, internet speed and bandwidth) and the reliability of that technology to allow students to learn and engage in field activities from a remote setting. Students are responsible for ensuring they have the adequate technological resources and capacity to effectively complete field activities and assignments. Students who are not able to meet the technological needs associated with a remote internship are at risk of either having that internship terminated or potentially receiving an unsatisfactory grade for the field course if they move forward with a remote placement and are not able to meet the expected outcomes.

Additional Suggestions to aid with the effectiveness and outcomes when working remotely are:

- Determine what or if any platforms/systems the field site specifically uses that the student might need access to when working remotely- can the student access these systems, if so, how and at what cost? Inquire about any trainings on the platforms/systems, telehealth or other agency requirements you could take prior to starting the internship (you can count the hours for the field course).
- Take time to learn complete a basic telehealth training; if your agency does not provide one, we recommend this 3-hour training: [\*Telehealth Basics for Social Work Educators and Behavioral Health Clinicians Responding to COVID-19 \(free—3 modules\)\*](#)
- Establish a clear plan/agreement on how field hours will be counted for activities/work completed in a remote setting.

- Establish a plan for weekly, virtual supervision using some type of video-conferencing platform. For fully remote internships, students must engage in supervision with the field site on a weekly basis as the minimum level of supervision/oversight.
- Discuss plans to ensure confidentiality, professionalism, and ethics while working in a remote environment.

Students should consider:

1. [Creating a google voice number](#) instead of giving personal phone number
  2. Setting up a private, professional space if possible (professional background screen or making sure identifying and/or distracting objects are not in the view of the camera)
  3. Discussing expectations for attire when meeting virtually and working remotely
  4. Discussing with field supervisors how to handle disruptions due to technology issues
- Go over emergency procedures (who, how, and when to contact) to employ while working remotely
  - Review [NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice](#) and discuss with your field instructor/task supervisor
  - Throughout supervision, discuss potential ethical dilemmas and self-care issues that may arise as a result of telehealth (ex. boundary confusion for client and/or you due to “being” in each other’s homes, difficulty leaving work, confidentiality in your home for your clients)

## Learning Contract

A learning contract is a required initial assignment for all students in the field as it provides direction and structure for the field experience. This document not only provides guidance and structure for the field placement, but it assists the field instructor/task supervisor and student with the evaluation process too. It is important that the field instructor/task supervisor and the student become very familiar with the student learning outcomes (competencies and behaviors) for the course to ensure that learning activities are developed that will allow the student to clearly demonstrate the required behaviors. Since Winthrop University’s Department of Social Work uses CSWE’s core competencies to guide our field program, this means that the learning goals for field have already been established for the student. The role of the student and field instructor/task supervisor is to use the learning contract to further define how these goals and competencies can be translated into real practice and specific learning tasks while in the field.

Learning contract templates for each field course are available on the Blackboard learning management system used for the student’s assigned field course. The student must assume major responsibility for the development of their learning contract for the semester. While the field instructor/task supervisor may initially need to provide guidance in developing the learning contract due to the student’s limited knowledge about the agency, as the student gains familiarity

with the setting and its learning opportunities, he or she can contribute to the discussion and revision of the contract. The learning contract should be viewed as a living document and reviewed often, minimally at midterm and at the end of the semester. As the student completes activities, new ones can be added; others can be revised or deleted. Assistance and guidance for completing the learning contract is provided through field orientation. However, the course instructor ~~will~~ provide assistance to the student or field instructor/task supervisor as needed.

## **Teaching, Supervision, & Field Placement Monitoring**

While in field, the student is an adult learner who is expected to take ownership over their field experience, ensuring the fulfillment of course requirements. However, the student and field instructor/task supervisor must be partners in the learning process. The field instructor/task supervisor must use their practice wisdom to assist the student with the integration of theory with practice, foster the development of practice skills, and help the student develop the self-awareness crucial to social work practice. Using the learning contract as a guide, the student should begin the field placement with supervised, simple, and uncomplicated tasks and progress to more complex tasks, allowing the student to work autonomously. The Field Instructor/Task Supervisor may assign the student virtual/remote learning activities connected to social work competencies. The remote learning activities or special projects will require scholarly work, professionalism, and submission on time so the student can earn field hours. The Field Instructor/Task Supervisor must evaluate the students' virtual/remote assignments in the same way that an in-person assignment/task would be submitted. Again, the field experience is expected to be "hands on" and if not possible, virtual, or remote activities are acceptable, so the student has learning opportunities that allow them to practice and *demonstrate* their social work skills.

Field sites and field instructors must remember that a student's role is not the same as an employee's role within the agency. CSWE prohibits substitution of employment as a field placement. In addition, all field agencies must adhere to the U.S. Department of Labor's criteria for an unpaid internship (<https://www.dol.gov/whd/regs/compliance/whdfs71.htm>). Although students are expected to gain "real world" experience in the practice setting where they perform similar tasks as employees, their educational assignments are structured to emphasize learning, not merely the completion of a task, or job.

All field placements will have an assigned field instructor to guide and evaluate a student's learning while in the field. Field instructors must have a BSW/MSW degree from a CSWE accredited program and a minimum of two years' post-graduate social work experience. BSW students can be supervised by a BSW or MSW practitioner who meets this qualification, but an MSW student must only be supervised in the field by an MSW practitioner who meets these qualifications. Most field sites have employees who directly serve as a field instructor and primary supervisor for students in the field. However, some field sites are viable learning environments for students but lack employees or staffing resources to assign BSW/MSW-degreed field instructors to oversee the day-to-day learning activities of the student. For such agencies, students are assigned an appropriate task supervisor to monitor the student's learning activities in conjunction with a field instructor. Students should be considered developing professionals and field sites should neither exploit students to meet staffing needs, nor hold back appropriate learning assignments because of their student status. In fulfilling those

responsibilities, contact will be maintained with field sites in the following manner:

1. All field instructors/task supervisors are required to complete an initial supervisory training through a web-based, online course before their assigned BSW/MSW student begins the field placement.
2. Field faculty are responsible for coordinating and monitoring all field instruction courses within the BSW and MSW programs. Field faculty provide field course instruction and oversight through ongoing communication with students, field instructors/task supervisors, by conducting agency site visits/meetings, and grading student field assignments. Field faculty are available by phone and email to field instructors/task supervisor and students to ensure that progress is being made, and to answer any field related questions that might arise.
3. All field placements are closely monitored by the students' assigned field faculty. Agency site visits/meetings with the student, field instructor and/or task supervisor will be conducted for all students enrolled in a field course. These are conducted either through the use of technology (e.g., webcams or phone conferences), or in person with the faculty member going to the field site. A minimum of two site visits are conducted for all generalist (BSW & MSW) field courses/placements (mid-term and final visit). For students enrolled in the MSW full-time campus based programs, a minimum of three site visits are conducted during the specialized field placement. For students enrolled in the MSW weekend, campus based programs and MSW online programs, a minimum of three site visits are conducted during the specialized placement.

## Agency Orientation

At the beginning of the field placement, an orientation to the agency is expected to occur. A well-planned and structured orientation alleviates much of the anxiety the student experiences at the beginning of their internship. Orientation sessions should include information regarding the agency's staff, services, population served, mission or goals, policies, and procedures. Students should be made aware of the agency's privacy guidelines for sharing and releasing information related to the activities of the field placement. Students are expected to adhere to all agency policies and procedures. Additionally, the orientation process should include discussion of the expectations for supervision and evaluation plans. Here are some suggested key materials/activities to consider in orienting students to the agency:

- Expected work schedule (start and end times for workday)
- Introduction to staff and information about their job roles/duties
- Agency mission, services, and values
- Examples of agency forms used (assessments, treatment plans, etc.)
- List of terms, acronyms, symbols, etc. commonly used within the agency
- Maps of the agency, communities served, etc.
- Policy and procedures manual
- Confidentiality and social media policies
- Safety guidelines and policies
- Dress code
- List of agency-observed holidays/Closings
- Inclement weather policy and procedures

## Responsibilities and Rights of the Student

### The student will:

1. Complete the mandatory field orientation requirements for the placement and field agency site.
2. Conform to normal agency work hours and expectations. Students will attend field on a weekly basis, according to the schedule agreed upon by their field instructor and/or task supervisor. It is not permissible for a student to skip several weeks in the field and then try and “make-up” missed hours in a large chunk of time. Placement days vary depending on the student’s course and program. However, all students must adhere to the attendance requirements outlined in the course syllabus.
3. Follow agency guidelines for reporting to work and remaining on duty throughout the entire workday. The student will notify the agency field instructor and/or task supervisor as soon as possible if for some urgent reason it is not possible to report as assigned. The student will make up any absences or hours missed at times convenient to, and agreed-upon by, the agency field instructor and/or task supervisor.
4. Demonstrate a professional fit with social work practice by consistently performing field duties in a manner that upholds Winthrop University’s Student Code of Conduct and the NASW Code of Ethics.
5. Assume primary responsibility for the development of their learning contract.
6. Accurately report/document their internship hours on a weekly basis (i.e., turn in a timesheet/report for hours and activities completed in the field).
7. Learn about the services and programs of the agency setting and perform internship activities and duties within the framework of its policies and procedures. The student will also learn about community services outside of their agency setting and represent the agency in a professional manner to clients, constituents, and colleagues.
8. Handle all information concerning clients with strict confidentiality and act in a manner consistent with the ethics, values, and principles of the social work profession.
9. Participate in all learning activities planned by the field instructor/task supervisor, i.e., conferences, seminars, workshops, and community activities. Outside activities or attendance at conferences can only be counted toward field hours if they are properly aligned with the course objectives and approved by the field instructor and/or task supervisor. Participate in regularly scheduled supervision meetings with the field instructor and/or task supervisor.
10. Participate in the field site visit meetings with the field instructor, task supervisor (if applicable) and field faculty as expected per field course, and as needed. For students enrolled who have a field site outside of Winthrop’s geographical area, the student must be able to provide the technology necessary to conduct a virtual site visit (i.e., webcam, microphone/audio, computer/tablet/device, and internet connection).
11. Satisfactorily complete all course assignments.



12. Inform the field faculty of any problem or difficulties in their agency setting.
13. Complete the course evaluation.
14. Complete the student evaluation for their field placement experience in an online survey at the end of the field placement.

**The student has a right to:**

1. Be afforded appropriate learning opportunities.
2. Be treated with respect and fairness.
3. Have appropriate access to the field instructor, task supervisor (if applicable) and field faculty.
4. Receive adequate supervision from the field instructor and/or task supervisor to accomplish learning goals.
5. Receive timely, specific and corrective feedback from field instructor/task supervisor and/or field faculty regarding performance.
6. Document any disagreement with the evaluations of the student's performance in field.
7. Be informed of problems/concerns that could jeopardize student's continuance in field or their final grade.
8. Have access to needed information, materials, supplies, space and resources to carry out field responsibilities.
9. Provide feedback to the field instructor, task supervisor (if applicable) and field faculty concerning the field program.
10. Report concerns regarding their field placement, field instructor, task supervisor (if applicable), field director, and/or field faculty.
11. Request termination or change of placement if their learning needs are not being met.
12. File a grievance regarding decisions that they believe have violated or disallowed their rights.

**Responsibilities and Rights of the Field Instructor/Task Supervisor**

**The field instructor and/or task supervisor will:**

1. Complete the orientation training(s) required by the university to serve as a field instructor and/or task supervisor.
2. Orient the student to the agency's organization, structure, culture, policies, and procedures, providing necessary resources and/or reference materials.
3. Assist with planning and developing the learning activities with the student by developing a learning contract that is in accordance with the student learning outcomes for the field instruction course.

4. Instruct and assist the student in integrating and applying the knowledge, values, skills, and cognitive and affective processes learned in the classroom.
5. Assist in arranging for the student to attend staff and board meetings, conferences, workshops, and community activities that are appropriate to the field experience and to the student's professional development.
6. Be physically present in the agency during a significant portion of the student's placement to provide appropriate oversight and evaluation of the student's learning experience (excluding approved remote/virtual internships).
7. Monitor and evaluate the student's learning activities, discussing with the student how he or she is progressing and what his or her areas of strengths and limitations are. Regularly scheduled supervision meetings should be a part of this process.
8. Complete the required student evaluation forms for the course and meet with the student and field faculty for site visits that coincide with these evaluations. The evaluation form should be reviewed and discussed with the student *prior* to the site visit.
9. Notify the field faculty as soon as possible of any problems or concerns regarding the student's performance in the field that might result in an unsatisfactory grade and/or request to terminate the student's field placement. Complete and provide required documentation to support the concern/issue.
10. Provide feedback to the field office about their experience through an online survey at the end of the course.

**The field instructor and/or task supervisor has a right to:**

1. Receive needed support/advice/consultation from the field faculty.
2. Be afforded appropriate training to carry out field functions.
3. Be treated with respect and fairness.
4. Evaluate/critique, review student's performance in the field.
5. Expect students to fully engage themselves in field learning activities.
6. Have information that will keep them apprised of field course expectations, policies, procedures, etc.
7. Expect students to comply with agency and field policies/procedures/rules/regulations.
8. Terminate student placement if student learning is compromised either by the agency, field instructor, task supervisor or student.
9. Have input into the field program and provide feedback to the program.

## **Responsibilities and Rights of the Course Instructor (Field Faculty)**

### **The course instructor (field faculty) will:**

1. Vet and approve all student field placements sites. This will involve providing the student with information, guidance, and or support to identify prospective field placements, supplying relevant personal data about the student to the field placement site, and arranging for a pre-placement interview for the student.
2. Explain, interpret, and give guidance regarding the objectives of the field education program to agency administrators, field instructors, task supervisors, students, and other appropriate persons.
3. Provide orientation/training for field instructors, task supervisors, and students. Provide field manuals, evaluation forms, and other resource materials that are required for field instruction.
4. Maintain confidentiality regarding the agency clients and proprietary information. Student assignments or other written data will not contain actual client names or other information that could identify a client.
5. Provide ongoing instruction, consultation, and support to field instructors, task supervisors, and students. Be prepared to discuss and address any concerns presented.
6. Review and evaluate student assignments and correspondence, communicating and providing feedback as needed.
7. Be available to meet (face to face meetings are only available for students in Winthrop's geographical area; all other meetings will be conducted virtually or by phone) with the student, field instructor, and/or task supervisor as requested or needed.
8. Participate in decisions regarding the student's continued placement in the agency. The agency, student, or the field faculty may facilitate the need for a placement change or termination.
9. Terminate or change a field placement due to situations which compromise student learning and/or personal safety. Students may also be removed for academic misconduct, unprofessional behavior, or unethical behavior.
10. Meet (virtually if needed) with the student, field instructor and/or task supervisor for site visits as expected per course.
11. Assign the student's final grade, with consideration of the recommendation of the field instructor and/or task supervisor.

### **The course instructor (field faculty) has a right to:**

1. Be informed of student progress/performance in the field.
2. Be informed of concerns/problems that arise in the field.
3. Be treated with respect and fairness.
4. Be informed of plans for any significant changes in the student's field schedule or assignments.
5. Be afforded access to meet (virtually if needed) with student, field instructor, and/or task supervisor when requested.
6. Review and critique student field work and assignments.
7. Evaluate suitability of the field placement and the field instructor and/or task supervisor to meet programs goals and student needs.
8. Evaluate the performance of the student, field instructor, and/or task supervisor.
9. Expect that placements are educational in focus.
10. Expect cooperation from student, field instructor, and/or task supervisor in carrying out field responsibilities.
11. Change or terminate a field placement when student learning is compromised either through agency, field instructor, task supervisor, or student.

## **Field Education Policies and Procedures**

### **Selection of Field Placement Sites**

The field site should support sound, ethical social work practice, professional education, and appropriate student instruction. Field instruction is an integral part of the preparation of professional social work practitioners. Therefore, it is important that the agency affiliates of the school reflect standards of professional practice that make it possible for the agency to contribute to student learning. If possible, a site visit from field faculty to meet with potential field instructors/task supervisors and to determine suitability for generalist and/or specialized field instruction, will be made prior to utilizing new field placement sites.

For agencies located outside of the university's geographic area (within a 75-mile radius of the campus located in Rock Hill, SC), the field office will use technology to conduct virtual site visits with new field placement sites (e.g., identifying the field site using Google maps technology to observe the agency's community setting). Through the field placement process, students will be instructed on how to assist the field office in assessing new agencies to ensure they are safe and professional learning environments.

The following criteria are used during the vetting process to secure field placement sites:

1. The field placement site is able to provide appropriate learning experiences/activities that are compatible with the learning objectives of the field instruction course(s).
2. The field placement site is able to provide a climate that encourages the student to pursue their professional interests and to develop professionally.
3. The field placement site is able to provide adequate workspace, equipment, and appropriate supportive services to enable the student to carry out social work tasks. And/or provides the student with adequate instruction and support to allow the student to complete field activities in a remote manner. For remote field placements, students must ensure that they have an adequate at-home/remote working space and access to technology that can support an effective remote work environment to complete field activities.
4. The field placement site is able to provide learning opportunities in the field with real clients and constituents.
5. The field placement site is willing to provide time for field instructors and/or task supervisors to complete the field orientation/training requirements, meet with faculty to evaluate and discuss student progress (AKA: field site visits/meetings), and time to plan and supervise the student's field experience.
6. The field placement site has sufficient staff to carry out its program without dependence on a student to increase the quantity and quality of services. Student practice should contribute to the site's primary purpose of service, but it should not be dependent on students as a substitute for regularly needed staff.
7. The field placement site and Winthrop University agree to an educational partnership and execute an internship agreement that outlines the expectations for the student's educational experience.
8. There is no significant conflict of interest for the student and the field placement site. Students are not allowed to complete an internship in a field agency where a significant conflict of interest may exist, such as having a family member who owns or is employed in the field placement site. Students are obligated to notify the field office if a family member is employed in any capacity with the field placement site, or of any other dual relationship might exist. Failure to inform the field office would be a violation of the NASW Code of Ethics which could result in additional sanctions and/termination from the BSW/ MSW program

### **Selection and Criteria of Field Instructors and Task Supervisors**

Field instructors and/or task supervisors may be identified and recommended by community partners, students, self-referral, etc. However, the field office makes the final decision of the suitability of individuals who provide field instruction. All field instructors and task supervisors will be provided an online field instruction orientation and training. They will also have access to field course materials and information online, including a fully developed field manual. Field

instructors and task supervisors are provided key information and dates related to the field course for which their student is enrolled. In addition, they will receive ongoing support from the field faculty throughout the field placement.

The following criteria are used in selecting and approving BSW and MSW field instructors and/or agency task supervisors to provide MSW field instruction for Winthrop University:

1. Individuals with CSWE-accredited BSW or MSW degrees and at least two years' post-graduate social work experience will be utilized as field instructors. BSW students can be supervised by a BSW or MSW practitioner who meets these qualifications, but an MSW student must only be supervised in the field by an MSW practitioner who meets these qualifications. There may occasionally be task supervisors with related degrees, but students will always be provided oversight and supervision by field instructors who meet the CSWE accreditation standards.
2. The field instructor and/or task supervisor is preferred to have been employed at the agency for a period of at least 6 months to one year prior to assuming responsibility for supervising the student.
3. The field instructor and/or task supervisor is committed to working with the student throughout the field experience.
4. The field instructor and/or task supervisor should be genuinely interested in teaching and have the capacity to relate warmly and effectively, stimulating and supporting the student in the learning process.
5. The field instructor and/or task supervisor must be willing to complete the field orientation training requirements for Winthrop University.

The “primary model for field instruction” used at Winthrop University is for a student to complete a field placement in an agency site with a “qualified BSW or MSW field instructor” (a qualified MSW field instructor can only oversee MSW students in the field) works directly with the student in the field. A qualified BSW/MSW field instructor is defined as an individual who holds a MSW degree from a CSWE-accredited program and has two years of post-graduate social work practice experience. For cases in which a field site does not have an employee who can serve as a qualified field instructor (fulfilling the criteria listed above), then an “alternative model for field instruction” may be considered by using an agency task supervisor and an off-site, qualified BSW or MSW field instructor, depending on the level of student placement (BSW or MSW). Considerations will only be made if there are viable reasons to do so for the student’s educational goals, and it will not be considered simply to provide students the ability to work evening and/or weekend hours.

Some reasons to consider an alternative field model might include a very rural community with limited social work practitioners available to provide field instruction, or a small, grassroots agency that serves a unique niche of practice or client population. The field office will approve and assist with developing any alternative model for field instruction that is used for a student’s field course. With an alternative field model, efforts will be made to select an off-site degreed social work practitioner who meets the qualified BSW or MSW field instructor requirements,

and has an affiliation with the agency and/or knowledge of the program and population served (e.g., staff member in another department, board member, agency consultant, or a faculty member who has experience with the client population). As needed, Winthrop faculty will serve as an off-site social work field instructor for students who are placed in an alternative field model. The off-site social work field instructor is responsible for directing the student's overall learning experiences and for guiding the task supervisor's activities with the student to ensure the focus of learning activities will contribute to the student's professional competency development. In addition, the off-site social work field instructor is expected to establish a plan for ongoing, regular supervision meetings (either individual supervision or group supervision) with the student **to reinforce the social work perspective and allow for the field instructor to assess the student's competency development.** Key to the success of this partnership is having clear expectations concerning each member's roles and responsibilities. When deciding to use an alternative model for field instruction, the following should also be considered:

- The student's prior experience and current learning needs.
- The unique qualifications of the task supervisor.
- The unique qualifications of the field placement site and its services.
- The identification of a qualified off-site BSW or MSW field instructor (must be from a CSWE-accredited program and have 2 years post-graduate social work practice experience).
- The program's ability to ensure that the emphasis on social work education is maintained within the field placement.

### **Field Placement Site Operating Hours & Locations**

All students need to be prepared to complete their required field hours during regular workday business hours (i.e., between 8:00 a.m. and 5:00 p.m. Monday through Friday). Field placement sites with evening and weekend hours available for field are extremely limited and cannot be guaranteed for any student. If a student is employed while completing their degree, flexibility with one's employment is imperative to being able to successfully complete the field educational requirements of the BSW and/or MSW program. If a student cannot complete their required field hours during regular business hours, and a suitable field placement site (one that meets all of Winthrop's field/educational requirements) with evening/weekend hours is not found, they will be advised to withdraw or postpone their participation in the BSW/MSW program.

The field office has a vast network of field placement sites within the geographical area (75-mile radius) of the campus located in Rock Hill, SC. Therefore, for students seeking a field placement site within the campus' geographical area, referrals for existing field sites may be available from the field office. For students seeking a field placement site outside of the campus' geographical area (or in an area unfamiliar to Winthrop's field faculty), students will partner with the field office to identify and request potential field placement sites. Students should be prepared to invest their own time and energy into the field placement process, taking the lead for identifying potential field sites in their personal communities. However, all students will work with the field office to establish their field placement sites, allowing the field office team to vet and ensure that all field placement sites meet the department's requirements to be an

educational partner. Students are not allowed to find their own field placement sites without proper vetting and communication with the field office team.

## **Admission to Field Education**

### **BSW Admission to Field Instruction**

BSW students must meet the following criteria in order to be admitted to field: Have an overall GPA of 2.2; have a Social Work GPA of 2.4; have a C or better in all social work courses; and have completed all core social work courses prior to entry into field. Additional requirements for admission to field may be expected if individual situations so dictate. Examples of situations that may result in additional requirements are questionable fit with the social work profession, a pattern of inappropriate/immature behavior, criminal behavior, convictions for criminal behavior and/or violations of the Student Conduct Code and/or the Student Academic Misconduct Code, violation of NASW Code of Ethics, a pattern of disruptive/problematic behavior, addictive behavior and psychological/mental instability.

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

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

### **MSW Admission to Field Instruction**

All MSW students must be granted admission to the field. Once a student has successfully completed the prerequisite courses as outlined by their program's plan of study, they are eligible to apply for admission to the field. Students are deemed eligible for admission to the field through a multifaceted evaluation process that includes academic ability as evidenced by successful prerequisite course completion; behavioral evaluations from classroom participation and interaction with faculty, staff, and fellow students; professional communication and follow through with the field application process; and an individualized conversation/meeting with field faculty to discuss field interests and placement options. If a faculty member has concerns about a student's professional behavior, communication skills, respect for diversity, or other behaviors expressed through classroom interactions or assignments, the faculty member will share those concerns with the MSW program director. In turn, the MSW program director will inform the field director if the student may not be ready to enter the field. As appropriate, faculty members and/or program directors will meet with students to address any concerns identified.

Students may be denied entry into the field when admission would seriously jeopardize the integrity of the social work program, the field placement site, the profession and/or be considered



potentially harmful to clients, colleagues, constituents, and/or self. Examples of situations that may result in additional requirements are a questionable fit with the social work profession, a pattern of inappropriate/immature behavior, charges of and/or convictions for criminal behavior, violations of the Student Conduct Code and/or the Student Academic Misconduct Code, violations of NASW Code of Ethics, a pattern of disruptive/problematic behavior, addictive behaviors, and/or psychological/mental instability. Students have a right to appeal a denial decision and may follow the appeals process outlined in the MSW Student Handbooks.

**All students** are required to complete field orientation training prior to starting their generalist and/or specialized field placement to ensure that they are properly prepared for their field experience. Students who do not complete the orientation training requirements are unable to enter into the field until such requirements are completed.

### **Field Instruction Application and Placement Procedure**

Once a student is considered eligible for admission to field, a sincere effort is made to work with students to find field placement sites that align with their professional interests and goals. However, the university and department are unable to guarantee any specific field placement site, client population, services, etc. for a student's generalist or specialized field placement. All field placement sites, and field instructors/task supervisors are volunteers who may choose or deny any student intern at their discretion. In addition, the field office cannot guarantee that a student will have a "clinical" field placement site. Not all private practice, psychotherapy programs, or behavioral health agencies are appropriate learning environments for students, and availability may be limited. In the event a student requests a "clinical" field placement, the field office will work diligently to ensure that the student's placement can provide direct practice experiences with clients so that the clinical skills for an MSW practitioner can be acquired through other learning activities and experiences.

Students will be informed of the timeframe and expectations for the field placement process through their junior level social work courses (BSW), new student program orientation (MSW), Blackboard student community (BSW & MSW), and student support services/academic advisors. For MSW campus based advanced standing students, the field placement information and instructions, including deadlines, will accompany the letter of acceptance to the MSW program.

**Failure to comply with these deadlines and this placement process may jeopardize entry into field for the expected semester or term, causing you to start field/take your field course at its next availability/offering. This is considered to be an administrative postponement decision by the field office.**

The Field Office will hold an open enrollment period for social work students planning to enter into the field process. Students will be encouraged to submit their field applications to the Field Office during an open enrollment period.

The open enrollment offers students the opportunity to submit their field application packet and meet with a field placement coordinator to develop their individualized field placement plan.

The enrollment period will begin within the first week of each semester (Fall, Spring, Summer), lasting for three weeks. Students who apply to field after the open enrollment period has ended, may be eligible to meet with a field placement coordinator to discuss a possible field placement plan; however, there may be fewer options for field site agencies that align with the students' interests and if needed, students may be advised to postpone their field placement/field course due to there not being enough time to establish a field placement site for the course start date

Referrals and decisions for field placement requests are made *after* the student has submitted a field application and have met with the field placement coordinator to establish their individualized field placement plan. Development of the field placement plan will be an individualized process where consideration of the student's work and educational backgrounds, interests, and availability of field placement sites in their community is explored. Students are discouraged from establishing field placements on completely on their own as all field placements and field instructors must be vetted and approved by the field office; it is a reciprocal process where students and the field placement coordinator work together to secure an educationally appropriate field placement site and instructor. The field placement process is outlined below:

1. Students will complete an application packet for each internship for which they seek placement assistance (generalist and/or specialized). Field application packets should include the following:
  - a) A completed application for field
  - b) A professional résumé
  - c) A signed disclosures document indicating the student's awareness of specific program expectations related to field (e.g., acknowledgement of risk, expectations for conduct, etc.)
2. When field applications are received by the Field Support Specialist (FSS), the FSS will contact the student using their Winthrop student email address to schedule a virtual field placement meeting with their assigned field placement coordinator. All students will need to be able to complete this meeting/discussion during a Mon-Friday 8am – 5pm (ET) timeframe. Virtual/video meetings will be the standard unless otherwise arranged. Phone meetings are not allowed unless an exigent circumstance exists.
3. The field office is committed to partnering with students to find a suitable field placement. Following the initial meeting/discussion with the field placement coordinator, a field placement plan will be established with no more than three field placement site referrals or requests. If a student has requested a field placement site that has never been used before, then the field office will contact the site to vet its suitability to serve for the specified field course(s) (i.e., generalist or specialized placement) and the university.
4. Once a field placement site has been vetted, approved, and contacted by the field office to ensure its willingness to consider a student for placement, students will be instructed to contact the site to schedule their field interview.

5. After the student has been approved by the field office to contact a field placement site for a field interview, the student will contact the specified agency representative (the field office will provide this information to the student) to schedule an interview/face-to-face or virtual meeting. The student should provide their résumé to the agency representative prior to the interview. Due to the competitive nature of field placements, and the busy schedules of agency representatives, students are strongly encouraged to be persistent in their attempts to make contact while being mindful of professional conduct. If students are not able to make contact with the agency representative despite reasonable attempts, the student should contact the field office for assistance.
6. The student will inform their field placement coordinator of all field placement interviews that are scheduled, and if needed, rescheduled.
7. After the interview, the student will inform the field placement coordinator of whether or not the agency is acceptable to them, confirming their acceptance or denial of the field placement site (this should be done via email). If the student is not able to identify and/or successfully interview with a field placement site after three referrals or approved requests, the student may be assigned a field placement by the field director to facilitate entry into field on time, or the student will postpone their entry into the field until a successful interview/placement match can be completed. Upon receiving the student's decision, and an acceptance notification from the field placement site, an internship confirmation and agreement will be completed. All placements are made on the basis of mutual consent of the student, field placement site and the field office. In the event that the student interviews at more than one field placement site that yields a match, the student will decide which site is their first preference and contact the agency representative(s) not chosen to inform them of the decision made. The student and agency representative will be notified by email of the final decision regarding placement. **Once a placement is confirmed, it cannot be changed unless there are documented (verifiable) exigent circumstances approved by the field director.**
8. Some field placement sites require that students meet additional requirements prior to admitting them to site for placement. These might include a criminal background check, immunization screenings, drug screenings, employee/volunteer training classes, etc. It is the student's responsibility to complete, and if needed, pay for, these additional requirements. Some screenings can be obtained at student health services, at the student's cost. If the student is unable to successfully pass the criminal background check or additional screenings required by an agency, the field office, nor the Department of Social Work, can guarantee that the student will be able to complete their field coursework, or social work degree requirements.
9. All students must have a field placement/internship confirmed with an approved field site and field supervisor before the course add/drop date. If a student has not been able to secure an approved field site and field supervisor by this date, they will be advised to drop their field course and postpone their enrollment/internship start to the next term or

semester (depending on the course's next offering). A late internship start day must be approved by the field director and will only be considered if the student's plan for starting their internship late will allow the student to get back on schedule to complete their field requirements on-time.

### **Accommodations in the Field**

The field educational program at Winthrop University wants to ensure that all students have full access to complete their field course requirements. It is recognized that students who have special needs due to a disability or a medical condition/health concern may require certain accommodations in order to participate in field education courses. Any student with a disability or a medical need who requires an accommodation in the field should inform the Winthrop field office as early as possible in the field placement process so accommodations in the field can be discussed and considered. If accommodations are requested, the field faculty and field director will assist the student in seeking accommodations with a field placement site, partnering with the Office as Accessibility for support and guidance. Due to the ever-changing nature of field placement/internship availability, the field office cannot guarantee that a field site will always be available to a student who requires a specified accommodation (these are oftentimes provided on a first come/first serve basis during the field placement process). Students may be required to delay or postpone their field education courses until there is an available field placement site/internship to meet their accommodation needs. Additionally, accommodations cannot be guaranteed if they would jeopardize the academic standards or integrity of the field course(s). Students need to be proactive in contacting the field faculty to discuss their approved accommodations for each field course.

### **Web Accessibility Statement**

The social work field educational program is aligned with Winthrop University's Accessibility Initiative which is in accordance with Section 508 of the Rehabilitation Act. If any student has difficulty viewing a page with adaptive technology, they should email to [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu) . The field program uses the Tevera online field management software system. Students may review Tevera's Web Accessibility Statement (v.5.7.21) at <https://tevera.com/web-accessibility-statement/#:~:text=Our%20Commitment%20to%20Accessibility,the%20user%20experience%20for%20everyone.>

### **Employment-based Field Placements – Traditional Model & Current Employment Model**

The Department of Social Work recognizes that some students want to explore field placement opportunities in their places of employment, either for financial, personal and/or professional reasons. However, there is a difference between educational activities that meet certain learning objectives and professional activities that are part of an agency's expectations of a particular job. In order to facilitate students' ability to complete their field placements at their place of employment, the department must have a way to be assured that the **focus of field is student learning**. The option to utilize a current employment site as a field placement site can be beneficial in making social work education possible to working students and increase the level of professional resources within the agency. In addition, the number of required hours for job and field activities will be clearly established and agreed upon by the student and employer prior to the field placement start date. These options may be considered when the following

criteria are met:

For a “**traditional**” employment-based field placement, the following criteria must be met:

- The internship responsibilities/learning activities must be **different** from the student’s regular job role and duties. Crucial to the success of the student’s field experience is clear differentiation between employment and field placement assignments/roles.

The learning activities for field will allow the student to achieve the course competencies and behaviors (generalist or specialized).

- The agency meets the requirements to serve as a field placement site and has a field instructor and/or task supervisor who meets the department’s requirements.
- The field instructor and/or task supervisor is "preferred" to be someone other than the student’s regular work supervisor, reducing any potential conflicts of interests and allowing the student to be vulnerable in their role as a student while developing their BSW/MSW competencies. However, exceptions will be considered on a case- by- case basis as long as the supervision can ensure the focus is on the student’s learning and professional, competency development. In such cases, where the field instructor and employment supervisor of a student is the same person, supervision for field learning must be separate from supervision for employment.

In response to the COVID-19 pandemic and its impact on available field placement sites, the Council on Social Work Education has continued to allow the use of students' current employment to meet field education requirements if approved by the social work program. Winthrop University Department of Social Work is currently allowing current employment to be used for field education under these current guidelines:

**After May 31, 2022**, students are allowed to use their current job and current place of employment towards their required social work field education requirements. Student field assignments and employment tasks may be the same and counted toward required field hours ***as long as*** the tasks have clear linkages to the nine social work competencies and their associated behaviors (at the generalist or specialized level depending on the student's course).

**Winthrop University Department of Social Work field office allows for current employment to be used as a field placement when the following guidelines are met and all parties involved agree to the following terms:**

- The student must be currently employed by an agency that provides social services to a client and/or constituent population; the agency should have a mission or business model that allows the student to provide services an identified client or constituent group (e.g., veterans, children and families, patients, etc.).
- The student's current job activities have clear linkages to all nine social work competencies and behaviors required for the field placement/courses (generalist or specialized). Students will complete a *Competency Connection Form – Generalist or Specialized Form* as part of the application process to help show the clear connections to the course competencies and behaviors.
- The student's employer is willing to serve as a field education site and partner with Winthrop University, agreeing to the terms within the internship agreement (these include allowing the student to use work activities for learning/academic course credit; keep the student safe while in the field/site; cover the student under the agency's worker's compensation insurance and professional liability insurance since they are an employee and are being paid for their learning activities/job).
- The student's employer is willing and able to designate a supervisor for the student's

field course requirements/social work education. Supervisors will be responsible for 1) evaluating the student's performance in the field/job activities using the university's assessment tool and system/protocol; 2) verifying and approving field hours completed/logged on a weekly basis; 3) participating in required field site visits/meetings (most likely to be virtual) with university field faculty and the student to discuss performance and evaluation.

- It is ***preferred*** that the assigned supervisor be someone other than the student's direct supervisor (to reduce conflicts of interests and dual roles), and an individual who is also a ***qualified BSW/MSW field instructor*** (a BSW or MSW practitioner who received their MSW degree from a CSWE accredited program and has 2 years of post-graduate experience; BSW practitioners are only able to serve as "qualified field instructors" for BSW students). Supervision time for field education learning must be separate from supervision time for employment.
- Alternative field models with the use of a "task supervisor" (an agency supervisor who does not meet the ***qualified field instructor*** requirements for the student's degree program) will be considered, vetted and approved by the Winthrop Field Faculty as needed. For such placements (if approved), alternative field placements will be expected to uphold the reinforcement and off-site supervision plan as described in the previous section related to "selection of field placement sites".
- Students are strongly encouraged to consider the potential dual roles and conflicts of interest that could arise from using their current employment to meet their field education requirements and be cautious when using this field education model to help protect their job status and their role as a student learner.
- Students must acknowledge and provide informed consent regarding their employment status and potential termination from employment. Students who are terminated from their employment while using it to meet their field requirements understand that the Winthrop University Department of Social Work field office will be informed of the termination, along with the employer's reason for the termination, to allow faculty to determine its impact on the student's field course grade; students who are terminated from employment due to reasons that could be deemed as unprofessional or unethical social work conduct would also fail their field course as a result.
- The student will only be allowed to count "field hours" per the weekly course field requirement, regardless of the number of hours they work per week; for example, if the student is employed and works 40 hours during the week and their field course requires 15 hours in field per week, the student will only be allowed to count 15 of their 40 hours towards field/course requirements. Students will be expected to log their field hours and designate them into the appropriate learning categories using Winthrop's time log system.
- The student will be expected to remain in the field and complete the field course

requirements (as per the syllabus) throughout the duration of the course regardless of the number of field hours completed.

- The student will complete and submit the required, fully completed application and supporting documents for their current employment to be considered as a field education site.

Formal requests for any type of employment-based field placement (traditional or current model) is initiated by the student in consultation with the field faculty during the field placement plan meeting. An application for an employment-based field placement must be completed and submitted to the field office as part of the student's field placement process. However, completion of the paperwork is not a guarantee of approval of the request. The field office will review the completed application, contact the proposed field instructor and/or task supervisor (if applicable) to discuss the field placement plan and proposed learning activities, verify the field instructor's credentials, and make the final decision to approve or deny the field placement request.

### **Credit for Previous Work Experiences**

Students are not permitted to substitute previous work experience for field hours or field course credit.

### **Offers of Employment While in Field**

In the event that a student is offered employment at their field placement site while completing their field course/in requirements, the field faculty/course instructor, student and agency field instructor and/or task supervisor will evaluate the situation to ensure that the student's educational needs are not compromised. It is the student's responsibility to inform the field office if an employment offer is made while they are in their internship. In some situations, such an event might warrant the need for a field placement to be terminated and changed to ensure that the student's educational goals and learning outcomes are not compromised.

### **International-based Field Experiences**

Winthrop University has a major interest in international study and partnerships. If a student is interested in an international field experience and/or placement site, they should advise the fieldoffice of this interest and intent as early as possible so options can be discussed for consideration across the department and university. All field placement sites, field instructors and/or task supervisors must meet the department's requirements for field instruction.

### **Evaluation Procedures**

Evaluation provides direction and purpose to the teaching-learning experience; therefore, it is an integral part of the educational process. As stated previously, field education is the signature pedagogy for social work education, and the assessment and evaluation processes in field are crucial to the profession and Winthrop University's social work programs. Field courses and field instructors serve as a gatekeeper for the profession, helping to ensure that only qualified and competent students are given the privilege to practice upon graduation. All field courses use a multi-dimensional assessment of knowledge, values, skills, and cognitive and affective processes



to evaluate student performance in the field. Each field course has a unique rubric that has been established to assist all parties involved with the field evaluation process have a clear understanding of what competent generalist or specialist practice looks like in the field. Evaluation should be a continuous process throughout the field course(s), focusing on students' holistic performance. The student should receive feedback throughout the field experience as to how he or she is progressing in the development of course competencies and behaviors, and where improvements might be necessary prior to the course end date and/or final evaluation.

## **Rating Students' Performance**

The field instructor/task supervisor will complete a \*mid-term and final evaluation for generalist and specialized field placements. Each due date for these evaluations will be specific to the social work program course and section. The field instructor, and task supervisor (if appropriate), will complete the written/electronic evaluation and meet with the student and field faculty for site visits that coincide with these evaluations. The evaluation should be reviewed with the student prior to the site visit with field faculty and can be found in the field software system and/or the student's Blackboard field course.

\*For field courses split into A, B, E & F sections, the final A & E evaluations in specialized field placements, and the final F evaluation in the generalist placement, are considered to be a mid-term evaluation for the placement

## **Grading Policy**

### **BSW Field Grading Policy**

The BSW field course (SCWK 443) is a Pass/Fail course with an end grade assigned of either S (satisfactory) or U(unsatisfactory). The student's grade in the course is dependent upon receiving:

1. An overall satisfactory rating of "competent" on the final course evaluation.
2. Consistently performing in field in a manner that upholds the student responsibilities for field, Winthrop University's Student Code of Conduct, and the NASW Code of Ethics.
3. Satisfactory completion of all course assignments, this includes any reinforcement activities if applicable.
4. A passing grade in the field seminar course, SCWK 463.
5. Completion of the required minimum hours
6. The field faculty's confirmation that the student has demonstrated competency with course practice behaviors.

Falsifying any course assignments will result in an automatic failure for the course.

An incomplete grade is not automatic and will only be granted in the event of verifiable extenuating circumstances discussed with, and approved by, the field director in advance.

Receiving an "Incomplete" in field will delay your ability to graduate on time.

SCWK 443 (Field placement) and SCWK 463 (Field Seminar) are designed to work together as co-requisite courses. Therefore, if a student is unable to complete the field course due to exigent

circumstances (resulting in a grade of incomplete) or decides to withdraw, from SCWK 443, then they will also receive an incomplete grade for, or withdraw, from SCWK 463 (Field Seminar). If the student is terminated from SCWK 443 due to unsatisfactory and/or unethical performance in field, thus receiving a grade of U for the SCWK 443 course, then the student will also be terminated from SCWK 463 with a grade of F for the field seminar course, resulting in the student's need to apply for readmission to re-take both courses.

The field faculty retains responsibility for the final grade.

A student who receives an unsatisfactory grade in field instruction must apply to the field director and BSW program director for readmission to the course. Unless there are reasonable grounds to grant an exception, students are only allowed to repeat field two times. Students wishing to repeat field for a third time will need to provide their justification in writing to the BSW program director and field director as to why an exception should be granted.

### **MSW Field Grading Policy**

All field courses are Pass/Fail courses with a final grade assigned of either S (satisfactory) or U(unsatisfactory). The student's grade in the course is dependent upon receiving:

1. An overall satisfactory rating of "emerging competence" or "competent" on the course competencies listed in the final evaluation tool/rubric. If a student receives a score of emerging competence in any overall competency section in SCWK 612, 612C, 612 E, F & G, 622, 622A, 622B, 622E, 622F, 632A, 632C, or 632E they will receive a grade of satisfactory for the field course. If a student receives a score of emerging competence in any overall competency section in SCWK 632, 632B, 632D, or 632F (the final field course of the student's MSW program), they may receive a grade of unsatisfactory for the field course.
2. 3. Consistently performing in a manner that upholds the student responsibilities for field, Winthrop University's Student Code of Conduct, and the NASW Code of Ethics.
3. A satisfactory rating on all course assignments, including any reinforcement activities if applicable.
4. Completion of the minimum required hours for the course.
5. The field faculty's confirmation that the student has demonstrated competency as required for the field course and outlined in the final evaluation tool/rubric.

Falsifying any course assignments (including the reporting of field hours/time worked) will result in an automatic failure for the course.

An incomplete grade is not automatic and will only be granted in the event of verifiable extenuating circumstances discussed with, and approved by, the field faculty in advance. Receiving an "Incomplete" in field may delay your ability to move forward in your MSW program, and graduate on time.

Winthrop University's Department of Social Work field faculty and field director retain full responsibility for all final grades assigned in field courses.

A student who receives an unsatisfactory grade in a field course must reapply to the field director and MSW program director for readmission to the course, and perhaps readmission to the MSW

program, depending on the reason for the unsatisfactory grade. Unless there are reasonable grounds to grant an exception, students who have completed a field course and received a grade of unsatisfactory, are allowed to repeat that field course no more than two times. Students wishing to repeat a field course for a third time will need to provide their justification in writing to the MSW program director and field director as to why an exception should be granted.

For students completing the generalist field courses under the Fall 2020 and later catalogs – the 612E, F & G curriculum plan, students will be graded at the end of each 7-week term for their specific field course. If a student receives an unsatisfactory grade in their final generalist field course (612G) and the student is allowed to re-take the 612G course, the students’ plan to re-take 612G will be discussed with the Field Director and MSW Program Director to help ensure that the student can adequately and reasonably demonstrate the expected generalist level of competency in one part of the generalist field requirement (7 weeks only with 612G). This discussion/plan must be established prior to the student being allowed to register for and re-enroll into the 612G field course. As part of this decision, the student may be expected to complete 612G under a modified course plan requiring additional weeks and field hours to ensure competency is fully achieved before the student has the opportunity to progress to the specialized MSW courses.

### **Special Circumstances and Incomplete Grading**

Occasionally exigent circumstances arise while a student is in field, preventing them from completing the required field hours as expected for the course. For example, an unforeseen accident or illness that might result in the student’s inability to complete the required hours within the timeframe for the class. If such an event occurs, the student should complete a “request” form to have their field course modified in response to their exigent circumstance or need. These requests should be submitted to the field director for consideration and approval. If approved, the student will be instructed/informed of the expectations around how they will successfully complete their field course requirements – this plan may or may not require the awarding of an “incomplete grade” for the course. Once the student fulfills the course requirements as outlined in the plan, the student will receive class credit as appropriate. However, if the student has an incomplete field grade, it can limit a student’s ability to progress in their BSW or MSW program due to prerequisite course requirements. An incomplete grade for field courses should not be considered as a “given” should a student simply not be able to complete the minimum required hours during the course.

For students completing an internship that requires a consecutive field course model (e.g., 612E, 612F, & 612G or 622E, 622F, etc.), they will only be allowed to progress in their internship/placement with one (1) incomplete grade at a time. **Students will not be allowed to continue with enrollment to their next field course if they have more than one incomplete (IU) field grade.**

### **Evaluation of Field Instructor, Task Supervisor, and Field Placement Site**

As a means of ensuring program quality, the evaluation of program personnel is a routine and expected procedure. The evaluation of agencies, field instructors, and task supervisors are no less important than the evaluation of classroom faculty and courses in maintaining the integrity of the field program.

At the end of a generalist and/or specialized field placement, students will be asked to complete an online survey regarding their overall field experience within that field placement site. This evaluation is only one aspect of a comprehensive process, which includes both formal and informal procedures, as well as periodic and ongoing procedures.

The Department of Social Work will provide for a two-fold evaluation of its agency field instructors, task supervisors, and field agencies:

1. The formal evaluation above will be completed by students at the end of a field placement (generalist or specialized) and will be reviewed by the field faculty and field director.
2. The field faculty will perform an informal evaluation of the agency, field instructor, and task supervisor based upon observations and interactions with the student, field instructor, task supervisor and other agency personnel during the field course(s) and placement. Feedback will be shared with the field director on an annual basis regarding these informal evaluations.

### **Evaluation of Field Director, Field Faculty, and Field Courses**

The evaluation of the field program and the field faculty (including the field directors) is also a necessary part of ensuring the quality of any field program. In an effort to maintain and enhance the field program, the formal evaluation of the field faculty and the field course will consist of a three-part process.

1. Students enrolled in field courses will evaluate the performance of the field faculty/course instructor and overall field course using the university's standard end of the semester procedure to conduct course evaluations. Course evaluations will be submitted directly to the department's Administrative Assistant. The Administrative Assistant will tally the course evaluation results and provide them to the Department Chair and field faculty for review after the course is completed and all student grades are entered.
2. Field instructors and/or task supervisors will evaluate the field faculty and field program at the end of the course using an online survey. Again, in an effort to promote unguarded, open feedback, these evaluations will be submitted through the university's online survey system. They will be reviewed by the field director and shared with the field faculty and Department Chair.
3. The Chair's evaluation of field faculty will be performed yearly.

In addition to these formal evaluation measures, the field program will utilize the suggestions and feedback obtained through ongoing work with Department of Social Work Community Advisory Board, students, field instructors, task supervisors, faculty, and community members. Any suggestions for improvement to the social work field program are welcomed.

## Changing a Field Placement & Disruptions in Field

Any party (field instructor, task supervisor, field faculty, student, agency director), may request that a field placement be terminated or changed. If a student requests a change in field placement, the field director will review the request and decide if a change is warranted. **Field placements are changed only if the student is experiencing circumstances that would seriously impair the student's learning and the student has not done anything to warrant being terminated from field due to unsatisfactory and/or unethical field performance.** If a student has questions or concerns about their placement, they should discuss their concerns with the course instructor. If the student still has concerns, they may schedule a coaching session with the field directors.

Unsatisfactory field performance may include the students' inability to meet the internship and agency requirements as agreed upon with the placement's confirmation (e.g., attendance and field schedule, onboarding expectations such as criminal background checks, drug screening, and immunization requirements). Students who need a change in field placement as a result of these criteria, or personal exigent circumstances, will be advised to either withdraw from the field course/internship or receive an unsatisfactory grade for the field course, both of which will result in the student needing to re-take and re-enroll in the field course (i.e., starting their internship over).

If a field instructor and/or task supervisor requests a change in placement/termination from the field that is not due to student performance, then the course instructor (field faculty)/Director must honor this request, as all field agencies, field instructors and/or task supervisors are volunteer educational partners with Winthrop University.

The field faculty and/or field director should be notified of concerns at the earliest opportunity so that a timely response can be made. Students will submit a written explanation of their concern using the Student's Report of Field Concerns document provided to them in either their Blackboard learning management system or field software system and follow the instructions for submission. Field instructors and/or task supervisors will submit a written explanation of their concerns using the Agency Report of Field Concerns document provided to them through the field instructor/task supervisor Blackboard course or field software system. If the course instructor (field faculty) is initiating the change of placement due to concerns regarding the overall fit, placement quality, or placement safety, the student and field instructor/task supervisor will be informed of this decision and discuss the steps needed to ensure the student ends the placement in a professional and ethical manner. If appropriate, a meeting with the student, field instructor and/or task supervisor and course instructor (field faculty) will be arranged to discuss the need for a change of placement. The student is required to make up any time missed from the required number of field hours while the reassignment placement process is occurring. However, the time accrued for the field course ***will*** count towards the overall field course requirement, allowing students to simply finish their remaining field course hours at a new field agency.

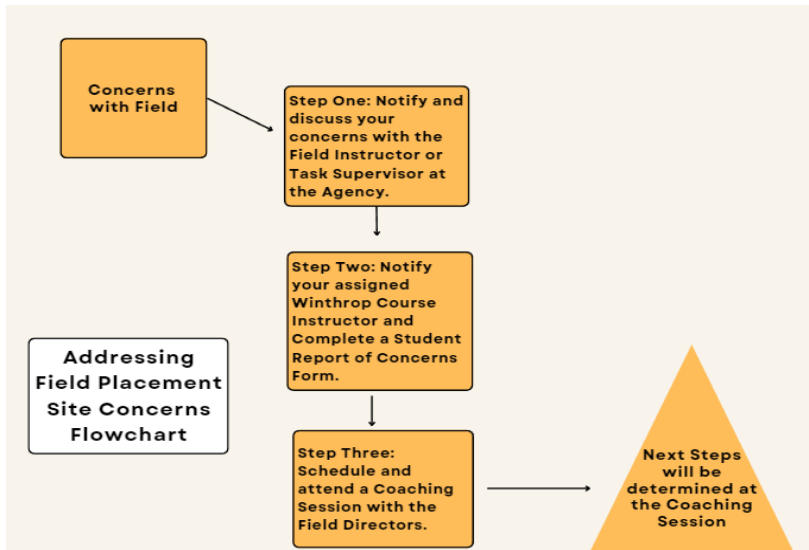
Any student who prematurely ends a field placement (i.e., quits their internship) without the explicit approval of the field director and field faculty risks not being approved for a new field placement site and failing their field course. In this instance, the field office will schedule a coaching session with the student and the field directors to determine the next

steps as appropriate.

Students who are allowed to change their field placement site for a justifiable reason will re-engage with the field office to be assigned to field placement coordinator. If possible, students will be given alternative learning activities to help keep them on track with their

weekly required field hours. All field hours completed prior to the placement change/disruption will be counted for the field course. However, students **must** be able to fulfill the course's minimum requirements (hours and assignments) to ensure a passing grade despite the disruption in placement. Students who receive an incomplete (IU) field grade as a result of their placement disruption may be impacted with their degree and course progression based on the incomplete grade policy. (See section on exigent circumstances and incomplete grading.)

## Addressing Field Placement Site Concerns



Students are encouraged to notify their field faculty as soon as possible if they have concerns/issues to arise in the field; waiting to address the concerns/issues could prevent the success of an intervention and/or resolution. If a student has a concern about their field placement site, assigned task supervisor, and/or field instructor, they should pursue the following procedures as soon as the problem is identified:

1. The student should inform the Agency Field Instructor or Task Supervisor of their concerns/issues and attempt to seek resolution.
2. The student should inform their assigned course instructor (field faculty) of their concern using the Student's Report of Field Concerns document provided to them in Blackboard Management or field management software system and seek advisement on how to address the issue(s). For concerns or issues (i.e., illegal, unethical, or potentially harmful to the student), the student will typically be advised to initiate the problem resolution through an open conversation with their field instructor and/or task supervisor. Students should also maintain records/documentation to support their concerns and efforts to address them and share them with field faculty.
3. If the reported concern is serious in nature (i.e., illegal, unethical, or potentially harmful to the student), then the course instructor will report it immediately to the field directors to seek consultation on how to address the concern and protect the student. These reports will be investigated by the field faculty and/or field director to determine if the field

placement site and/or field instructor/task supervisor are eligible to remain as an educational partner with Winthrop University.

4. The student will be required to participate in a coaching session with the field directors. The coaching session will determine the next steps or best options for completing field. The course instructor (field faculty) may also ~~have~~ have a face-to-face meeting with the student and field instructor and/or task supervisor to further discuss the concern(s) in lieu of a coaching session. The course instructor (field faculty) will consult the field director as needed to develop a plan of action (this may occur before and/or after the meeting). Documentation of this meeting and plan of action (which may be a plan for field placement termination depending on the nature of the concern) will be completed and retained by the course instructor (field faculty). If the course instructor (field faculty) and field director agree that the field placement and/or field instructor/task supervisor are not able to provide the student an adequate and appropriate learning environment, then the field director will make the final decision to terminate the field placement and assist the student in obtaining a new placement as soon as possible (see section regarding the steps for changing a field placement in the previous section). The field instructor/task supervisor will be informed of this decision and discuss the steps needed to ensure the student ends the placement in a professional and ethical manner.



## Addressing the Agency's Concerns

If a field instructor and/or task supervisor are having a problem with a student's performance in field, they should pursue the following procedures as soon as a problem is identified:

1. If the concern/problem is not deemed a serious issue to be addressed immediately, the field instructor/task supervisor should first verbally address their concern with the student and document the incident, meeting, and outcome. The field instructor/task supervisor should clearly identify the concern and actively engage the student in problem solving to reach a resolution for that concern. The field instructor/task supervisor will also inform the assigned field faculty of the concern(s) in writing using the Agency Report of Field Concerns document found in the field instructor/task supervisor Blackboard course or field management software.
2. If the first offense is considered to be a serious issue, needing to be addressed immediately, the field instructor/task supervisor will directly contact the course instructor (field faculty) to alert them to the nature of the concern. The field instructor/task supervisor will notify the student that the course instructor (field faculty) is being informed of the concern. If appropriate, the course instructor (field faculty), field instructor, and student will hold a joint meeting to discuss potential resolutions to the problem. Documentation of this meeting and plan of action (which may be a plan for field placement termination depending on the nature of the concern) will be completed and retained by the field faculty.
3. If the student remains in field and continues to perform unsatisfactorily, the field instructor/task supervisor should continue to document the concern(s). The field instructor/task supervisor will notify the course instructor (field faculty) of the continued problems so that further discussion and plans may be considered to further address the concern(s). The student will also be required to participate in a coaching session with the field directors.
4. The coaching session will determine the next steps or best options for completing the field.
5. If the field instructor/task supervisor requests that the student be terminated from the field placement as a result of poor performance, unprofessional behavior, or misconduct, the field director/field faculty must honor this request. However, the field director and BSW/MSW program director will review the student's performance in field and jointly make the decision regarding the student's final grade for field and continued participation in the BSW/MSW program. If the student's performance in field did not justify a termination from placement, then the field office will assist the student in changing field placements (see previous section regarding that process).

## Terminating a Field Placement Due to Student Performance

The behavior of students in field is an area for critical review and may be a reflection of a student's fit with the social work profession. Certain behaviors can be so damaging or disruptive

to the field agency and its clients that the behaviors cannot be tolerated. If a student is found to be performing unsatisfactorily in field, the field faculty may provide guidance and support to help the student improve their performance to a satisfactory level. However, if a resolution cannot be achieved and student behavior is not improved, students may be advised to withdraw from the field program or be terminated. It is recognized that each situation is unique and may indicate different types of resolutions/discretionary action. These resolutions may include, but are not limited to, informing a student of the concern and working out a verbal corrective plan of action, initiating a written corrective plan of action, or immediately removing the student from

field (terminating the field placement) resulting in the student receiving an unsatisfactory grade for the course (i.e., failing the field course). If termination becomes necessary, readmission into field will be upon approval of the BSW/MSW program director and field director.

### **Department of Social Work Termination Policy**

Admission to the MSW Program does not guarantee continuance as a social work student. A student's participation in the social work program may be terminated when there is reason to believe the student's academic and professional performance represents non-compatibility with the social work profession. Some of the reasons for which termination may be considered include the following:

1. Failure to maintain the required grade point average for the Program.
2. Inadequate communication skills suitable for the practice of social work.
3. Inadequate writing skills suitable for the practice of social work.
4. Lying, cheating, or plagiarizing in course work or field work.
5. Persistent inadequate performance of assigned field activities.
6. Excessive tardiness or absenteeism.
7. Persistent inability to meet deadline dates on assignments, projects, and field reporting.

Evidence of poor 'professional fit' for social work involves lack of adherence to professional social work values and/or the NASW Code of Ethics. Examples include the following:

1. Personal values consistently interfere with upholding the values of the social work profession.
2. Disrespect toward faculty, field instructors, clients, and professional staff and colleagues.
3. Lack of cultural competence and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
4. Sexual/romantic involvement with persons served professionally.
5. Confidentiality violations.
6. Unresolved personal issues which impair performance or safety in the classroom or in the field.
7. Substance misuse or abuse.

8. Criminal conviction (students are expected to inform the Program Director of any criminal convictions).

Conferences may be held with the student as needed to address and resolve academic and professional competence problems. Initial concerns are addressed whenever appropriate at the student-instructor level. Continuing concerns are then addressed at the program director level. If academic and professional competence problems remain unresolved, or are severe in nature, the student may, upon recommendation of the program director and approval by the Department Chair, be terminated from the program.

## **Grievance and Appeal Procedure**

In cases in which a student believes that their rights (as listed on page 22) have been disallowed or violated in field, he or she may pursue the following steps within a reasonable time but no later than 14 business days of the grievance. Responses from the Field Office will be provided within 14 business days.

1. Consult with the course instructor (field faculty) if the grievance is against the field instructor and/or task supervisor. Based on the decision from the consultation, the student will be advised to request a meeting with the field instructor/task supervisor to discuss the issue and seek a resolution individually, or with the field faculty present. If the grievance is against the field faculty or field director, the student can follow the appeal and grievance procedures outlined in the BSW/MSW student handbook, found online at the Winthrop social work webpage.
2. If the student sought a resolution with the field instructor/task supervisor individually and believes that a satisfactory resolution has not been reached, the student should inform the field faculty. The course instructor (field faculty) will request a meeting with the student, field instructor/task supervisor, to seek a satisfactory resolution.
3. If the student believes the resolution at the course instructor (field faculty) level was in error, he or she may appeal the matter in writing to the appropriate program director for resolution. The program director may request a meeting with the persons involved. At the student's request, their academic advisor may also participate in the meeting. The program director will then formulate a written disposition for the student. (Note: If the program director is the person against whom the grievance is being brought, the student may proceed directly to the next level.)
4. If the student believes the resolution at the program director level was in error, he or she may appeal the matter in writing to the Department Chair who will then review the case and formulate a written disposition to the student. (Note: If the Department Chair is the person against whom the grievance is being brought, the student may proceed directly to the next level.)
5. If the student believes the resolution at the Department Chair level was in error, he or she may appeal the matter in writing to the Office of the Dean of the College of Arts and Sciences. Decisions at this level shall be considered final.

## **Inclement Weather**

**Students should consider personal safety first** when making decisions to travel to and from their field agency during inclement weather. In the event of inclement weather resulting in a student's inability to attend field as scheduled (regardless if the agency is open or not), the student will be expected to make up the field hours missed and complete the minimum number of field hours required for the course. Field instructors/task supervisors are strongly encouraged to be flexible with students in planning for activities that would make up this missed time. It is the student's responsibility to notify their field instructor/task supervisor as early as possible if they will not be in attendance at the agency due to inclement weather and to inquire about strategies to make up the work and field hours missed. Student or field instructor/task supervisor questions about individual circumstances should be directed to the student's assigned field faculty member or field director.

## **Personal Safety/Risk Reduction**

The safety of students in field is of utmost importance to the university and department. It is imperative that students feel safe and prepared to carry out their responsibilities in the field. Additionally, many agencies conduct home visits for clients and students are expected to participate in making home visits if they are part of the agency's service delivery model. All students should receive a specific orientation to agency policies and procedures related to Risk Management while completing their field course activities and assignments. Students are expected to take responsibility in discussing field safety issues using the safety checklist and guidelines provided by the field office through their pre-placement field orientation module found in the Blackboard Learning Management System.

If safety concerns arise for the student, it is important that the student discuss these concerns with the field instructor and/or task supervisor. If, after gathering information to professionally assess the situation and learn how to provide appropriate protection, the student still does not feel safe in order to carry out assignments, the student should contact their assigned field faculty for further assistance. The field faculty will assist the student and agency to review, and possibly negotiate the learning assignments and activities, in an effort to ensure the activities are appropriate for the student's professional development, and there is a judicious sense of safety established for the student (there might still be some appropriate risk involved for the student as those are unavoidable in the field). However, if the field faculty believes that a student's safety in the field agency is compromised, the field placement will be terminated, and the student will be provided an opportunity to complete their field course in another field agency.

If a student is attacked or seriously threatened during field:

- Follow agency procedures to manage the immediate situation and report the incident.
- Get any needed medical care and debrief with your field instructor/task supervisor.
- Immediately notify the field director/field office/field faculty.

## **Insurance Coverage**

Winthrop University in conjunction with State Accident Fund (SAF) provides workers' compensation insurance coverage for students' internship courses in which they work for public or private agencies. Coverage is provided for all students as long as they are not paid as an

employee by the company that provides the internship position (this may include an employment-based field placement). Insurance coverage is administered by the SAF with medical case management provided by Compendium Services, Inc., through a contractual agreement with SAF. Workers' compensation claims are filed electronically by Compendium Services in response to the telephone submission of a "First Report of Injury" from the Field Director/Field Office.

When an injury or illness is determined by SAF to be work-related, the student intern's medical expenses including prescription drugs and mileage for doctor's visits in excess of 10 miles per round-trip may be paid.

Questions regarding the workers' compensation plan or reporting procedures should be directed to Katharyne Tedford, Workers' Compensation Administrator, at 803/323-2392 or [tedfordk@winthrop.edu](mailto:tedfordk@winthrop.edu).

### **Reporting Minor Injuries or Work-Related Illnesses:**

1. Should any non-paid student intern sustain a minor injury or develop a work-related illness while performing their internship duties, they must immediately report the injury or illness to their field instructor/task supervisor and the Field Director.
2. Should medical treatment be needed for the injury or illness, the Field Director must contact Katharyne Tedford at 803/323-2392 or call Compendium Services directly at 877/709-2667 to file the "First Report of Injury" and receive authorization for treatment. All non-emergency medical treatment must be pre-approved by Compendium Services.

In Rock Hill, non-emergency medical treatment is provided by:  
Occumed at Riverview Medical Center  
1393 Celanese Road  
Rock Hill, SC 29732  
803/327-0033

In internship locations other than Rock Hill, Compendium Services will provide the name(s) and location(s) for an authorized medical treatment facility.

3. If the Field Director contacts Compendium Services directly, they also must notify Katharyne Tedford of the injury or illness claim.

**Student interns should report all injuries and work-related illnesses to their agency field instructor/task supervisor AND the Field Director no matter how minor they may seem at the time. An intern who fails to report an injury or work-related illness may risk being denied benefits by SAF should medical treatment be needed at a later time.**

### **Medical Emergencies**

In the event of a serious or life-threatening injury that requires immediate or emergency medical attention, call 911 or the appropriate emergency response service for the internship location.

1. The Field Director should be contacted as soon as the situation allows.
2. Compendium Services and Katharyne Tedford would be contacted by the Field Director immediately.
3. If an injured intern is transported to an emergency medical facility for treatment, the field instructor/task supervisor, or a designated agency representative, should accompany the intern and remain at the facility until the intern is either admitted or released.
4. The field instructor/task supervisor or designated agency representative should inform the treating facility that a workers' compensation claim may be filed for the injured intern and contact the field office to provide the following insurance information, if needed:

**For treatment authorization and case management:**

***Compendium Services, Inc.***

Phone: 877/709-2667

Fax: 877/710-2667

**For billing and payment information:**

***State Accident Fund***

P.O. Box 102100

Columbia, SC 29221-5000

Phone: 800/521-6576

**For verification of employment and insurance coverage:**

Winthrop University

Environmental Health and Safety

Katharyne Tedford

Phone: 803/323-2392

Cell: 803/207-1052

Fax: 803/323-2426

[tedfordk@winthrop.edu](mailto:tedfordk@winthrop.edu).

<https://www.winthrop.edu/facilitymgmt/work-place-injuries-student-interns.aspx>

**General Tort Liability**

General Tort Liability protects the university against negligent acts resulting in physical injury to campus employees, students, and visitors and damage to their property. In the event that a claim should need to be made under Winthrop University's General Tort Liability insurance, the claimant should first inform the field director of the need to file a claim. The field director would then assist the individual in contacting the Winthrop University Campus Police Department to complete an incident report. After the incident report has been completed, contact the Claims Director in the Risk Management Office at 803-323-2143 for further assistance. Professional liability insurance can be purchased individually by students through the National Association of Social Workers (NASW) for members and non-members at an affordable annual rate. For more information visit NASW online at:

[http://www.naswassurance.org/insurance\\_center.php?page\\_id=9](http://www.naswassurance.org/insurance_center.php?page_id=9).

## Transportation

Students are responsible for their own transportation to and from the field placement site. However, it is expected that the site assumes the expenses for agency-delegated activities that include travel. In the event that the site requests students to transport clients to facilities outside the location of the field placement site, the student and the site need to discuss the financial issues pertaining to provision of client transportation, such as mileage reimbursement and insurance coverage. Some field placement sites provide reimbursement for student use of their own cars and insurance coverage for that activity in carrying out a site assignment. Some sites have their own fleet of automobiles for which the student may qualify as a driver if they are to have assignments requiring home visits or some other trip requiring the use of an automobile. Many other agencies do not have these resources available. These issues should be clarified by the field placement site **prior** to the student providing any transportation services. In any event, students cannot be required to transport clients in their automobiles. If students choose to do so, they should be sure that their personal automobile insurance carrier will cover them, or that the site has provided for their insurance coverage, in case of an automobile accident. Otherwise, students transport clients and use their personal vehicles at their own risk. Winthrop University and the Department of Social Work do not reimburse students for field travel expenses or costs incurred while using personal vehicles in the field. Additionally, Winthrop University's Workman's Compensation Insurance coverage does not cover the student should they be involved in a car accident while completing field duties or learning activities.

## Sexual Harassment

It is the policy of the Winthrop University Department of Social Work that sexual harassment of students will not be condoned in any field placement. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other offensive physical, verbal, or visual conduct based on sex. These acts constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly as a term or condition of a student's continued internship; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions or assessments affecting the student's welfare within the field agency; or (3) such conduct has the purpose or effect of unreasonably interfering with the student's field performance or creating an intimidating, hostile or offensive work or educational environment. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," "practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material, and physical contact such as hugging, patting, pinching or brushing against another's body.

Any student who believes he or she is being, or has been, sexually harassed by a field instructor, task supervisor, or another agency staff member should notify the field faculty or field director immediately. The field director/field faculty will work with the student and the field agency to stop the harassment and protect the student from possible negative repercussions. Students will be removed from the field agency if the student and field director deem such action necessary to ensure the student's safety and overall well-being. All reports of sexual harassment at this level will be reported by the field director to the Director of Winthrop University's Human Resources Department. Students who believe that the sexual harassment is being committed by a Winthrop faculty or staff member; that the above actions have not resolved the harassment; or that their



rights have been violated or disallowed would then immediately contact the Director of Winthrop University's Human Resources Department in 303 Tillman, 803/323-2211 ext. 2273.

If a student reports that the sexual harassment is being committed by a fellow Winthrop student, the field director will report the incident to the Dean of Students at office 246 DiGiorgio Campus Center, ext. #4503. University procedures regarding sexual harassment at this level can be located under the Sexual Harassment Policy in the Winthrop University Division of Student Life Student Handbook found online at: <http://www.winthrop.edu/student-affairs/>.

### **Commitment to Anti-Racist and Anti-Oppressive practices**

The Winthrop University Department of Social Work and Field Team understands that social work has a long and complex history, parts of which have benefited from and upheld the ideals of racism, White supremacy, and oppression of marginalized groups. Regrettably, oppressive ideals remain pervasive in our society and continue to impact the lives of individuals from marginalized groups.

The values of the social work profession as well as the values of Winthrop Department of Social Work require us to be committed to advancing social justice, personal growth, professionalism, and cultural competence. Therefore, students, Field Faculty, and Agency Field Instructors/Task Supervisors are encouraged to share their unique perspectives and experiences and demonstrate respect and appreciation for the diversity and difference of people and ideas. Doing so will deepen the richness of the social field education training that prepares students to develop the skills necessary to become genuine culturally sensitive and responsive practitioners.

Students, Field Faculty, and Agency Field Instructors/Task Supervisors will not engage in behavior that is harassing, threatening, demeaning, abusive, hurtful, or otherwise marginalizing to any group or person. Any student who believes he or she have been discriminated by a field instructor, task supervisor, or another agency staff member should notify the Winthrop Field Faculty or Director of Field immediately. - the national association representing social work education in the United States. - identifies curricular content and educational context to promote academic excellence in baccalaureate and master's social work education.