



PROGRAM HANDBOOK

UTICA
UNIVERSITY

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This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this Utica University MSW Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all the policies and information pertaining to students.

Additional information may be obtained from the Master of Social Work Program Director.

Welcome to the Utica University MSW Program in Clinical Social Work

The MSW Student Handbook is designed to be used alongside the Utica University student handbook, and students are responsible for adhering to the content of both handbooks. Students will be updated annually about changes in policies and procedures via updates in this handbook. This Handbook is designed to help you better understand how the MSW academic program will prepare you for professional practice in social work. In addition, the Handbook is designed to ensure that students get the most out of their education while enrolled in the program.

This handbook is to be used in conjunction with the Utica University student handbook. The information included in this handbook has been chosen with two purposes in mind. First, an informed student is a better student. We want students to understand the educational goals and mission of the entire program in order to facilitate integration of individual course content into your overall view of the social work profession.

Second, the faculty and staff take seriously the responsibility of providing students with a quality education that will prepare them to fulfill their responsibilities as a professional social worker. This handbook provides students with the information necessary for them to take on that responsibility.

Note that the information included in this publication, including all procedures and policies, is accurate at time of writing but may have been subsequently altered by the University. For current policies and procedures, refer to the most current Graduate Catalog located on the Utica University website. Relevant information includes Course Descriptions, Schedule of Classes, Important Dates, Academic Policies and Procedures, Financial Policies and Procedures, and listings of Faculty, Administrative Officers, and Staff.

Utica University

Master of Social Work Program

Program Mission Statement

The mission of the MSW program at Utica University is to prepare students for excellence in social work practice using person in environment perspectives and recovery-oriented approaches.

Program Goals

The MSW Program at Utica University was established to:

1. Prepare students to solve problems that arise in the professional practice of clinical social work.
2. Prepare students to promote resilience among individuals, families, and groups.
3. Increase the number of skilled mental health professionals across the nation who honor diversity and difference.
4. Socialize students to assume the identity of a professional social worker and heed the profession's values and Code of Ethics.

Student Learning Outcomes

Outcome #1: Students will Demonstrate Ethical and Professional Behavior

Clinical social workers take measures of self-care and seek support in developing awareness, insight, and resiliency to prevent past traumas and re-traumatization from impacting their professional lives; they monitor roles and boundaries; and they leverage supervision and consultation to ensure continued personal and professional growth throughout their careers. Clinical social workers should be aware of their own lived experiences of trauma and distress; their personal journeys toward resilience and mental health; they should be aware of the impact of these experiences on their own lives; and also aware of how these experiences may affect their work and relationships. They understand the values of the social work profession, its ethical standards, and applicable laws and policies, and use these professional parameters to guide decision-making. This would be demonstrated by way of:

- prioritizing client rights to self-determination;
- tolerating ambiguity in resolving ethical conflicts;
- advocating for a reduction or elimination of interventions that inhibit client autonomy;
- recommending advance directives and proactive wellness and crisis planning; and
- articulating how recovery-oriented practice is supported by the NASW Code of Ethics.

Outcome #2: Students will Engage Diversity and Difference in Practice

Clinical social workers appreciate nuance and intersectionality of identity the ways in which institutional and interpersonal traumas converge with other factors to produce marginalization and otherness. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class,

color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Clinical social workers recognize that diversity and difference affect a person's experiences in life in ways that may include oppression, poverty, marginalization, and alienation or offer privilege, power, and acclaim. Clinical social workers understand historical, contemporary, and non-Western differences in constructions of mental health. They recognize the role that internalized oppression and shame plays in clients' lives. Clinical social workers are also attuned to the role that bias plays in diagnosis and service provision. This would be demonstrated by way of:

- exploring the meaning of labels, stigma, and shame inherent to all human diversity and difference;
- correcting for institutional bias in diagnoses and service provision; practicing cultural humility; and
- respecting the perspectives and lived experience of others who are different.

Outcome #3: Students will Advance Human Rights and Social, Economic, and Environmental Justice

Clinical social workers recognize that every person has basic human rights to freedom, safety, privacy, an acceptable standard of living, health care, and education. Clinical social workers advocate for human rights and social and economic justice. They acknowledge that people with disabilities have the right to determine how to live their lives and recognize that people with lived experience of trauma have faced significant and overt and internalized oppression, stigma, and shame, including poverty, fear, despair resulting from medical misunderstanding, and structural entanglement with the mental health system.

This should be demonstrated by:

- advocating that clients act on legal, civil, and human rights;
- advocating for improvement in individuals' economic and living conditions;
- confronting injustice and discrimination; and
- helping professionals replace shame-based language with recovery-oriented, strength-based, hope- building language and action.

Outcome #4: Students will Engage in Practice-informed Research and Research-informed Practice

Clinical social workers use practice expertise to inform the selection and implementation of evidence based interventions. They also evaluate their own practice and use research findings to improve services and policies. Clinical social workers can differentiate between evidence-based practices, promising practices, and those with insufficient evidence to support desirable treatment outcomes. Clinical social workers include client perspectives and points of view in developing research agendas to establish new interventions and evaluate existing ones. This would be demonstrated by:

- staying informed about emerging and promising approaches to recovery-oriented practice;
- applying quantitative, qualitative, participatory action research, and first-person narratives to show that people can and do recover; and
- promoting the inclusion of service users and their viewpoints in all levels of research and evaluation.

Outcome #5: Students will Engage in Policy Practice

Clinical social workers recognize that mental health policy affects clinical service delivery, and actively engage in analyzing, developing, proposing, and altering health policy practice. Clinical social workers develop the professional judgement needed to determine whether mental health policies are consistent with the needs of diverse individuals, people with disabilities, and those with psychiatric conditions. They encourage clients and their families and loved ones to advocate for themselves. They understand how policy can negatively exacerbate social determinants of health (e.g., policies that discriminate or keep people impoverished). Clinical social workers support mental health policies that facilitate life in the

community rather than through the criminal justice system or other institutions. This would be demonstrated by:

- analyzing and promoting policies that enhance equity, inclusion, and access;
- promoting community involvement in policy formulation; dismantling barriers to employment, civic engagement, education, and housing; and
- incorporating the voices and choices of a diverse array of people with lived experience of trauma on policy bodies.

Outcome #6: Students will Engage with Individuals, Families, and Groups

Clinical social workers understand that people are more than the sum of their identities or diagnoses. Clinical social workers understand that each individual has a unique, self-determined pathway to resilience, flourishing, and well-being, which can be recognized through shared decision-making and treatment-planning; and that these plans should remain flexible throughout the client's nonlinear journey toward mental health. This is demonstrated by:

- treating the voices of clients with primacy, dignity, and value;
- constructing safe, trusting, and hope-building relationships with clients and their families and other loved ones with permission;
- minimizing power differentials through the use of everyday language, transparency, authenticity, and shared decision-making;
- assuming the stance of learner and not expert;
- self-disclosing to a level or degree that is comfortable for the clinical social worker and likewise for clients.

Outcome #7: Students will Assess Individuals, Families, and Groups

Clinical social workers assess client strengths and limitations while keeping in mind their life and environmental context, cultural background, and community norms alongside a clinical comprehension of the DSM. They have a critical understanding of the epidemiology of psychiatric diagnoses, the multiple causes of psychiatric conditions, and the role that culture plays in defining psychiatric diagnoses and practitioner responses to them. They distinguish between strengths assessment and problem assessment. They recognize the importance of trauma in assessment and take steps to mitigate retraumatization during the assessment process. This would be demonstrated by:

- assessing client talents, skills, abilities, and resources;
- identifying several explanations for client behavior, mental health, and resilience, from biological to psychological to environmental to social;
- assessing for trauma, comorbidities, suicidality, and physical health;
- helping clients to identify meaningful personal goals; and
- applying the DSM with reverence and skepticism.

Outcome #8: Students will Intervene with Individuals, Families, and Groups

Clinical social workers understand that education and support for family, friends, significant others, and allies can be key elements to supporting the client's process. They are knowledgeable about the importance of trauma-informed principles. They understand reputable evidence-based interventions for mental health and for whom they are applicable. This would be evidenced by:

- intervening through psychoeducation, employment, housing, resolving traumas, resilience self-management, peer support, and evidence-based approaches; encouraging clients to expand on existing social supports within the community, tap into existing resources, and surrounding him or herself with close supports around himself or herself;

- educating clients about the range of possible treatments, services, and pharmacological and nonpharmacological options, sharing potential positive and negative effects;
- ensuring that clients are ultimately responsible for all decisions that will impact their lives;
- establishing preventive measures to protect client self-maintenance and well-being.

Outcome #9: Students will Evaluate Practice with Individuals, Families, and Groups

Clinical social workers evaluate the effects of their services and interventions for their success in achieving stated goals and consistency with recovery values and individual goal achievement. This can be observed in:

- monitoring achievement of client-established goals and outcomes;
- helping clients interpret data to inform their decision-making; and
- involving client points of view in service and program evaluation and quality improvement.

Admission Criteria for the Graduate Social Work Program

Applications to the Traditional Program

Students must include with their application:

- Transcripts – Official transcript of all undergraduate and any graduate credits from each school previously attended. Official transcript of undergraduate matriculation must show an overall minimum GPA of 2.5.
- Resume – Include details of all work including paid, volunteer, and internship experiences in addition to any human service or service-oriented experiences.
- Personal Statement - A 2–3-page personal statement explaining your interest in, preparation for, and compatibility with the social work profession. Your personal statement must demonstrate a commitment to social work values, talent for leadership, and discuss personality traits and behaviors that prepare you for social work practice.
- Two Letters of Recommendation- Letters of recommendation must be from a supervisor or instructor that describe your readiness for graduate work, demonstrated values consistent with social work practice, and appropriate interpersonal skills.
- GRE Scores – NOT required.

****No course credit is given for life or work experience. ****

Applications to the Advanced Standing Program

Prospective students applying to be admitted into the Advanced Standing program must have completed their BSW within 6 years from the time of application. If, however, the BSW was completed within ten years, and the prospective student has largely worked in a social work setting that includes MSW staff and professional learning experiences, the prospective student may request an exception to the 6-year rule.

Advanced Standing applicants must include:

- Transcripts - Official undergraduate transcript demonstrating the completion of a bachelor's degree in social work from a CSWE-accredited institution (or recognized by CSWE's International

Social Work Degree Recognition and Evaluation Service). Official transcript from BSW program must show an overall minimum GPA of 2.75.

- Resume - Include details of all work including paid, volunteer, and internship experiences in addition to any human service or service-oriented experiences.
- Personal Statement – The content, critical thinking, and writing style of the applicant will provide important information regarding the student's understanding of the goals and values of the social work profession and ability to engage in graduate-level education. The personal statement should be 2-3 typed, double-spaced pages and address the following:
 - Reasons for applying for the MSW program at Utica University.
 - Work and/or volunteer experiences that factored into applying to the program.
 - Description and details of experience in the BSW program and how this experience has prepared you for the MSW program. This should detail social work skills and approaches learned.
 - Details of what you consider to be a major social problem as a means of displaying your awareness of issues in the field of social work.
 - Personal social work interests and career goals.
- Three Letters of Recommendation- The letters of recommendation must be from a supervisor or instructor that describe your readiness for graduate work, demonstrated values consistent with social work practice, and appropriate interpersonal skills.
- GRE Scores – NOT required.
- BSW Field Evaluation – A copy of most recent evaluation offered by the field instructor during BSW internship.
- ****Applicants will not be required to complete any coursework completed in the BSW but may be required to make up coursework offered during the first year of the MSW program at Utica University that they would not likely have taken elsewhere. Unless they demonstrate that they took the equivalents, the Advanced Standing curriculum includes 1) Recovery: Theory, Values, and Skills, and 2) Assessment of Mental Health Across the Lifespan. ****

****No course credit is given for life or work experience. ****

Non-matriculated Admissions

At the discretion of the MSW Program Director, a non-matriculated admission status can be offered to an applicant who does not meet all admissions criteria. A student who is admitted on this basis is required to take the two first-semester MSW courses and earn grades of 3.0 or better in each. These courses will include: 1) Human Behavior in the Social Environment; and 2) Power, Privilege, and Oppression. Students who meet this requirement will be fully admitted to the MSW program in the next semester. Students will be informed of any non-matriculated admission procedures if they are admitted on this basis.

A student who receives non matriculated admissions receives an admissions letter indicating that their full admissions is conditional on earning grades of B or better in the two required first semester courses. The MSW Program Director reviews final grades for the semester and issues a full letter of acceptance.

Graduate Matriculation

Matriculation refers to a student being accepted into a degree awarding program. Matriculated students can only be matriculated into one program at one institution at a time. Students who hold baccalaureate degrees from accredited institutions may take graduate courses without being accepted into a degree awarding program and are considered non-matriculated. A maximum of six credit hours can be taken as a non-matriculated student. A student who is not continuously enrolled (see Continuous Enrollment) will be deactivated and lose matriculated status. Loss of matriculated status means that the student will need to start repaying any student loans, they will no longer have access to electronic library resources, and will need to submit an Application for Readmission Form through the Office of the Registrar to be reactivated in order to regain matriculated status and be allowed to register for courses or be graduated. Students who return after losing matriculated status are readmitted under the terms of the catalog appropriate to the new matriculation term, not the catalog of the original matriculation term.

Non-Matriculated Course Work

A maximum of six credit hours can be taken as a non-matriculated student. Students may only take six credits of the following courses non-matriculated: SWK 501 and SWK 504.

Transfer Credit

As an institution of higher learning, Utica University strives to protect the integrity of its degree offerings. A maximum of six graduate credits graded B or higher from a regionally accredited institution may be applied to a Utica University graduate program at the time of matriculation. The credits must be judged to be equivalent to the courses being replaced by the program director and the school dean based on detailed information in syllabi supplied for evaluation. Both the program director and the school dean must give written approval for the acceptance of transfer credits via the Graduate Transfer Credit Form.

Taking Courses at Another Institution

Matriculated Utica University students must obtain prior written approval from the program director before taking courses at another institution for credit at Utica University via the Permission to Study at Another Institution Form. Approval is not granted if the same or an equivalent course is offered at Utica University. Students who undertake such a study must meet all graduate requirements for the program in which they are matriculated. In addition, for a course to be transferred, the student must have achieved a grade of B or better in the course. Students who already have transferred six hours of credit from another college or university may not transfer additional course work.

Repeating a Course

A student can only repeat two courses. Only courses in which the student earned a grade of B or below may be repeated, and a course may be repeated only once and with the written

permission of the program director. When a course is repeated, the lower grade remains on the transcript but is no longer calculated into the student's GPA (credit is only awarded once).

Repeating a course may affect financial aid eligibility. Students are encouraged to speak with their student financial services counselor prior to registering. Note that a student is required to repeat a course in which a grade of F is received, which falls under the Academic Warning, Probation, and Dismissal Policy.

Program Requirements

Criminal Background Check and Drug Testing

Some internships may require that students undergo a background check and fingerprinting before their practicum experience as a program requirement. A drug test may be required if the practicum agency requires this of the student prior to starting their practicum experience. This will be at the student's expense.

Health Insurance

Proof of health insurance is required for all students enrolled in practicum courses. Utica University will charge your account to ensure the requirement. If you have your own health insurance, this charge can be waived at <http://www.haylor.com/college/utica-college/>. Please note that the information you provide regarding your insurance will be verified. Students who have been found to not have health insurance will automatically be re-enrolled in Utica University's Health Plan and will be charged accordingly.

Malpractice Insurance

Students must have professional liability (malpractice) insurance. The University participates in a group malpractice insurance plan, and a course fee will be included upon registration in practicum experiences to cover this cost. For this reason, students may not participate in fieldwork without enrolling in the appropriate fieldwork course.

Predisposing Medical Conditions

Prior to any practicum experience, it is in the student's best interest that he or she informs the Field Education Director of any predisposing medical condition that may compromise his or her health and safety and/or client safety. Such conditions/treatments include but are not limited to pregnancy, medications which may alter alertness or judgment, etc. Confidentiality will be maintained, and all reasonable accommodations will be made to facilitate student progress.

Alcohol and Other Substance Policy

It is expected that all students adhere to the Utica University alcohol and other drug policies as stated in the Utica University Student Handbook. It is the policy of the Department of Social Work that students be free of chemical impairment during participation in any part of their

program including classroom and field work activities. A chemically impaired student is defined as a student who, while in the classroom or in a practicum setting, has significantly impaired judgment, performance, and/or behavior due to the influence of one or more of the following: alcohol, over-the-counter medication, prescribed medications, inhalants, or other drugs.

Students found to be under the influence of substances during academic or field experiences will be subject to the procedures outlined in the Code of Conduct Policy.

Graduate Grading Policy

Students must earn a grade of B or better in all of the graduate social work courses. Graduate

Grade Range Percentages

Letter Grade Percentage Range

A 94 - 100

A- 90 - 93.49

B+ 87 - 89.49

B 84 - 86.49

B- 80 - 83.49

C+ 77 - 79.49

C 74 - 76.49

F 0 - 73.49

Grade Changes

Once a grade has been reported, it may not be changed except to correct an error. All such cases must be reported by the course instructor and require the approval of the academic school dean. If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change.

Incomplete (I) Grade

A grade of I (Incomplete) is given only under extenuating circumstances. Students should not assume an I grade will be given just because they didn't complete the coursework in time. A student may request an I grade or an instructor can offer an I grade if exceptional circumstances warrant it, but the decision is ultimately at the discretion of the instructor. Such extenuating circumstances may include but are not limited to illness of the student or immediate family member, death of a family member or someone close, special work circumstances (e.g., military deployment, acceptance into a law enforcement academy, caught in civil unrest), or a learning disability documented with the Office of Learning Services and presented to the instructor at the beginning of the course.

To allow a grade of I, there needs to be an agreement between the student and the instructor. An Incomplete Contract Form needs to be completed with a set deadline for completion of course requirements. Banner defaults the deadline to be six weeks from the Latest Final Grades Due date for the given semester (actual dates listed online at

www.utica.edu/ogs/graduationdeadlines.cfm); note that the default deadline is based on the semester, not 8-week parts of term, so the default is the same for a D1 or a D2 course as well as a 16- week on-ground course in the same semester. The deadline entered in Banner means the new grade must be entered in Banner by that date, not that students must submit work by that date with time needed to grade the work.

The instructor, however, can change the default deadline based on the given circumstances. If the deadline is changed to a later date beyond the default deadline, please select the grade entry deadline for the part of term or semester in which you are allowing the extension, depending on what type of course it is (online versus on- ground). For example, a student taking a D1 course in the fall would receive an I grade default extension deadline in February. However, the circumstances allow you to consider extending the deadline to the end of summer. Check the Academic Calendar and Deadlines or contact the Registrar's Office to determine the grade entry deadline for that summer's D2 course. Using an existing grade entry deadline for the I grade extension deadline will allow any deficient grades to be reviewed in a timely manner by the Academic Standards Committee (or Graduate Academic Standing Subcommittee).

A grade of I will remain on the academic transcript. Any new grade earned by the student must be entered in Banner with the I grade included (e.g., IA, IB+). Failure on the part of the student to complete the requirements will result in a grade of IF, which is equivalent to a grade of F. Failure on the part of the instructor to enter an alternative grade OR extend the deadline by the entered I grade deadline will result in a grade of IF for the student, and the student will be referred to Academic Standards for the deficient grade.

All course grades must be submitted by the grade entry deadline for the part of term or semester in which the course is being taught. If an instructor is working with a student at the end of a course and allows the student extra time to submit final work that prohibits the instructor from submitting the student's grade by the grade entry deadline, an I grade MUST be given.

The instructor is responsible for keeping track of I grade deadlines and extending the deadline if needed and warranted. Should a student be approaching the I grade deadline and indicates the work may not be completed in time, the instructor should consider the possibility of extending the I grade deadline, even by a week or two, and negotiating that extension with the student and via an Incomplete Contract Form. Any new deadline extensions must be entered in Banner. If the instructor is not willing to take on the responsibilities associated with an I grade – including working with the student as needed– then the recommendation is not to give I grades.

Assessment of Academic and Professional Performance

Academic Warning, Probation, and Dismissal Policy

At the end of each term, Utica University reviews student academic records to determine student standing, and whether action is warranted – whether that be academic warning, academic probation, or dismissal. Students must maintain good academic standing and good progress toward the degree each semester.

Good standing includes but is not limited to maintaining a cumulative GPA of at least 3.0 and the student not earning an F or a WF in a term. If students fail to maintain good academic standing, students may be subject to an academic warning, probation, or dismissal. If a student receives an F or WF, the student will be placed on academic probation and must successfully retake the course, or an equivalent course as approved by the program chair, in the next semester. If the course is not offered in the next semester, the student may, with the approval of the program chair, remain as an active student and take courses appropriate to his/her course of study. However, the student must retake the failed course the next time it is offered.

Failure to successfully retake the course will result in dismissal from the program. The student is allowed to retake the course only once. Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal. If the course is not required for the program, specialization or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

Students will receive an academic warning or be placed on academic probation if their GPA falls below 3.0 in any given semester. If a student is placed on academic probation, the student will be notified by their academic advisor, at which point the student is expected to develop a proposal of how to take corrective action to prevent the situation from occurring again. Students who do not meet the corrective action plan may be required to take a leave of absence from the program for one year. The program director and the student will discuss the conditions of readmission to the program at the time of reentry. If the situation occurs again, the student will be dismissed from the program.

University Appeals Process

If a student is dismissed from the MSW program, or if the internship is postponed or denied, the student has the right to first appeal to the MSW Department. The appeal must be made in writing and should address why the student should not be held to the same standards as all other students in the program and extenuating circumstances that should be considered.

If the outcome of the appeal to the MSW Department is not satisfactory to the student, she/he may appeal to the Dean of Health Professions and Education.

If the outcome of the appeal to the Dean of Health Professions and Education is not satisfactory to the student, and the student has additional information for the committee to consider, she/he may appeal to the University Academic Standards Committee.

If the outcome of the appeal to the University Academic Standards Committee is not satisfactory to the student, and the student has additional information for the Provost to consider, she/he may appeal to the Office of Academic Affairs. The decision of the Provost is final.

Assessment of Professional Performance

The expectations for student professional performance (and associated evaluation strategies) are closely aligned with the guidance provided by the CSWE Social Work Competencies ([Council on Social Work Education | CSWE](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)), the University's Code of Student Conduct (https://www.utica.edu/student/conduct/Utica_College_Code_of_Student_Conduct.pdf); the University's Academic Honesty policy ([Academic Policies and Procedures - Utica College - Acalog ACMS™](#)); and, the profession's Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>). Students' professional performance is evaluated within the field placement setting, within course instruction platforms (in both synchronous and asynchronous methods), as needed when concerns arise, and through three instructor-facilitated student self-evaluations of professional performance (in field education courses). Each of these evaluation strategies create opportunities to provide feedback to guide our students' professional development, which is an overarching goal of the MSW program.

Utica University's policies explicitly communicate an expectation of student behavior in all areas online and in person educational environments and incorporate communication with peers, university personnel, and faculty. For example, Utica University's Code of Conduct establishes clear expectations of behavior, including policies to address infractions using a point system for assessing, monitoring and correcting violations of this code. All MSW program students are required to learn and attest to the academic policies, including the honesty policy, before each class as part of required asynchronous course content.

Communication about the expectations for professional behavior for MSW students (in particular) is delivered in a variety of online and synchronous venues. For example, during new MSW student orientation, the expectations regarding professional behavior are described and explained, and these are later reinforced by a review of "netiquette" during the first week of the online synchronous portion of the MSW classes. In addition, for all discussion posts within the asynchronous educational programming, the "Discussion Expectations" explain how to post communication professionally, which includes new posts, questions or concerns, and feedback to peers, and these discussion posts are reviewed (and many also graded) by the course instructors.

In addition, students are required to read and apply their understanding of various aspects of the Social Work Code of Ethics in several different courses at the generalist and specialized practice levels. The NASW Code of Ethics summarizes broad ethical principles that reflect the

profession's core values and establishes a set of specific ethical standards that guide social work practice, and it also socializes students to social work's mission, values, ethical principles, and ethical standards. In addition, it encourages MSWs (and our students) to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession, which are notions reinforced routinely by faculty.

Each of these policies and procedures are mechanisms that ensure our students understand the expectations of professional behavior, and each create a professional standard and/or behavioral expectation by which we evaluate and follow-up on student professional performance needs and concerning behavior.

Students are held to a standard of professional performance consistent with the NASW Code of Ethics. Professional performance is an important consideration that is evaluated by professors as part of every course grade, and it is specifically incorporated into the "class participation" grade. Professional performance evaluated by faculty, as part of course evaluation, includes observations of student behavior by faculty in the synchronous coursework, but it also encompasses student written communication via email correspondence, discussion posts, and written classroom assignments. Supportive and corrective feedback concerning professional behavior in these settings is ongoing and considered a formative component of the educational process that takes place over the entire course of each student's graduate program.

Student performance is also systematically assessed twice per field placement as a part of the midterm and final evaluations. This assessment of professional behavior is done in both behavior ratings that correspond to the core competencies and in the field supervisor's narrative evaluation of student performance. Individual student levels of performance vary, but each student is expected to have a minimally satisfactory level of performance with improved performance at each subsequent period of evaluation within their field placements.

In addition, the MSW program utilizes a student professional development tool entitled, "The Student Professional Development Instrument" (SPDI). Students self-assess their ongoing professional development with this tool. In addition, the SPDI is used in response to reported concerns about student professionalism. A "Student Concern Report" tracking system in combination with the use of the SPDI help faculty identify and track concerns related to the students' ongoing professionalism, evaluate the significance of concerning behavior, and provide timely assessment and feedback for tailored remediation if/as needed.

The SPDI includes seven categories of professional performance (listed below with one example of each). This strategy incorporates both as-needed reporting of professional behavior concerns as they arise anytime and anywhere during each student's course of education, as well as at three predetermined times over the course of the MSW program (with at the beginning and end of the first field placement and within a month of the end of the second field placement). These additional performance evaluations (using the SPDI) provide opportunities for students' self-evaluation and instructor-facilitated discussion of professional performance. This SPDI completion and review processes serve to augment the evaluations of professional

performance inherent within the field placement supervisors' evaluations and the evaluations made in every course as part of the "class participation" grade.

The following lists the domains of The Professional Development Instrument (PDI), with example behavior shown for each domain. Each behavior is rated as unacceptable, developing, achieved, or excels (or UK/NA for unknown or nonapplicable).

1. Cultural competence (e.g., Demonstrates respect and high regard for individual differences in terms of perspectives, preferences, and values associated with others' cultural backgrounds.)
2. Ethics and professional integrity (e.g., Demonstrates care, compassion and empathy towards individual clients and families in clinical practice settings.)
3. Interpersonal boundaries and self-care (e.g., Discusses personal strategies to maintain a healthy work-life balance.)
4. Teamwork and collaboration (e.g., Listens actively and attentively to understand what is being communicated by others.)
5. Safety, privacy and confidentiality (e.g., Adheres to stricter confidentiality practices with regard to HIV/AIDS, alcohol and other substance use disorders, and sickle cell anemia.)
6. Organization and prioritization (e.g., Identifies and establishes priorities to submit thorough and timely assignments.)
7. oral and written communication (e.g., Interprets and responds appropriately to the verbal, written and nonverbal communication of others.)

Every student is expected to maintain a minimum standard of performance and demonstrate evidence of sustained growth over their time in the program as monitored by the SPDI, and students' progress in this regard is closely monitored. To this end, the MSW faculty hold a weekly department meeting with a standing agenda item to discuss student academic and performance needs and issues, and this forum is used to monitor, track, and address all new and ongoing student professional performance concerns (including those in class, in field placement, and in other academic situations) during their course of graduate study. This strategy provides a gatekeeper function to ensure concerns about professionalism are identified, appropriately coded (in terms of severity), and recorded for ongoing tracking purposes, thus enabling the faculty to consider patterns of student performance issues over time and formulate appropriate remediation plans to address any performance concerns.

When underachieving and/or in response to a reported concern about unprofessional behavior, students meet with their advisors and/or instructor to review the concern and expectations and develop a remediation plan to facilitate learning and avoid further occurrences of the concerning behavior and/or achieve an acceptable level of improvement in the problematic area. This meeting also may include the MSW Program Director, Field Education Director, and/or the Health Professions and Education Dean, based on the nature of the concern.

Students are referred to Office of Student Conduct and Community Standards when they violate the Student Code of Conduct and/or when they consistently fail to meet the professional performance expectations in the classroom, at the field placement, or in other areas of the

program or university. Such a referral initiates a process of a formal hearing, the outcome of which can include educational sanctions up to and including removal from the university.

Evaluation of Student Performance at Field Placements

Student performance is assessed over two semesters of field work, or however many that translates into in the part-time program. We anticipate that student performance will improve with each period of evaluation, based on basic learning principles, but it should vary across students. Nevertheless, every student must achieve a minimum standard of performance for each semester and must demonstrate evidence of sustained growth across all semesters. Expectations for performance are set based on CSWE's nine core competencies. Students are required to arrange a meeting with their field instructor, and a written evaluation with their field instructor at the end of each semester. While the former is fairly informal, the latter utilizes a standard survey tool.

The midterm oral evaluation should occur between the sixth and ninth week of the term. The field instructor is expected to set aside a part of the regularly scheduled weekly conference during one of these weeks for this oral evaluation. The student should be notified in advance so she/he can prepare for the conference as well. It is a time for the student and field instructor to discuss how the student began, how she/he is progressing in the various areas of performance and learning, and what specific skills need to be developed in the remainder of the term. Extenuating circumstances that may have affected the student's learning should also be discussed (e.g., insufficient volume or suitability of assignments).

During the oral evaluation conference, both student and field instructor should share the initiative in evaluating performance. Assessments should be supported by practice illustrations and notes. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference.

The field instructor is responsible for writing and drafting the final evaluation. The student should be given some time to read, reflect, and assimilate the content. The field instructor and student should then meet together to review the evaluation. If the student raises objections or concerns and the field instructor agrees, then changes should be made in the evaluation.

There is a form that the field instructor must use at this time to complete the evaluation. They are to rate student performance on each competency on a scale from 0-10, with 0 reflecting the skill is not developed to 10, skill is mastered. The form also requires field instructors to offer examples of the student's work to support the ratings assigned.

The field instructor ends the evaluation recommending a grade for the student in their respective field work course, either pass or fail. It then becomes the Field Work Seminar Faculty's ultimate responsibility to determine and grant the grade.

Termination Based on Academic Performance

A letter of academic probation will be issued to any student who meets any of the following criteria:

GPA of less than a 3.0

1 grade of F

1 grade of WF

If a student receives an F or WF the student will be placed on academic probation and must successfully retake the course, or an equivalent course as approved by the program chair, in the next semester. If the course is not offered in the next semester, the student may, with the approval of the program director, remain as an active student and take courses appropriate to his/her course of study. However, the student must retake the failed course the next time it is offered. Failure to successfully retake the course will result in dismissal from the program. The student is allowed to retake the course only once. Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal. If the course is not required for the program, specialization or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who earns two grades of F and/or WF. This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Graduate and Professional Studies.

If following a successful appeal and reinstatement, a student earns a second dismissal, that dismissal cannot be appealed and is considered a permanent separation from the University.

Termination Based on Professional Performance

If a student does not pass a field work course, they are put on academic probation and must put into action a corrective action plan with their advisor that is acceptable to the program director. Students who do not meet the corrective action plan may be required to take a leave of absence from the program. The program director and the student will discuss the conditions of readmission to the program at the time of reentry. If the situation occurs again, the student will be dismissed from the program.

Academic and Professional Performance Grievances

Utica University has a standard policy that will apply to the MSW program, which is that any student who believes he or she has been treated unfairly has the right to be heard fairly and promptly, and these disputes may relate to evaluation of their academic achievement or professional performance.

The University recognizes that disputes about academic and performance matters do arise. In order to resolve these issues as efficiently as possible, the University recommends the parties involved first try to resolve the conflict informally whenever possible. Students should first

resolve disagreements regarding academic and performance concerns with the relevant faculty member or field placement representative. If this does not resolve the issue, students should attempt to resolve the matter with the program director, or, when the program director's position on the matter is in question or believed to be insufficient, the school dean.

If these strategies do not bring an agreeable resolution to the matter for academic matters, the student may submit a formal academic appeal to the Academic Standards Committee, providing evidence that they followed the informal process and could not come to an agreement.

Academic appeals are formal petitions to change a decision rendered about an academic matter. Grounds for appeal of an academic decision include that an action by a faculty member was unfair, arbitrary, or capricious, or that the University's academic policies were applied incorrectly. Students will not be penalized or retaliated against in any way by the University community for participating in this appeal procedure.

If at any time a student disagrees with the process or outcome of this remediation process regarding professional performance concerns, they may file a complaint to the Center for Student Success and external resources (documented elsewhere).

Students are asked to complete an Academic Appeals Form using the Academic Appeals portal online to proceed with their submission. The Academic Standards Committee meets bi-weekly during the fall and spring semesters. Their appeals will be reviewed in the committee meeting following your submission once all referrals and supporting documentation have been received.

If the student wishes to submit a formal complaint regarding performance or academic remediation procedures or results, they are asked to complete the "Student Complaint Form" and submit it to the Center for Student Success, which is to be submitted as soon as possible and no more than 60 days after the concerning incident. This form enables the student to describe the complaint, circumstances leading up to the complaint, the attempts made to resolve the issues, and what they would consider an acceptable resolution (and they can include attachments). The university will contact the student in follow up within 5 business days to review next steps. Students may also submit their complaint externally to the Commission on Higher Education of the Middle States Association of Universities and Schools. For online programs, such as ours, when there is a complaint resulting from distance education activities and operations that remain unresolved after the complaint is first proceeded through the Center for Student Success, the students may also submit a complaint directly to the National Council for State Authorization Reciprocity Agreement (NC-SARA) within two years of the incident via the SARA State Portal Entity.

Advising

All students are assigned to a professional advisor from the core faculty, whom they are expected to meet with twice annually. In addition, students will have access to career development professionals who can guide them through the interview process, discuss resume tips, and advise them about professional networking opportunities. Students will also work with success coaches who will help students navigate registration and coursework pathways. Some

students may be required to contact their advisors prior to registering for courses in order to obtain a PIN.

Application for Degree

All students are required to apply for the degree by the deadline of the semester in which they anticipate completing their degree requirements. Students are NOT to wait until they have completed their last course or internship, or they will not graduate in that semester. The application process is a quick, online form on the Registrar's website; the link is also on the Office of Graduate and Professional Studies website. The deadlines to apply for degree are as follows:

- to be a May graduate – March 15
- to be an August graduate – June 15
- to be an August graduate AND participate in Commencement – March 15
- to be a December graduate – October 15

Early Graduation Request Policy and Procedure

The Traditional MSW Program normally takes 8 semesters to complete; however, eligible students may request to shorten this time by taking one extra class in each term of the 7th semester. The following outlines the eligibility requirements and procedures to request to complete classes a semester early.

Student Eligibility Requirements:

At the end of their 6th semester:

1. A student must be in good standing with the Social Work program with a minimum GPA of 3.5;
2. A student must be on track to have completed all field placement hours prior to the beginning of the seventh semester; and
3. A student must have no outstanding course incompletes

Procedures:

1. During the first half of the D2 term of the 6th semester, the eligible student must send an email to their advisor requesting to complete the program classes a semester early. **(These requests will not be accepted until the start of the D2 term of the 6th semester; earlier requests will not be considered.)**
2. The advisor will review the student's transcript to verify the student meets the requirements and discuss any concerns with the student if/as needed.
3. If the student satisfies the requirements, the advisor will, via email, notify the MSW Program Director of the students' requests and eligibility before the midway point of that D2 term.
4. In the order these requests are received, the MSW Program Director will make a **determination based on the number of students the affected courses can still register**, approving additional student registrations up to course capacity.

5. The MSW Program Director will inform the student, the student's advisor, and the student's success coach of the final determination by email in the second half of the D2 semester.

Continuous Enrollment

Graduate students at Utica University must be:

- Matriculated and enrolled in a credit-bearing course, OR
- Matriculated and enrolled in 997/998 Continuous Student Enrollment, OR
- On an approved Leave of Absence.

Students who do not fall into one of the three above categories and have not been dismissed from the University will be deactivated and lose matriculated status. Students who have completed all of the course requirements for their graduate degree except for their culminating academic experience (e.g., portfolio) must maintain continuous enrollment until their project has been approved with all required edits completed. At the discretion of the program director, this can be accomplished by enrolling in a 997/998 continuous student enrollment course and paying the appropriate tuition/fee every semester until completion. The six-year time limit for completion of degree begins at the initial date of matriculation in a program and includes all time accumulated through enrollment in a 997/998 course. Failure to enroll in a 997/998 course will result in loss of matriculated status. A Leave of Absence Form must be submitted to request a formal leave of absence.

Leave of Absence

Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete the appropriate Leave of Absence form and provide appropriate documentation where requested. Non-Medical leave of absence will be granted for one semester at a time only. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree (see Academic Progress). For details regarding Medical Leaves of Absence, please refer to the Registrar's Office website.

A leave of absence may NOT be used in place of enrolling in a 997/998 Continuous Student Enrollment course (see Continuous Enrollment).

Inactive Students

Students who are inactive (not enrolled) for at least two years but have not indicated their intent to withdraw from Utica University will be administratively withdrawn from their academic program. The University will no longer communicate with these students regarding registration or degree completion. A student who has been withdrawn but wants to return to complete their degree and is capable of completing the degree within the six- year limit of degree completion can submit an Application for Readmission Form. Students wishing to return who are unable to complete their degree within the six-year limit should see Readmission Applications Past the Six-Year Limit for more information.

Readmission

A matriculated student not in attendance for one or more full semesters loses matriculated status and will become inactive. In order to return to the University and regain matriculation status, students must apply for readmission. Students who return after losing matriculated status are readmitted under the terms of the catalog appropriate to the new matriculation term, not the catalog of the original matriculation term. The form to apply for readmission is available on the University's website www.utica.edu/readmission and must be completed and returned to the Office of the Registrar prior to the start of the semester. Note that late submission of this form may impede the registration process.

Attendance Policy

Attendance is expected at every live session. Absences affect not only you, but your classmates as well. Professors will have different expectations about requirements for missing live sessions and coursework. Contact your professor for each class for specific instruction on work alternatives, if any, for missing class. Nevertheless, you must contact your course instructor via Utica University e-mail as soon as possible or preferably within 24 hours of missing the scheduled class.

Fieldwork Experiences

Planning for Field Work

For the full Field Education Manual, please see [Appendix A](#).

Students in the MSW Program at Utica University need to plan for a successful educational process and graduation by becoming fully familiarized with the MSW curriculum and course sequencing. The field work courses require students to perform tasks at an approved field agency with regular weekly supervision from an MSW who is approved by the Utica University MSW program. These tasks will be designed to assure student learning that will promote mastery of 9 competencies specified by CSWE. Students need to be aware when seeking admission to the MSW program that they will need to have the requisite attributes to promote successful outcomes in the field. These include sufficient time to fulfill all required field hours, willingness to undergo all required background checks and/or fingerprinting as specified, and ability to physically, emotionally and socially fulfill all required tasks assigned in the field education setting. Any concerns a student may have about what they require to be successful in the field should be discussed with the Director of Field Education or Program Director to determine an individualized plan to best address any concerns identified.

Integration Between Classroom and Field

Throughout the generalist level, students will be taking field work seminars in which they will be synthesizing content from academic courses and learning to navigate their experiences in direct

and macro level practice concurrently in the field agency. Through the specialization course sequence, beginning in the fifth semester, they will be offered the opportunity to reflect on what works and what doesn't work (see Appendix 14).

To integrate theory and practice, we use a model in which supervisors usher students through the journey of learning to make conscious and concrete their implicit values and beliefs that they developed in their educational pathways and experience. This is achieved through seminars in field instruction provided by Utica University. All approved agencies and identified supervisors must undergo an initial training referred to as Seminar Training in Field Instruction (SIFI). Additional on-going and optional training will be offered throughout the year for agencies and identified supervisors.

While participating in field education (field internship and field education course), the student social worker reflects on this through insight and self-awareness, understanding one's own cognitive and affective reactions, comparing and contrasting the experiences of the moment to those of the past that might be relevant. This is where practice knowledge comes from the generalized realm and becomes directly applicable to the professional situation in which the student and client find themselves. The final step is when the social worker is motivated to action and has a professional response. The social worker designs a course of action that may be appropriate for immediate action or target a longer-term intervention plan that will ultimately suit the client's needs and concerns.

To achieve this, the Utica University Social Work Program works on a delayed model wherein students begin their academic coursework one semester before being placed in a field placement. Once they are placed in internships, students will weekly receive 1.5 hours of individual or group supervision from the on-site supervisor and field instructor, as well as additional feedback and guidance from Utica University field personnel, including the field director, field coordinator, and field seminar instructor. Students will have an alternating schedule for field supervision weekly. Week one students will receive individual supervision from the field supervisor. The following week, the student will participate in group supervision with the field seminar instructor.

Four field seminar courses must be completed concurrently during students' internships (two during the first year/generalist internship, two during the second year/specialist internship). Beginning in the first semester in the field, students begin to conceptualize the ways in which traditional clinical social work models of practice are consistent with or divergent from recovery models of practice. Field seminars have both synchronous (1.5-hour live sessions) and asynchronous content (discussion boards, content to review online, specific activities to engage in between live sessions, reflective journaling, etc.).

Field Education Requirements

All field education experiences must be completed through placements at a Program-approved field site. Each facility has its own requirements that must be met before a student can be accepted for a field placement. Students are responsible for meeting the assigned facility's

requirements. The Program is not responsible for securing placements for students who are unable to meet a facility's placement requirements. The financial cost to meet the agency's many requirements is the responsibility of the student; these costs are mostly not included in tuition and fees and are generally not covered by financial aid. Requirements may include, but are not limited to:

- Cover Letter & Resume
- Criminal background checks
- Fingerprinting
- Proof of Immunizations
- Tuberculosis Screening
- Seasonal Influenza Vaccine
- Covid-19 Vaccine
- Physical Health Examination
- Proof of Valid Driver's License
- Proof of Automobile Insurance

Students must sign the Background Check and other Field Requirements Disclosure form prior to field placement approval (see Appendix 1).

Along with the weekly field supervision and participation in the corresponding field seminar course mentioned in the above section, students are required to develop a Field Learning Agreement that articulates the tasks and responsibilities in which they will engage throughout the generalist year internship and specialization, including Advanced Standing, internships (see Appendix 2).

The Field Learning Agreement

The Field Learning Agreement will be due within the first few weeks of the internship start date. Tasks should include microwork (working with individuals), mezzo work (working with families or small groups), and macro work (grant writing, policy development, community needs). A field site orientation must also commence within the four weeks of the internship start date. A required activities checklist will be provided to the student that will detail the minimum field site orientation topics (see Appendix 3). In addition, as outlined in the activities checklist, the student shall provide the Supervisor with the following items:

- A copy of the field seminar course syllabus.
- A copy of the field learning agreement form.

Liability Insurance

Utica University provides liability insurance on all students that covers MSW field education sanctioned activities at agency placement sites.

Students must be enrolled in the field education course before beginning their work as an official intern partly due to student unintentional negligence that may cause harm, impairment, or injury

to a client at a field site. Students are only covered by Utica University's liability insurance if they are an actively enrolled student for the given semester.

Utica University provides for its students' liability coverage that meets the minimum expected standards set forth by the profession. Copies of the certificate of liability can be given upon request. In some situations, students may be required to carry additional professional liability insurance by their field practicum site. This request would mean that the students would be covered through inclusion in the School's blanket Professional Liability policy and their personal student liability policy as well.

Situations that can lead to civil or criminal action against a student include:

1. Misrepresenting qualifications, such as failing to inform the client of student status.
2. Providing treatment without obtaining proper consent.
3. Keeping inaccurate or inadequate records.
4. Administering inappropriate or radical treatment.
5. Failing to consult with or refer to specialists.
6. Failing to seek proper supervision.
7. Failing to take action to prevent a client's suicide.
8. Failing to warn third parties of potential harm.

Responsibilities of the MSW Student

Students at Utica University pursuing their MSW degree receive an intensive class and field-based learning experience. To this end, students are strongly encouraged to take time to engage in reflective practice skills to participate fully in assessing with Field Education staff and faculty, their own readiness to enter, participate fully in and successfully complete all requirements of the field education program. This self-reflection includes the examination of areas including physical, emotional, and social readiness for promoting best student learning outcomes.

The role of the field education student includes the following:

- Making sufficient time to assure completion of all weekly and semester totals of requisite field education hours.
- Discussing and having regular check-ins with Utica University Social Work Program faculty and staff regarding any personal or professional concerns about their experiences in field education.
- Agreeing to provide timely completion of all required paperwork to apply for admission to and continuation in the Utica University Social Work Program field education placement process. The types of documentation that may become part of student responsibilities may include such items as timesheets, learning contracts, process recordings and/or field journal entries, field portfolio, etc.
- Completing requisite background checks and fingerprinting, medical exams and forms of pre-service and in-service orientation programs provided by Utica University Social Work Program and/or the Field Agency within a timeframe specified by the Utica

University MSW program. Students understand that some costs for these pre-requisite background and medical checks may be their own personal financial responsibility.

- Abiding by the NASW Code of Ethics.
- Adhering to all Field Agency and Utica University Social Work Program policies and procedures. Further the student agrees to abide by all local, as well as State and federal laws and regulations.
- Working closely with their Field Seminar Instructor, the Supervisor and other Utica University Social Work faculty and staff to assure timely entry into and completion of each field education course they are enrolled in.
- Ensuring that all field related concerns come to the attention of all appropriate parties including their Supervisor, Field Work Seminar Faculty, Director of Field Education and/or MSW Program Director. All Utica University Field Education faculty and the Supervisor will work with the student to effectively resolve any identified concerns in the field.
- Assuring their own insurance coverage for health and automobile use.

The Placement Process

During the semester before the student enters a field placement, they will participate in the following process. Due dates for each step in the process will be communicated by the Director of Field Education or Field Coordinator.

1. Students create an online field education profile using Exxat software. This profile communicates each student's preferences for client population and geographic location of the field placement. Students must identify 5 potential placement sites. Students are required to upload a general cover letter and resume to be available for viewing in their Exxat profile.
2. Student is required to request a field placement conference with either the Director of Field Education or Field Coordinator. During this conference, a review of the student's profile will commence along with discussion on the identified 5 potential placement sites. The Director of Field Education and Field Coordinator will communicate with students about recommended placement sites and review the placement process and timeline. This communication may happen in person, through a virtual platform, or by phone. Students can request additional individual meetings with the Director of Field Education and Field Coordinator after the completion of the initial mandatory field placement conference.
3. Students should reach out to agencies (via email, USPS mail, or phone contact) in order to express interest and inquire about potential internships. Students should also interview for field placement opportunities when this option is offered. Field placements can be competitive, and students should present themselves as they would for professional employment.
4. Students are offered field placement opportunities. When a student and an agency agree that a good fit has been found, the Director of Field Education will approve the placement and provide an External Clinical Agreement (Field Contract) for the Field Agency Director/ Supervisor to sign and request a copy of the agency's certificate of

professional liability coverage (if a contract has not already been obtained). If a student is not offered their first-choice placement, students should continue to apply for potential opportunities. The Director of Field Education and Field Coordinator may assist students in setting up interviews with additional agencies, if needed.

5. Students complete all required paperwork. Before field placements begin, a signed External Clinical Agreement and certificate of professional liability coverage must be returned by the agency. The Director of Field Education and Field Coordinator will inform students when the contract has been received. Students will then complete all required paperwork and any additional requirements of the field agency. These can include, but are not limited to, TB tests, drug screens, and provision of immunization records and are the student's responsibility to complete and pay for as required.

Criteria for Admission into Field Education

The Director of Field Education is responsible for granting admission into the field education courses. Students entering without Advanced Standing status prior to requesting admission to field education courses will be evaluated by the Director of Field Education and the social work program director based on the student's performance in courses at Utica University.

If any concerns are identified, the student will be asked to meet with the Director of Field Education to review these concerns and determine the best course of action for the student. Students, including those students admitted to the Advanced Standing Program, are reviewed based on their ability to demonstrate readiness for work in agencies with clients.

Specific criteria for field education course readiness include:

- Demonstration of professional and appropriate dress and behaviors.
- Self-Awareness including being able to accurately assess your own strengths and limitations and display a willingness to examine and change; being aware of behaviors that interfere with your work in field placement, in the classroom, on campus, and in the larger community; being able to actively examine your own biases; being able to seek supervision and use constructive feedback to inform practice; demonstrating the ability to take responsibility for your own actions and consider the impact of these actions on others; demonstrating a willingness to examine and assess the relationship between your own personal values and their alignment with expected professional ethics and to be able to reconcile conflicts between your personal values and those of the profession, as required by the NASW Code of Ethics.
- Emotion and stress regulation skills and demonstration of self-care physically and psychologically in order to provide effective services to clients and the agency.
- Demonstration of communication skills which include the ability to express ideas, thoughts, and feelings clearly in the classroom and in field placement; to produce written work that communicates clearly and at a level that reflects the academic standards of the MSW program; demonstrating a willingness and ability to actively listen to others with objectivity and openness; showing the ability to communicate responsibly and respectfully, with speech that is free of bias, discriminatory language, or stereotyping in all interactions with colleagues, faculty, supervisory staff, and clients; and demonstrating the capacity to advocate for yourself in an ethical, direct, respectful, and responsible

manner using either Utica University and/or agency specific channels for grievance and conflict management.

- Demonstrated capacity for openness and willingness to learn; flexibility and adaptability that includes a demonstrated openness to learning new ideas and perspectives as required by the demands of professional practice; showing the capacity to be flexible and adaptable in new situations and as circumstances change; ability to assume the stance of a learner with humility; demonstrated capacity to avoid solely relying on current or past professional experiences to inform your judgment or decision-making in the field and in the classroom; and a demonstrated willingness to effectively communicate your learning needs and request clarification to understand requirements.
- Ability to utilize feedback from others to develop changes that address any concerns raised in such feedback.
- Possession of critical thinking skills suitable for development of creative approaches to client engagement and movement towards achievement of stated client goals.
- Patience
- A demonstrated respect for diversity and social justice evidenced by exhibiting a willingness to relate and work nonjudgmentally across differences with others and by demonstrating knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression.

Students who are admitted to the Advanced Standing Program must submit a copy of their undergraduate transcript(s) and may be asked to submit previous field education evaluations to our program. These grades and field performance evaluations will be reviewed along with academic and professional references and if any concerns regarding readiness for MSW field education courses are identified, the student will be contacted by the Director of Field Education to determine if the concerns can be addressed.

Further information may include letters and/or direct verbal contact from faculty teaching major BSW courses with grades of concern and/or letters and/or direct verbal contact with Field Seminar Instructor or other appropriate agency staff and/or BSW program faculty and staff who observed and/or were aware of the student's performance in the field. Any student denied admission to field education courses may appeal that decision to the MSW Program Director at Utica University.

Safety and Risk Management

Student safety and risk management are essential components of the field education program at the Utica University Social Work program. The Director of Field Education works to assure that all approved agencies and Supervisors understand and take proactive measures to best assure the safety of students, as well as other parties that are affiliated with their agency. This includes orientation for students upon field entry to all forms of safety including fire safety, universal precautions, de-escalation of agitated clients, home visit protocols, etc.

Regarding risk management, agencies are aware that students become subject to types of risks common to employees once working with and/or providing permanent documentation in agency records regarding their work with clients. Training for students at field agencies will include Supervisors reviewing their daily work with clients and their documentation.

Field instruction provided by the Supervisor should include knowledge about the types of language used in documentation to protect all parties and including wording used in clinical documentation, to promote proper risk management.

Utica University has adopted the following policy and procedures regarding the safety of students in field education placements. This policy has been created to recognize that violence in the lives of clients can create potential dangers to professional social workers and students engaged in the study of the profession. Students are required to acknowledge the risks associated with field placement prior to seeking placement (see Appendix 11). While social workers and interns may be more aware of these issues in urban areas, we believe issues of safety are relevant in all communities and settings. We urge our MSW students in field education placements to become familiar with this policy regardless of the location of your internship placement.

I. Policy

- a. The Utica University Social Work Program is responsible for providing all students and Field Supervisors with general information about safety in field placement.
- b. The Social Work program expects each agency to be responsible for orienting student interns to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of personal belongings of the student in the field education placement while at the agency should be also covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed.
- c. MSW students should not be required to engage or to remain in assignments or at placements in which they feel physically at risk. The MSW program urges all agencies to make the same accommodation to ensure students' safety as they do for their own agency staff and in some situations the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the Field Seminar Instructor should be contacted by the Supervisor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

II. Procedures

- a. If an incident occurs in which a student is personally threatened or hurt, it is the student's responsibility to notify the Field Seminar Instructor immediately. The Supervisor, agency contact person, or agency director should then contact the Director of Field Education immediately to discuss what actions the agency and Utica University should take to ensure the student's physical and emotional well-being in the wake of the incident and on a going-forward basis.
- b. The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor to assess the student's readiness to return to the field, and any other issues relevant to the situation. The Director of Field Education may alert the MSW Program Director about incidents and concerns on an as-needed basis.

III. Safety Guidelines for Students in the Field

a. Agency Protocol

It is important for students to know the Agency's safety and security protocol for office and home visits with clients prior to the start of the placement. If the agency does not have safety and security policies and/or procedures the Field Seminar Instructor and student should review and discuss any issues related to safety and security in the setting. MSW students are urged to bring their questions and concerns to the Field Supervisor. Regular communication, particularly about safety concerns, is strongly encouraged.

The following are guidelines and suggestions that may be helpful to students, Supervisors, and Field Seminar Instructors as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

b. Security of Belongings

All students in the field are expected to have a secure place to keep coats, handbags, cell phones, laptops, and other belongings while at placement. It is preferable that the space be one that can be locked and could be in a desk drawer or filing cabinet. Students should not leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle. Neither the agency nor Utica University are responsible for lost, stolen or damaged personal items.

c. Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the student social worker, and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we urge all MSW students to consult with your agency Supervisors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

d. Safety Guidelines for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important for the student to discuss the situation promptly and fully with the supervisor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or see the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. A client's mental status should be assessed. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time and the location of the appointment. Students should keep supervisors informed about their schedules at the agencies at all times.

e. Safety Guidelines for Travel by Car

When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows. The student should tell someone where he or she is going and the expected amount of time she/he will be away from the office. The agency should have your cell phone number or other information on how to contact you in the event of an emergency.

f. Safety Guidelines for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area.

g. Safety Guidelines for Home Visits

It is important to familiarize yourself with the clients' file prior to the home visit. If there is a question of safety, plan accordingly with Supervisors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the interview, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to reschedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous client alone without someone else in the agency knowing about it. In general, a cell phone is very useful for students doing home visits.

h. Health Safety

Students should be alerted to the existence of biohazards. They should receive training and information about how to protect themselves from infectious diseases.

IV. Post Incident Protocol

If an incident occurs in which a student is personally threatened or hurt, the Supervisor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and Utica University should take to ensure the student's physical and emotional well-being.

The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor. Together, they will assess the student's readiness to return to the field and any other issues relevant to the situation.

Utica University Social Work Program thanks Simmons University School of Social Work for sharing their safety policy which was used in developing the MSW safety policy.

Policy and Procedure: Transporting of students

Policy

Due to legal and financial implications for university, program and faculty, students will not be transported by faculty in their personal vehicles.

Procedure

If the faculty member has qualified, the faculty member may drive the university van if necessary.

Field Education Plan

Generalist Internship Plan

The chart to follow illustrates the field education plan students are expected to perform to reach 400 internship hours by the end of their generalist sequence of courses.

Within one year over two-three semesters, the student will perform internship hours with their agency and participate in the first two field seminar courses, SWK 521 and SWK 522. Students must perform internship hours as well as undergo supervision of at least 1.5 hours of supervision weekly. Supervision hours will count towards the overall internship hours. Students must engage in 1.5 hours of supervision with their supervisor bi-weekly and participate in 1.5 hours of group supervision during the field seminar course bi-weekly. Students will alternate supervision between the field supervisor and field seminar course each week. For instance, the first week, students will participate in group supervision for 1.5 hours during the field seminar course; the next week, students will participate in 1.5 hours of supervision with the field supervisor. Over two-three semesters, students must complete a total of 400 internship hours. This option allows for, on average, the performance of 12.5 internship hours weekly including the 1.5 hours of supervision weekly.

Generalist Sequence Field Education Plan for 400 Internship Hours
SWK 521: Field Seminar, AND 176 Hours in the Field, AND 24 Hours of Supervision= 200 Hours
SWK 522: Field Seminar, AND 176 Hours in the Field, AND 24 Hours of Supervision= 200 Hours
The student can choose to take a third semester to complete their hours.

Specialized Internship Plan

The sample chart to follow illustrates the field education plan students are expected to perform to reach 500 internship hours by the end of their specialized sequence of courses.

Within two-four semesters, the student will perform internship hours with their agency and participate in the last two field seminar courses, SWK 621 and SWK 622. Students must perform internship hours as well as undergo supervision of at least 1.5 hours of supervision weekly. Supervision hours will count towards the overall internship hours. Students must engage in 1.5 hours of supervision with their supervisor bi-weekly and participate in 1.5 hours of group supervision during the field seminar course bi-weekly. Students will alternate supervision between the field supervisor and field seminar course each week. For instance, the first week, students will participate in group supervision for 1.5 hours during the field seminar course; the next week, students will participate in 1.5 hours of supervision with the field supervisor. Over two semesters (16 weeks), students must complete a total of 500 internship hours. This option allows for, on average, the performance of 14 internship hours weekly including the 1.5 hours of supervision weekly.

Specialized Sequence Field Education Plan for 500 Internship Hours
SWK 621: Field Seminar, AND 226 Hours in the Field, AND 24 Hours of Supervision= 250 Hours
SWK 622: Field Seminar, AND 226 Hours in the Field, AND 24 Hours of Supervision= 250 Hours
The student can choose to take a third or fourth semester to complete their hours.

Special Needs

Please contact Learning Services in the Academic Support Services Center (315-792-3032), in order to determine eligibility for services and to receive an accommodation letter. Any accommodation must be submitted in written documentation at least four days in advance or it will not be considered for the exam. We will work with you to help you in your efforts to master the course content in an effective and appropriate way.

Department Policies

Communication Policy

Students are responsible for checking the online course shell and Utica University e-mail for communication from their instructors. The official mode of communication at Utica University is the Utica University e-mail. All participation and communication are to be respectful and professional.

Student Communication Policy- Academic Concerns

When students have concerns about their learning experience, the following is the best path to a resolution. *

1. The student(s) shares the concern with the class, clinical or lab faculty member directly involved with the concern.
2. If unresolved, the student(s) may request an appointment and send a written description of their concern to the Program Director

*Seeking a resolution without going directly to the faculty member will risk a longer and more complicated response. However, the student(s) may wish to discuss the concern with their success coach and/or advisor to seek support and direction regarding the best way to articulate the concern, identify their need and identify suggestions for collaborative problem solving. Remember that sometimes these e-mails are forwarded or shared with others in an effort to resolve your issue.

E-Mail

All students, staff, and faculty are issued an official Utica University e-mail account and are required to use it for official communication with Utica University students, staff, and faculty. Your UC e-mail account is the primary official channel through which the University will communicate with you; therefore, you must check your account regularly. Information on using your Utica University e-mail account can be found at www.utica.edu/helpsheets.

Intellectual Honesty

Utica University expects its faculty and students to observe traditional canons of scholarly discourse, academic behavior, and due process. The faculty at Utica University expect intellectual honesty from students. Intellectual honesty is necessary for the free exchange of

ideas. Plagiarism, a serious form of intellectual dishonesty, is defined as the use of ideas and phrases in the writings of others as one's own without crediting the source.

Cheating refers to both giving and receiving unauthorized assistance in taking examinations. Students who assist other students in acts of plagiarism and/or cheating, or who otherwise contribute to acts of intellectual dishonesty, are subject to the appropriate penalties.

Academic dishonesty includes both cheating and plagiarism. Plagiarism is the intentional or unintentional use of other people's ideas, words, and/or factual information without crediting the source. Cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations or in the creation of assigned and/or graded class work.

Artificial Intelligence (AI) software (e.g., Chat GPT) should not be used for generating all or part of written assignments in this class. Please be aware that although AI appears to make writing easy, the work it produces is not always reliable and accurate. In addition, using AI is fairly easy to detect. More importantly, if you choose to let AI write a paper for you, you will lose the ability to learn, grow, and develop important skills that are part of the ultimate goal for attending this university. If you use AI, you are committing plagiarism (i.e., using ideas and words that are not your own) and are not fulfilling the requirements associated with writing your own paper. Plagiarism is a form of cheating and will be penalized accordingly.

Utica University faculty are authorized to assign academic penalties for intellectual dishonesty, including the grade of "F for cheating." Students who receive an "F for cheating" forfeit their rights to withdraw from the course without penalty. Students who wish to appeal a penalty should consult with Academic Support Services. Appeals are heard by the Academic Standards Committee, which may recommend a more or less severe penalty.

You are expected to read and abide by the University policies, which outlines the student's responsibilities and consequences for violations of the Utica University Code of Student Conduct. A student's name or other unique identifier on any course exercise (theme, report, notebook, performance, computer program, course paper, laboratory or practicum or co-op report, examination, website or quiz) is taken as assurance that the exercise is the product of the student's own thoughts and study, and that it is expressed in the student's own words and produced without assistance, except as indicated by quotation marks, references and footnotes acknowledging use of printed sources or other outside help. Any examination must be solely the student's own work, unless otherwise directed by the faculty member. Communication is not allowed between or among students while an examination or quiz is being taken, nor are students permitted to consult books, papers, study aids, or notes without the faculty member's explicit permission. Misunderstanding of the code is not an acceptable excuse for academic misconduct. If a student is uncertain whether a practice is permitted in a particular course, the student should consult the faculty member instructing the course in order to avoid the accusation of academic misconduct".

Prohibited behavior is outlined by Utica University as:

1. Academic dishonesty which includes, but is not limited to plagiarism, cheating, misuse of academic resources or facilities, misuse of software, data, equipment, or networks, or any act that hinders the academic process.
2. Academic and professional misconduct which includes but is not limited to: misuse of academic resources or facilities, behavior in and outside of the classroom, misuse of software, data, equipment, or networks, or any act that hinders the academic process.

Instances of academic dishonesty may be referred to the Academic Standards Committee by the Office of Student Affairs, and instances of academic misconduct may be referred by the Academic Standards Committee to the Office of Student Affairs for possible action through the student conduct process. Behavior by a student may result in both academic action and action through the student conduct process. As these processes are separate, the decision rendered in one place will not determine the decision rendered in the other. Please refer to the University catalog for a complete description of the definition and procedures followed for cases involving academic dishonesty. You are expected to maintain a high level of integrity, consequences for inappropriate academic behavior could range from a '0' on the particular assignment to failure in the course.

Plagiarism Warning

Plagiarism will not be tolerated. This notice is considered your first warning. If you are unclear about what constitutes plagiarism it is your responsibility to seek appropriate guidance. Utica University faculty are authorized to assign academic penalties for intellectual dishonesty, including the grade of "F for cheating." Students who receive an "F for cheating" forfeit their right to withdraw from the course without penalty. Students who wish to appeal a penalty should consult with Academic Support Services. Appeals are heard by the Academic Standards Committee, which may recommend a more or less severe penalty.

Plagiarism Procedure

Any student who plagiarizes or cheats in any way (e.g., tests, papers, presentations) is subject to penalty and sanctions by the instructor, the Office of Student Conduct, and/or the Academic Standards Committee. When academic dishonesty (cheating or plagiarism) is detected by a faculty member, the faculty member determines the appropriate sanction. Sanctions that can be imposed by the faculty member include work assignments (such as repeating a paper) or penalty grades, up to and including the grade of "F for Cheating." Sanctions other than work or grade penalties must be recommendations on the part of the department to the Dean of the relevant academic division.

Students must adhere to Utica University's academic honesty policy as outlined here:

[Academic Honesty | Utica University](#). Regardless of the sanction imposed, the faculty member must inform the student of intellectual dishonesty in writing and copy the Office of Academic Affairs using the form letter to be found on the Academic Honesty website at [ASC Policies and Procedures Manual 2017 Current Bylaws.pdf \(utica.edu\)](#). Academic Affairs checks to see if this is a repeat offense. A repeat offense may occur on different assignments in the same class or in different classes. If it is a repeat offense, Academic Affairs informs the student in writing that the

materials are being forwarded to Academic Standards Committee for review. Academic Affairs collects relevant material from the faculty member, including syllabi and assignment sheets. Academic Affairs receives any materials submitted by the student. Academic Standards Committee convenes a meeting to review the case. The Associate Provost brings the collected material to the meeting.

Following the meeting the Chair of the Academic Standards Committee informs the students (in writing) of the committee's decision. Student appeals are directed to the Office of Academic Affairs, and any appeal of the decision is heard by the Provost. Appeals must be filed by the student within 14 days of the date of the letter from Academic Standards.

Policy on Submission of Assignments

Students are required to complete one or more assignments for each course, and a student's written work is used to assess their ability to integrate learned materials and apply them in practice. The written or otherwise presented content including documentation must be of a high caliber, according to graduate standards. Assignments are to be submitted according to the instructions and by the due date indicated. Late assignments may be refused or have significant point deductions. Unacceptable assignments may be returned for correction and resubmission, or they may earn a zero (0) grade, at faculty discretion. Students are encouraged to keep a copy of each electronic assignment submitted during the semester. Students are expected to notify the course instructor of any extenuating circumstances (such as illness, injury, or emergencies), which may affect their ability to be timely with assignment submissions. Students who are unable to maintain successful engagement in their field placement while enrolled in the field education seminar, for any reason, will not be permitted to continue in the field education course, which could result in failing the field education seminar. Alternatively, based on timing, students may be permitted to withdraw from the course.

Written Assignments

Students in Utica University's graduate MSW program must demonstrate the ability to produce high caliber written assignments. It is important that each student is familiar and understands the Utica University Academic Integrity Policy. It is important that graduate students submit their best work for assignments. It is up to the course instructor to determine whether or not to accept late assignments or allow assignments to be re-written to improve the student's grade. The written assignments associated with all the MSW program's courses must follow the latest APA guidelines.

Extensions

Extensions may be granted at the discretion of the faculty member. It is the right of the faculty member to refuse an extension. Extensions **MUST** be requested before the due date of the assignment in writing via the Utica University E-mail. No extension will be granted without a proposed date the assignment will be submitted included in the written request.

Questions About Grading

If you have questions about a grade on any assignment, discussion, or exam, you must contact the instructor of record of the course with your questions within one week of the grade being posted.

Class Participation

Class participation is an important aspect of the students' learning experience, as well as an great opportunity for students to practice professional behavior. Class participation includes timely completion of asynchronous assignments, attendance at live sessions, punctuality, preparedness for class, contributions to in-class discussions, professional behavior in live sessions, and eagerness to learn and share. The experiential learning activities that take place during synchronous class are considered a vital part of the MSW program, and students are to make every effort to attend all courses and keep their cameras on during class. When missing a scheduled synchronous class is unavoidable, students must notify the instructor, and complete an Alternative Assignment as determined by the course instructor, which may include viewing the recorded synchronous class session.

Support

Technology

It is the student's responsibility to make sure that they have the proper technology (i.e., computer, webcam, etc.) as well as reliable access to the internet prior to synchronous sessions and exams in order to complete course work. If a student anticipates a technology issue prior to any of these situations, their instructor and Instructional and Information Technology Services should be notified proactively. Exam retakes are not allowed. Students should contact Information Technology Services immediately if there is a technology issue during an exam. All of these situations will be reviewed by the Course Instructor and Program Director.

Student Success Websites

Utica University Computer Help Desk is available for computer-related problems including password issues. They can be reached by phone at (315) 792-3115. The help desk is available from 0830- 1700 Monday- Friday. You may also contact them via email at helpdesk@utica.edu.

Engage Support

Engage Learning Management System support is available 24/7 through Engage support hotline or Chat with Engage Support located under the help link at the bottom of the Engage shell webpage of each course.

Course Delivery Support

Course Delivery Support is available under the help corner. To contact support, click 'Get Assistance with Your Course' link. This message will be sent to the course delivery support person. Use this support regarding questions on course delivery, i.e., you cannot access the quiz or you found a broken link.

Library Resources

Janis Winn, MLS, is the best resource at Utica University on all matters related to library resources, literature reviews, and database searching. She is the designated social science librarian and will be able to assist you with any of your academic needs. She can be reached at jcwinn@utica.edu. You may also visit the library online at <http://www.utica.edu/academic/library/resources/resources.cfm>

Tutoring Services

Graduate/Upper-level Writing Support

We have a Writing Consultant GA who will prioritize working with graduate level writing but will have some limited availability for upper-level undergraduate writing as well. This tutor will work online over zoom or in the Library Learning Commons. For more information on how to make an appointment with the graduate writing tutor, see our website, Utica.edu/tutoring

Online Tutoring/ Tutoring After Hours

For tutoring online, please use ThinkingStorm, which provides 24/7 live video tutoring in many subject areas as well as asynchronous tutoring services such as feedback on papers from a writing tutor. This resource is the primary resource for online students. Please use your Utica Student username at <http://www.utica.edu/thinkingstorm>

Student Conduct in Academic and Professional Domains

Student Code of Personal Conduct

The Utica University Department of Social Work upholds the Utica University Student Code of Student Conduct. Students are referred to this document: <http://www.utica.edu/student-conduct>. It is expected that students will be respectful and professional in all areas of participation and communication. Professional behavior is required with respect to following domains: cultural competence; ethics and professional integrity, interpersonal boundaries and self-care; teamwork and collaboration; safety, privacy, and confidentiality; organization and prioritization; and oral and written communication. Detailed behaviors falling within each of these domains are outlined in the MSW program's Student Professional Development Instrument, and students are required to consider their progress toward professionalism consistent with the NASW Code of Ethics several times over the course of the MSW programs. Disrespectful, unethical, unsafe and/or unprofessional behaviors will not be tolerated within the MSW program and can result in course failure and/or dismissal from the Utica University MSW program.

Code of Ethics

The University supports the National Association of Social Workers' Code of Ethics and expects students, faculty, and field instructors to abide by its provisions. A copy of the Code can be accessed on the N.A.S.W. web site: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Netiquette

“Netiquette” is civil and respectful behavior in electronic communication, including discussion forums, chat services, e-mail, video conferences, and social media. Such behavior is essential to the integrity of the academic environment and the free exchange of ideas. In order to keep your communication academically professional and appropriate you should avoid:

- Personal attacks. The subject under discussion is always the content of the idea and not the characteristics of the person expressing that idea.
- USING ALL CAPITAL LETTERS IN A SENTENCE suggests to others that you are yelling at the reader.
- Using many exclamation points to end your sentence as this also implies you are yelling at, or are very upset with, the reader!!!!!!!
- Writing offensive or sarcastic messages.
- Sending numerous e-mails with the same point in a short period of time.

In order to keep your communication professional, remember the following principles:

- Always respect the opinions of others and keep your opinions positive. A robust discussion will have disagreements, even strong disagreements, but should not degenerate into personal attack.
- Always avoid offensive, rude, and sarcastic messages. If you receive a message of this nature, do not respond in the same tone. If this type of communication continues from someone, inform your faculty member.
- Never send a message when you are angry or upset. Leave it in draft form, walk away, and review it later after you have calmed down.
- Utica University is committed to maintaining an open and free learning environment. Violations of the netiquette policy may result in disciplinary action, including being referred to the Student Conduct Process for violation of the Code of Student Conduct.

Student Representation on Department of Social Work Committees

Students are invited to participate in the MSW program's decision-making process in a variety of ways, one of which is to become a member of a Social Work Advisory Board. Student representatives are needed on the following committees: Curriculum, Assessment, and Diversity. Please contact the Program Director if you are interested in participating on any of these committees.

Equal Opportunity Statement

Utica University is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual orientation, gender identity, gender expression, veteran status, disability, citizenship status, genetic predisposition, domestic violence victim status, or protected status under applicable local, state, or federal law. This nondiscrimination policy covers admissions, employment, and access to and treatment in Utica University programs, services, and activities.

This policy applies to all terms and conditions of employment including, but not limited to, recruiting, hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, benefits, training, and social and recreational programs.

The Department of Social Work adheres to the statement of equal opportunity in every aspect of student recruitment, admission, and retention. As a profession dedicated to social justice, it goes further by explicitly valuing diversity along the dimensions of age, socioeconomic status, cultural heritage, race, ethnicity, faith, residence in urban and rural settings, gender identity, sexual orientation, disabilities, lived experience of recovery, and academic background. It is the policy of Utica University to admit students who can benefit from the educational opportunities it offers and whom the University has the capabilities to serve. Students are admitted on the basis of their potential for intellectual, social, personal, and professional growth.

Gaining admission into, or continuation in, pre-professional and professional programs requires that students exhibit behavior(s) appropriate to practicing within the social work profession. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession's code of conduct, or other acts deemed unbecoming of a profession by the Administration of Utica University will result in denial of entry into a program or denial of continuation in a program. Utica University welcomes people with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 (as amended) and The Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Students are responsible for informing the faculty of any need for accommodation as identified by the coordinator of Learning Services, located in Academic Support Services.

Principles

Utica University Department of Social Work commits to the following principles and policies: All MSW students must abide by the basic principles laid out by the University Code of Conduct. Utica University is a community committed to the principles of civility and fairness in pursuit of a purposeful academic experience. Students (residential, commuter, and online), staff, and faculty can expect that every interaction will be governed by the values of the University - lifelong learning, ethical behavior and integrity, honest communication, and the well-being of others. These are integral components of Utica University. The Code of Student Conduct articulates the connection between student behavior and these norms and expectations of the University

community. While most alleged violations of the Code of Student Conduct occur while the student is on campus, students involved in off-campus incidents may also be charged through the University's conduct process. This occurs when the alleged incident adversely affects members of the University community, interferes with the daily lives of local residents, and/or jeopardizes the University's positive public relationship with the community/public.

Because master's degree programs in social work must be accredited by the Council on Social Work Education (CSWE), registered by the state, and graduates must seek licensure by the state board of social work, there are a number of mandates that drive the curriculum.

The primary guidelines for graduate education in social work are:

- Council on Social Work Education (CSWE)
- New York State Board of Education
- Association of Social Work Boards (ASWB)

Course Descriptions

SWK 501: Human Behavior in the Social Environment

The purpose of this course is to introduce the social work student to knowledge of human development as a base for social work practice. Life span development from conception to death and dying is examined. This course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the lifespan. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, abilities, and other differences.

SWK 502: Recovery Theory, Values, and Skills

This course explores the theories, models, history, philosophy, and values associated with recovery-oriented practices in social work. We will discuss recovery using an intersectional lens. The content includes the discussion of recovery principles and how they apply across the social work spectrum. We will also examine the concept of resilience for children and their families. We will discuss spirituality as an aspect of the recovery process. We will also explore the impact of trauma in the recovery process.

SWK 503: Evidence for Practice

This introduction to using research evidence in social work is based on the need for practitioners to develop an appreciation for the place of scientific inquiry in the resolution of social problems and the specific challenges encountered by their clients. The course focuses on finding, assessing, and synthesizing research evidence to support practice approaches with clients and client systems.

SWK 504: Power, Privilege, and Oppression

This course examines the oppression of diverse populations and its effect on multicultural social work practice. The course is intended to increase awareness of multidimensional aspects of race/ethnicity, gender, sexual orientation, ability, mental health, and socioeconomic status in social work practice with individuals, families, organizations, and communities. The premise of the course recognizes that the United States is a multicultural society and asserts that competent social work practice cannot occur without understanding how diversity strengthens and enriches us all.

SWK 505: Assessment of Mental Health Across the Lifespan

This course focuses on the assessment of psychological, social, and biological contributors to mental health disorders in children, youth, adults, and older adults and the use of assessment as a guide for treatment/clinical interventions. It examines the strengths and weaknesses of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

classification system in the context of social work values and ethics. It examines symptoms, theories of etiology, treatment interventions and prognosis within each diagnostic category and reviews a variety of assessment tools in the context of ethnicity, race, gender identity and expression, sexual orientation, ability, and historically oppressed and/or disadvantaged populations.

SWK 506: Advocating for Mental Health

This foundation course furnishes students with the orienting knowledge and skills needed to advocate for, and raise awareness about, mental health policies and to understand their relevance to social work practice. Students will become familiar with basic issues, concepts, values, terminology, frameworks, and ethical issues that define mental health advocacy. It exposes students to knowledge about political, legislative, and legal advocacy, as well as builds skills in working with news media around interviews, press releases, and fundraising. It alerts them to mental health policy's contribution to both oppression and social justice and informs them of how social workers can work to support but also to change the mental health system.

SWK 508: Social Welfare History & Policy

This course addresses social work and social welfare history and policy. It discusses how the policy making process develops; and it explores the values and ethical choices affecting the process. It examines historical and contemporary issues and their impact on social work profession and social welfare. The course highlights relations among social problems, social policies, and social practices as means for promoting social justice.

SWK 511: Social Work with Individuals, Families, and Groups

This course covers the knowledge and skills essential to interpersonal practice. It integrates content on multiculturalism, diversity, social justice, social change issues, and engagement frameworks of recovery-oriented care and peer support as adjunctive to social work practice. Throughout this course, students examine social work values, recovery principles, and ethics as well as the intersection of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice with individuals, families, and groups.

SWK 521: Field Work 1

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. Through this internship students will gain a generalist perspective of social work practice as they prepare to move into advanced clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice.

SWK 522: Field Work 2

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. Through this internship students will gain a generalist perspective of social work practice as they prepare to move into advanced clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice.

SWK 601: Clinical Social Work I

Focuses on advanced social work, clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations. This course builds on the foundation of the first year and advances knowledge by focusing upon the therapeutic relationship as the framework for helping and developing interviewing and assessment skills appropriate with challenging clients and supported by empirical research. The course content explores assessment and treatment principles from the interpersonal, psychodynamic, and cognitive-behavioral approaches.

SWK 602: Clinical Social Work II

This course addresses therapeutic work with couples, families, and groups. The focus is on theoretical and practical approaches to social work with small groups with particular emphasis on the dynamics of small group process and appropriate worker interventions.

Reinforcement of the connections among theory, evidence-based practice, interventions and culturally appropriate and anti-oppressive stances toward social work practice occurs. The course builds on the advanced techniques of practice taught in Clinical Social Work I. Clinical Social Work II is designed to prepare students to conceptualize and deliver social work services to couples, families, and groups. Emphasis is critical thinking skills via decisions surrounding the appropriate use of groups as a method of intervention, the assessment of membership and the evaluation and research of group work practices.

SWK 605: Motivational Interviewing

This course is designed to facilitate an understanding of the theory and practice of motivational interviewing, focusing on skill development and teaching specific practice techniques. Motivational interviewing is a client-centered, directive, and evidence-based practice used in the fields of mental health, substance use disorders, and healthcare to enhance intrinsic motivation. Motivational interviewing identifies and resolves ambivalence that clients commonly experience when attempting to reach their recovery goals. Motivational

interviewing embraces a framework or “spirit” that includes respect, promotion of autonomy and personal choice, collaboration, acceptance, compassion, and evocation. This interactive and participatory class includes lectures, exercises, discussions, demonstrations of techniques, and myriad opportunities to role-play learned approaches and techniques. The course includes practice and discussion of case scenarios that reveal and address the unique challenges faced by marginalized populations. Following the Eight Stages of Learning, MI students will be guided through a sequence of learning activities to develop and refine the skills of MI and to begin a process for developing proficiency in MI. Students will also become proficient in identifying and coding MI skills.

SWK 606: Cognitive Behavioral Therapies

This course will introduce the theory, principles, and core skills of cognitive behavioral therapy (CBT). Students will learn how to integrate CBT skills into their practice culturally. As a course with both didactic and practicum elements, it will review the theory and research on emotion and psychotherapy change processes and foster the use of skilled practice to enable students to learn culturally competent CBT skills. This course examines major cognitive approaches to social work practice, suggesting methods focusing on clients' problem-solving abilities, building on client strengths, targeting specific thought patterns that impede clients from reaching goals and assessing outcomes in terms of changes in thinking and behavior. Theory is applied to individuals, dyads, families, and groups.

SWK 608: Social Work with Communities and Organizations

This course covers basic content in community organizing, management, and evaluation, and prepares students to take more advanced courses in their concentration. During this course, students focus on: (1) Understanding the context of macro practice; (2) Identifying problems at the community and organizational level; (3) Organizing and building relationships within communities and organizations; and (4) Organization-based and community-based strategy making, planning, and program development. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work.

SWK 614: Clinical Case Evaluation

This course is designed to prepare students in the basic principles of single-case design for clinical case evaluation and its application to social work practice in agency settings. Using both case examples and a fictionalized client, students will learn approaches to single case design with attention to the value, tensions, and ambiguities related to adapting current evaluation models direct practice and academic evaluation.

SWK 616: Trauma and Recovery

The purpose of this course is to review the evolution of psychodynamic theory and consider

key concepts in psychoanalysis, ego psychology, object relations theory, self- psychology, attachment theory, relational and intersubjective theories and current findings in cognitive neuroscience relevant to psychodynamic psychotherapy. Participants will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice.

SWK 617: Addiction and Recovery

This course will provide students with a theoretical, ethical and skills foundation for advanced social work practice in the field of addiction. The essentials of direct practice in the context of the structural, political and policy dimensions of addiction will be emphasized. A recovery approach, strengths-based perspective, and harm reduction orientation to addiction will be applied. The course will emphasize the perspective of people struggling with addiction, and the social responsibilities of service providers to the needs of addiction service consumers.

SWK 621: Field Work 3

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice.

SWK 622: Field Work 4

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice.

Sequence of Courses

The Traditional MSW program is delivered over 2 2/3 years via 6-9 credits per semester, 3 credits per 8- week term for most semesters, and with an average of 12.5 hours of Field Work per week (400 hours spread out over eight 16- week semesters). The Advanced Standing program is delivered over 1 to 1 1/2 years via 6-9 credits per semester, 3 credits per 8- week term for most semesters, and with an average of 16 hours of Field Work per week (400 hours spread out over eight 16- week semesters). These course sequences are designed with flexibility for students to distribute their field work requirements. Students complete their fieldwork including group supervision provided during the 3-credit field work course taken simultaneously as field work hours are completed. Students must also engage in supervision with their field supervisor.

*Traditional MSW Program

Semester One		
D1	SWK 501	Human Behavior in the Social Environment
D2	SWK 504	Power, Privilege and Oppression
Semester Two		
D1	SWK 511	Social Work with Individuals, Families and Groups
D2	SWK 503	Evidence for Practice
D3 (full semester)	SWK 521	Field Seminar 1
Semester Three		
D1	SWK 502	Recovery Theory, Values and Skills
D2	SWK 505	Mental Health and Mental Illness
D3 (full semester)	SWK 522	Field Seminar II
Semester Four		
D1	SWK 508	Social Work History & Policy
D2	SWK 506	Advocacy for Mental Health
D3 (full semester)	(SWK 522)	Field Seminar II
Semester Five		
D1	SWK 601	Clinical Social Work Practice I
D2	SWK 602	Clinical Social Work Practice II
D3 (full semester)	SWK 621	Field Seminar III
Semester Six		
D1	SWK 605	Motivational Interviewing
D2	SWK 606	Cognitive Behavioral Therapies
D3 (full semester)	SWK 622	Field Seminar IV

Semester Seven		
D1	SWK 608	Social Work with Communities and Organizations
D2	SWK 614	Clinical Case Evaluation
D3 (full semester)	(SWK 622)	Field Seminar IV
Semester Eight		
D1	SWK 617	Addiction and Recovery
D2	SWK 616	Trauma and Recovery
D3 (full semester)	(SWK 622)	Field Seminar IV
<i>*Plans of study are subject to change. This plan applies to Cohort V and after.</i>		
	Students must contact their Success Coach for any changes to their plan of study or to request a Graduate Leave of Absence.	

***Advanced Standing MSW Program (16-month program)**

Semester One		
D1	SWK 502	Recovery Theory, Values & Skills
D2	SWK 505	Mental Health & Mental Illness
Semester Two		
D1	SWK 601	Clinical Social Work Practice I
D2	SWK 602	Clinical Social Work Practice II
D3 (full semester)	SWK 621	Field Seminar III
Semester Three		
D1	SWK 605	Motivational Interviewing
D2	SWK 606	Cognitive Behavioral Therapies
D3 (full semester)	SWK 622	Field Seminar IV
Semester Four		
D1	SWK 608	Social Work with Communities and Organizations
D2	SWK 614	Clinical Case Evaluation
D3 (full semester)	(SWK 622)	Field Seminar IV
<i>*Plans of study are subject to change.</i>		
	Students must contact their Success Coach for any changes to their plan of study or to request a Graduate Leave of Absence.	

***Advanced Standing MSW Program (accelerated 12-month program)**

Semester One		
D1	SWK 502	Recovery Theory, Values & Skills
D2	SWK 505	Mental Health & Mental Illness
Semester Two		
D1	SWK 601	Clinical Social Work Practice I
D2	SWK 602	Clinical Social Work Practice II
D3 (full semester)	SWK 621	Field Seminar III
Semester Three		
D1	SWK 605	Motivational Interviewing
D1	SWK 608	Social Work with Communities and Organizations
D2	SWK 606	Cognitive Behavioral Therapies
D2	SWK 614	Clinical Case Evaluation
D3 (full semester)	SWK 622	Field Seminar IV
<i>*Plans of study are subject to change.</i>		
	Students must contact their Success Coach for any changes to their plan of study or to request a Graduate Leave of Absence.	

Appendix A – Field Education Manual



Master of Social Work

Field Education Manual

Revised August 2024

This field education manual is for MSW students, department faculty, field agencies, and field supervisors. It is a compilation of Utica University, the School of Health Professions and Education, and the Department of Social Work information, rules, regulations, policies, and procedures pertaining to the MSW program's Field Education Program. All information, rules, policies, and procedures referred to and described herein are subject to review, evaluation, and change without notice. Although the Department of Social Work has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors or errors occasioned by honest mistake.

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Welcome to Utica University's MSW Program Field Education Program!

We are delighted to welcome you as you begin your practical, hands-on learning experience to discover what we do as social workers. We want your journey to be both exciting and rewarding. The MSW Field Program at Utica University is comprised of an experienced team of faculty, staff, and administrators that will accompany you on your journey.

Thank you for choosing Utica University to obtain the necessary skills and knowledge of a graduate social worker. Our recovery-oriented program will focus not only on the content in the academic environment but also on your field experience. Your field experience will allow you to bridge the theoretical knowledge of the recovery model learned in the classroom into practice in the community with real clients.

Our program will allow you to engage in field learning with required courses simultaneously. You will have the ability to process your field experiences with your peers and social work faculty. We acknowledge how difficult it may be for some students to commit to a rigid field schedule that would mimic the time commitment of a full-time job. Thus, we have designed a field program that allows students to intern as little as 8-12 hours a week at an approved community agency. Students are expected to handle the complexities and rigors of managing school, work, and practicum professionally and maturely. Your journey is no small feat; however, you will have a team of experienced professionals in which most have taken the same academic and field learning path towards becoming a skilled social worker.

We urge you to commit to building solid relationships with your peers, instructors, supervisors, and field team. Embrace feedback and constructive criticism, as it will aid you in becoming a better professional. Be respectful of your clients and their individual lives and stories. Embrace your field learning experience as a steppingstone to become the best professional version of yourself, and ultimately, the best social worker you can be.

This field education manual contains a wealth of information that will guide you throughout your time in our program. You are expected to read it in its' entirety. You should refer back here for questions you have about the field learning process and experience.

We again welcome you, and we look forward to working with you as you grow and progress in the field program.

-MSW Faculty, Staff, & Administrators

About the Utica University MSW Program

Program Mission Statement

The mission of the MSW program at Utica University is to prepare students for excellence in social work practice using person-in-environment perspectives and recovery-oriented approaches.

Program Goals

The MSW Program at Utica University was established to:

1. Prepare students to solve problems that arise in the professional practice of clinical social work.
2. Prepare students to promote resilience among individuals, families, and groups.
3. Increase the number of skilled mental health professionals across the nation who honor diversity and difference.
4. Socialize students to assume the identity of a professional social worker and heed the profession's values and Code of Ethics.

Planning for Field Work

Students in the MSW Program at Utica University need to plan for a successful educational process and graduation by becoming fully familiarized with the MSW curriculum and course sequencing. The field work courses require students to perform tasks at an approved field agency with regular weekly supervision from an MSW who is approved by the Utica University MSW program. These tasks will be designed to assure student learning that will promote mastery of 9 competencies specified by CSWE. Students need to be aware when seeking admission to the MSW program that they will need to have the requisite attributes to promote successful outcomes in the field. These include sufficient time to fulfill all required field hours, willingness to undergo all required background checks and/or fingerprinting as specified, and ability to physically, emotionally and socially fulfill all required tasks assigned in the field education setting. Any concerns a student may have about what they require to be successful in the field should be discussed with the Director of Field Education or Program Director to determine an individualized plan to best address any concerns identified.

Integration Between Classroom and Field

Throughout the generalist level, students will be taking field work seminars in which they will be synthesizing content from academic courses and learning to navigate their experiences in direct and macro level practice concurrently in the field agency. Through the specialization course sequence, beginning in the fifth semester, they will be offered the opportunity to reflect on what works and what doesn't work (see Appendix 14).

To integrate theory and practice, we use a model in which supervisors usher students through the journey of learning to make conscious and concrete their implicit values and beliefs that they developed in their educational pathways and experience. This is achieved through seminars in field instruction provided by Utica University. All approved agencies and identified supervisors must undergo an initial training referred to as Seminar Training in Field Instruction (SIFI). Additional on-going and optional training will be offered throughout the year for agencies and identified supervisors.

While participating in field education (field internship and field education course), the student social worker reflects on this through insight and self-awareness, understanding one's own cognitive and affective reactions, comparing and contrasting the experiences of the moment to those of the past that might be relevant. This is where practice knowledge comes from the generalized realm and becomes directly applicable to the professional situation in which the student and client find themselves. The final step is when the social worker is motivated to action and has a professional response. The social worker designs a course of action that may be appropriate for immediate action or target a longer-term intervention plan that will ultimately suit the client's needs and concerns.

To achieve this, the Utica University Social Work Program works on a delayed model wherein students begin their academic coursework one semester before being placed in a field placement. Once they are placed in internships, students will weekly receive 1.5 hours of individual or group supervision from the on-site supervisor and field instructor, as well as additional feedback and guidance from Utica University field personnel, including the field director, field coordinator, and field seminar instructor. Students will have an alternating schedule for field supervision weekly. Week one students will receive individual supervision from the field supervisor. The following week, the student will participate in group supervision with the field seminar instructor.

Four field seminar courses must be completed concurrently during students' internships (two during the first year/generalist internship, two during the second year/specialist internship). Beginning in the first semester in the field, students begin to conceptualize the ways in which traditional clinical social work models of practice are consistent with or divergent from recovery models of practice. Field seminars have both synchronous (1.5-hour live sessions) and asynchronous content (discussion boards, content to review online, specific activities to engage in between live sessions, reflective journaling, etc.).

Field Education Requirements

All field education experiences must be completed through placements at a Program-approved field site. Each facility has its own requirements that must be met before a student can be accepted for a field placement. Students are responsible for meeting the assigned facility's requirements. The Program is not responsible for securing placements for students who are unable to meet a facility's placement requirements. The financial cost to meet the agency's many requirements is the responsibility of the student; these costs are mostly not included in tuition and fees and are generally not covered by financial aid. Requirements may include, but are not limited to:

- Cover Letter & Resume
- Criminal background checks
- Fingerprinting
- Proof of Immunizations
- Tuberculosis Screening
- Seasonal Influenza Vaccine
- Covid-19 Vaccine
- Physical Health Examination
- Proof of Valid Driver's License
- Proof of Automobile Insurance

Students must sign the Background Check and other Field Requirements Disclosure form prior to field placement approval (see Appendix 1).

Along with the weekly field supervision and participation in the corresponding field seminar course mentioned in the above section, students are required to develop a Field Learning

Agreement that articulates the tasks and responsibilities in which they will engage throughout the generalist year internship and specialization, including Advanced Standing, internships (see Appendix 2).

The Field Learning Agreement

The Field Learning Agreement will be due within the first few weeks of the internship start date. Tasks should include microwork (working with individuals), mezzo work (working with families or small groups), and macro work (grant writing, policy development, community needs). A field site orientation must also commence within the four weeks of the internship start date. A required activities checklist will be provided to the student that will detail the minimum field site orientation topics (see Appendix 3). In addition, as outlined in the activities checklist, the student shall provide the Supervisor with the following items:

- A copy of the field seminar course syllabus.
- A copy of the field learning agreement form.

Field Education Policy & Standards

CSWE 2015 Educational Policy and Standards (EPAS)

Graduates of the Utica University MSW Program will have successfully demonstrated competency in the 9 areas identified below by the Council on Social Work Education. These competencies are taught during both the generalist sequence and specialist sequence at field education sites and during accompanying field course. Mastery of each competency is displayed through a series of observable behaviors, which are outlined in the Learning Contract and Field Evaluation forms. More information about the Council on Social Work Education and the 2015 Educational and Policy Accreditation Standards can be found at www.cswe.org.

Generalist Sequence Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain
- professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence informed interventions to achieve client and constituency goals. Social workers value the importance of inter professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialization Sequence Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers take measures of self-care and seek support in developing awareness, insight, and resiliency to prevent past traumas and traumatization from impacting their professional lives; they monitor roles and boundaries, understanding that boundary crossing, transparency, or disclosure may be helpful when executed carefully under specific circumstances with certain clients; and they leverage supervision and consultation to ensure continued personal and professional growth throughout their careers. Clinical social workers should be aware of their own lived experiences of trauma and distress; their personal journeys toward resilience and mental health; they should be aware of the impact of these experiences on their own lives; and also aware of how these experiences may affect their work and relationships. They understand the values of the social work profession, its ethical standards, and applicable laws and policies, and use these professional parameters to guide decision-making. This would be demonstrated in the field by way of:

- prioritizing service user lived experience to inform the development of services, policy, administration procedures, and research;
- setting and monitoring appropriate boundaries;
- working toward developing self-awareness and insight;
- practicing self-care;
- seeking consultation and supervision;
- tolerating ambiguity in resolving ethical conflicts;
- addressing macro and system-level concerns as part of delivering recovery-oriented clinical social work services; and
- articulating how recovery-oriented practice is supported by the NASW Code of Ethics.

Competency 2: Engage Diversity and Difference in Practice

Clinical social workers appreciate nuance and intersectionality of identity the ways in which institutional and interpersonal traumas converge with other factors to produce marginalization and otherness. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender identity and expression, lived experience of recovery, immigration status, political ideology, race, religion, size, sex, and sexual orientation. They recognize that diversity and difference affect a person's experiences in life in ways that may include oppression, poverty, marginalization, and alienation or offer privilege, power, and acclaim. Clinical social workers understand historical, contemporary, and non-Western differences in constructions of mental health. They recognize the role that internalized oppression and shame plays in clients' lives. Clinical social workers are also attuned to the role that bias plays in diagnosis and service provision. This would be demonstrated in the field by way of:

- challenging racism and anti-black racism;
- exploring the meaning of labels, stigma, and shame inherent to all human diversity and difference;

- identifying the role that personal and institutional bias plays in service provision;
- practicing cultural humility; and
- respecting the perspectives and lived experience of others who are different.

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

Clinical social workers recognize that every person has basic human rights to freedom, safety, privacy, an acceptable standard of living, health care, and education. Clinical social workers advocate for human rights and social and economic justice. They acknowledge that people with disabilities have the right to determine how to live their lives and recognize that people with lived experience of trauma have faced significant and overt and internalized oppression, stigma, and shame, including poverty, fear, despair resulting from medical misunderstanding, and structural entanglement with the mental health system. This would be demonstrated in the field by way of:

- advocating for clients' legal, civil, and human rights;
- advocating for improvement in individuals' economic and living conditions;
- advocating for increasing equity in all aspects of life;
- confronting injustice and discrimination; and
- helping professionals replace shame-based language with recovery-oriented, strength-based, hope-building language and action.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Clinical social workers use practice expertise to inform the selection and implementation of evidence-based interventions. They also evaluate their own practice and use research findings to improve services and policies. Recovery oriented clinical social workers understand that different kinds of "evidence" exist. Clinical social workers can differentiate between evidence-based practices, promising practices, and "community-informed practices". Clinical social workers include client perspectives and points of view in developing research agendas to establish new interventions and evaluate existing ones. This would be demonstrated by:

- staying informed about emerging and promising approaches to recovery- oriented practice;
- applying quantitative, qualitative, participatory action research, and first person narratives to show that people can and do recover; and
- promoting the inclusion of service users and their viewpoints in all levels of research and evaluation.

Competency 5: Engage in Policy Practice

Clinical social workers recognize that mental health and substance use policy affects clinical service delivery, and actively engage in analyzing, developing, proposing, and altering mental health policy practice. Clinical social workers develop the professional judgement needed to determine whether mental health policies are consistent with the needs of diverse individuals.

They understand the broad role that the Americans with Disabilities Act (ADA 1990) plays in protecting the rights of people with disabilities. They encourage clients and their families and loved ones to advocate for themselves. They understand how policy can negatively exacerbate social determinants of health (e.g., policies that discriminate or keep people impoverished). Clinical social workers support mental health policies that facilitate life in the community rather than through the criminal justice system or other institutions. This would be demonstrated in the field by way of:

- analyzing how policy impacts practice;
- promoting policies that enhance equity, inclusion, and access;
- identifying discrepancies between ADA regulations and agency, community, and regional policies;
- encouraging the involvement of people with relevant lived experience in the
- development of policy;

Competency 6: Engage with Individuals, Families, and Groups

Clinical social workers understand that people are more than the sum of their identities or diagnoses. Clinical social workers understand that each individual has a unique, self-determined pathway to resilience, flourishing, and well-being, and is the driver of their own recovery, which can be realized through shared decision-making and treatment-planning; and that these plans should remain flexible throughout the client's journey toward mental health. This would be demonstrated in the field by way of:

- treating the voices of clients with primacy, dignity, and value;
- constructing safe, trusting, and hope-building relationships with clients and their families and other loved ones with permission;
- minimizing power differentials through the use of everyday language, transparency, authenticity, and shared decision-making;
- assuming the stance of learner and not expert;
- encouraging hope, a sense that people can change, and a commitment to personal development; and
- self-disclosing to a degree that is client-centered and yet comfortable for the clinical social worker and clients alike.

Competency 7: Assess Individuals, Families, and Groups

Clinical social workers assess client strengths and limitations while keeping in mind their life and environmental context, cultural background, and community norms alongside a clinical, yet critical comprehension of the DSM. They have a critical understanding of the epidemiology of psychiatric diagnoses, the multiple causes of psychiatric conditions, and the role that culture plays in defining psychiatric diagnoses and practitioner responses to them. They distinguish between strengths assessment and problem assessment and understand the role of transference and countertransference in the process. They recognize the importance of trauma in assessment and take steps to mitigate retraumatization during the assessment process. This would be demonstrated in the field by way of:

- first evaluating where clients might build on existing strengths to enhance efforts to live meaningfully despite current stressors by assessing client skills, abilities, resources, and goals;
- identifying several explanations for deficits and resilience, from biological to psychological to environmental to social;
- assessing for trauma, comorbidities, suicidality, and physical health; and
- last applying the DSM where appropriate, while recognizing its limitations.

Competency 8: Intervene with Individuals, Families, and Groups

Clinical social workers understand that education and support for family, friends, significant others, and perhaps other allies identified by clients in places of employment and community involvement can be key to supporting the client's process. They are knowledgeable about the importance of trauma-informed interventions. They understand reputable evidence-based interventions for mental health and for whom they are applicable. This would be demonstrated in the field by way of:

- educating clients about the range of possible treatments, services, and
- pharmacological and nonpharmacological options, sharing potential positive and negative effects;
- setting expectations so that clients understand that both personal goal achievement and symptom management may take time;
- addressing any environmental needs identified from supports, accommodations, or adjustments;
- offering evidence-based symptom management techniques;
- encouraging service users to expand on existing social supports within the community, tap into existing resources, and surrounding him or herself with close supports around himself or herself;
- ensuring that clients are ultimately responsible for the decisions that will impact their lives; and
- establishing preventive measures to ensure client maintenance, well-being, and personal growth.

Competency 9: Evaluate Practice with Individuals, Families, and Groups

Clinical social workers evaluate the effects of their services and interventions for their success in achieving stated goals and consistency with recovery values and individual goal achievement. This would be demonstrated in the field by way of:

- monitoring achievement of client-established goals and outcomes;
- helping clients interpret data to inform their decision-making; and
- involving client points of view in service and program evaluation and quality improvement

Purpose of Social Work Field Education

Overview and Objectives of Field Education

The field education program for MSW students at Utica University is designed to foster student learning transferability and application to practice settings. Through the generalist sequence of coursework, students gain a solid foundation of knowledge, values and skills that are cornerstones of the social work profession. The required courses in the sequence address issues including human lifespan development, environmental forces that impact people and how forces of oppression operate in societies to limit the life chances of individuals often based on their characteristics of human diversity.

During the specialization sequence, students are provided with knowledge, values and skills of the social work profession that uniquely intertwine with effectiveness of service delivery to clients in recovery oriented clinical social work settings. The types of specific knowledge and skill bases addressed include motivational interviewing, cognitive- behavioral approaches to intervention and the ways that mental health policy influences factors such as access to services, benefit structures for disability, etc.

Graduating students gain unique abilities for connecting social work theories to their practice settings. The use of evidence-based practices is learned both in courses and in the field. Field education offers students the opportunity to observe first-hand how the use of clinical assessment is essential for determining the best course of decision making to empower clients to reach their stated goal.

Roles & Responsibilities of all Parties Involved in Field Education

Utica University

Utica University is responsible for granting the MSW degree to students who complete all requirements set forth by the program. To foster an optimal learning environment across campus, the use of a faculty advisor is expected for all students at Utica University. The administrative offices of Utica University work collaboratively with the Social Work program to assure adequate budget resources to assure compliance with CSWE accreditation standards and to promote successful learning environments for students. Further, the administration of Utica University is available to assist the Social Work program, Field Education Agencies, Field Seminar Instructor, and Utica University students with any issues that are not first effectively resolved at the Social Work Program Director level.

Director of Field Education

The Director of Field Education has broad responsibilities to parties on and off campus to assure high quality field education placements that provide essential signature pedagogy experiences to foster mastery of the 9 CSWE competencies. To this end, the Director of Field Education monitors and evaluates the performance of field students, Field Seminar Instructor members and Field Supervisors. Further, the Director of Field Education is responsible to

assure that the connection between social work theory and concepts learned in required coursework and the field education agency setting is achieved to promote the highest quality educational learning outcomes. Field education components are structured, monitored, and evaluated to assure that students demonstrate the mastery of the CSWE competencies.

Specific duties of the Director of Field Education include:

- Monitoring the MSW Program's compliance with CSWE Accreditation Standards regarding the field components of the program.
- Assuring that an electronic copy of this Field Education Manual is posted on the Social Work Program's website and is distributed directly to all students, Field Seminar Instructor, faculty members, and field agency supervisors.
- Working closely with Program faculty and Field Supervisors to assure integration of class and field education content.
- Creating expanded networks both locally and nationally to ensure that quality field education agency sites are available to students to meet growing areas of interest within the field of recovery oriented clinical social work.
- Providing the final approval of all field education related grading including any needs for incomplete and extension grades.
- Monitoring student performance in the field education component and intervening if necessary to maximize the likelihood of student success.
- Coordinating the work of the Field Supervisor and program faculty to monitor student performance in the field and afford the student opportunities for performance improvement including developing a plan for corrective action and academic success in field education.
- Responding promptly to any concerns about students, faculty and/or field supervisors brought to their attention.
- Providing orientation and training for all parties engaged in the process of field education. These will provide a firm understanding of the need for ongoing student learning opportunities to master all 9 CSWE competencies.
- Providing training and ensuring the safety of students in the field.

Field Coordinator

The Field Coordinator carries an active role in the planning and placement processes for the field placement.

The Field Coordinator duties may include:

- Providing information to the Director of Field Education to help develop a database that includes descriptions of agency placement opportunities.
- Providing the Director of Field Education with information about the number, nature, and quality of practicum experiences available at agencies.
- Providing information to students clarifying the kinds of settings that support specific practice interests, etc.

Field Seminar Instructor

Field Seminar Faculty, also doubling as the Field Liaison, serves as a pivotal point of support and connection between the student, the field education agency-based site and the Social Work Program. Field Seminar Faculty provide guidance and support for the Field Supervisor and monitor the placement while being a primary source of support for the student. This support may include forms of field advisement, mentoring and facilitation of student learning through individualized contacts to offer the student strategies in field-based education so the student can best move towards mastering the CSWE competencies.

The Field Seminar Instructor duties may include:

- Working with students to assure timely connection with the Field Supervisor to assure all agency documents required for starting with maximum opportunity to provide service to clients is accomplished as best as possible.
- Monitoring student field activities and ensuring that they build competency in the CSWE specified EPAS categories. This is achieved through direct conversation and review as needed of field learning documents such as process recordings, journals, etc. as may be required at each field site.
- Assuring students and field supervisors are familiar with all Field Education Policies and Procedures and monitoring compliance with these.
- Conducting site visits to monitor student progress and the relationship between Field Supervisor and student. These reports are documented in the field education file. Visits occur at least once per semester and may take place as needed to facilitate successful field education outcomes for students and field agencies. The visit will provide feedback to all parties as appropriate who are engaged in field education for the student including any suggestions for change to promote optimal mastery of CSWE competencies.

Field Agency

Each Field Agency that is approved by the University Social Work Program provides students with field-based learning opportunities that can help to assure the satisfactory mastery of the 9 CSWE competencies. This includes the assignment of tasks appropriate for the student, a professional clinical environment that welcomes and supports student learners, a culture of excellence in the provision of clinical services to those in need, models adherence to the values of the social work profession and agrees to abide by the NASW Code of Ethics in principle and practice. The concept of professional credibility is reinforced during the student placement. This includes student appearance, work performance and ability to serve clients in accordance with all agency and Utica University Social Work Program policies and procedures.

Field agency responsibilities include:

- Providing students with adequate space to best assure ability to perform their assigned tasks.
- Helping students to understand the importance of confidentiality, avoiding dual relationships, and general professional ethics in practice.
- Allowing students to access appropriate client records and documentation systems.

- Providing a qualified staff member to become an approved Field Supervisor and part of the field education staff of the Utica University Social Work Program. In addition, the agency will assure student access to appropriate clinical and administrative staff to supervise assigned duties during times when they do not have access to their designated and approved Field Supervisor.
- Furnishing a stable environment for student learning to be maximized. As new opportunities for learning may arise such as a new grant, etc., the agency will engage the student in new tasks that enhance their mastery of the CSWE competencies.
- Offering an initial orientation to students placed with them that includes safety protocols, agency policies and procedures, methods for documentation of time at the placement, resolution of any concerns at the field agency, etc.
- Affording the student multiple opportunities to immerse themselves into the professional culture of the site. This includes attending staff and treatment planning meetings, continuing education training, grand rounds, appropriate committee meetings such as professional ethics committees, institutional review boards, etc.

Field Supervisor

The Field Supervisor must hold a MSW from a CSWE accredited school, and a minimum of two (2) years post MSW experience and be formally approved by the Utica University Social Work Program. The New York State Department of Education (NYSED) also requires that the Field Supervisor be licensed in the state of New York. In the role of Supervisor, social workers are an extension of our field education faculty and the larger program community. They are the primary role models for our students who are learning to become professional social workers.

Their activities working with and teaching our students include the following:

- Completion of the student learning agreements
- Assignment of tasks to assure mastery of the CSWE competencies.
- Ongoing contact with all Utica University MSW Program field staff and faculty as indicated to assure successful student learning outcomes.
- Attendance and participation in all Utica University MSW Program required orientation and training activities.
- Timely completion of all required Utica University MSW Program required documentation.
- Willingness to be available to CSWE reviewers as necessary.
- Serving as a mentor and advocate for student learning success.
- Timely completion of all documentation needed for ongoing and final student evaluation and grading purposes. The Supervisor understands that their role is to work closely with Utica University MSW Program staff and faculty to eventually recommend a pass/fail grade for field education. Further, they understand that the final authority to make decisions about grading and to enter field education grades rests solely with the Field Seminar Instructor of the Utica University MSW Program.
- Agreement to abide by the NASW Code of Ethics, the Policies and Procedures of the Utica University Field Education program, field agency policies and procedures as well as all local, State and federal laws, policies and guidelines.

- Agreement to assure agency-sanctioned use of their time to provide at least 1.5 hours every other week and as needed to offer supervision to the student placed at their agency. During supervision the Supervisor will monitor student progress towards mastery of the CSWE competencies on a frequent and ongoing basis. They will work with students to provide guidance regarding time management of multiple learning assignments to achieve competency in all 9 specified areas.
- Agreement to review and comment as needed on all assigned student process recordings.
- Prompt notification of the Field Seminar Instructor/Field faculty members and/or other Utica University Field Education staff or the Program Director of any unique situations or concerns that arise in the field that may have or may impact student field performance.

Student

Students at Utica University pursuing their MSW degree receive an intensive class and field-based learning experience. To this end, students are strongly encouraged to take time to engage in reflective practice skills to participate fully in assessing with Field Education staff and faculty, their own readiness to enter, participate fully in and successfully complete all requirements of the field education program. This self-reflection includes the examination of areas including physical, emotional, and social readiness for promoting best student learning outcomes.

The role of the field education student includes the following:

- Making sufficient time to assure completion of all weekly and semester totals of requisite field education hours.
- Discussing and having regular check-ins with Utica University Social Work Program faculty and staff regarding any personal or professional concerns about their experiences in field education.
- Agreeing to provide timely completion of all required paperwork to apply for admission to and continuation in the Utica University Social Work Program field education placement process. The types of documentation that may become part of student responsibilities may include such items as timesheets, learning contracts, process recordings and/or field journal entries, field portfolio, etc.
- Completing requisite background checks and fingerprinting, medical exams and forms of pre- service and in-service orientation programs provided by Utica University Social Work Program and/or the Field Agency within a timeframe specified by the Utica University MSW program. Students understand that some costs for these pre-requisite background and medical checks may be their own personal financial responsibility.
- Abiding by the NASW Code of Ethics.
- Adhering to all Field Agency and Utica University Social Work Program policies and procedures. Further the student agrees to abide by all local, as well as State and federal laws and regulations.
- Working closely with their Field Seminar Instructor, the Supervisor and other Utica University Social Work faculty and staff to assure timely entry into and completion of each field education course they are enrolled in.

- Ensuring that all field related concerns come to the attention of all appropriate parties including their Supervisor, Field Work Seminar Faculty, Director of Field Education and/or MSW Program Director. All Utica University Field Education faculty and the Supervisor will work with the student to effectively resolve any identified concerns in the field.
- Assuring their own insurance coverage for health and automobile use.

Field Education Advisory Committee

The Field Education Advisory Committee serves in an advisory capacity. Members of the committee make recommendations to the Director of the MSW Program and the Director of Field Education regarding field education policies and procedures, and field education as the signature pedagogy. Advice may be given on such matters as field education syllabi, methods of evaluating student performance in their field education classes; professional development for Field Seminar Instructor; and procedures for recommending students for field placements. The Director of Field Education serves as the chair of this committee. The committee meets at least twice during the academic year. The committee is composed of members representing agencies, students, and faculty.

Preparing for Field

In general, preparation for field begins the semester before a student starts their field placement. For both the Generalist placement and Specialization placement, the Director of Field Education will provide information about the placement process during new student orientation and a series of webinars. It is important to note that the Utica University MSW Program field staff DO NOT bear the responsibility for placing students; rather, program staff serve as liaisons and facilitators for assisting students in finding their own placement.

The Placement Process

During the semester before the student enters a field placement, they will participate in the following process. Due dates for each step in the process will be communicated by the Director of Field Education or Field Coordinator.

6. Students create an online field education profile using Exxat software. This profile communicates each student's preferences for client population and geographic location of the field placement. Students must identify 5 potential placement sites. Students are required to upload a general cover letter and resume to be available for viewing in their Exxat profile.
7. Student is required to request a field placement conference with either the Director of Field Education or Field Coordinator. During this conference, a review of the student's profile will commence along with discussion on the identified 5 potential placement sites. The Director of Field Education and Field Coordinator will communicate with students about recommended placement sites and review the placement process and timeline. This communication may happen in person, through a virtual platform, or by phone. Students can request additional individual meetings with the Director of Field Education

and Field Coordinator after the completion of the initial mandatory field placement conference.

8. Students should reach out to agencies (via email, USPS mail, or phone contact) in order to express interest and inquire about potential internships. Students should also interview for field placement opportunities when this option is offered. Field placements can be competitive, and students should present themselves as they would for professional employment.
9. Students are offered field placement opportunities. When a student and an agency agree that a good fit has been found, the Director of Field Education will approve the placement and provide an External Clinical Agreement (Field Contract) for the Field Agency Director/ Supervisor to sign and request a copy of the agency's certificate of professional liability coverage (if a contract has not already been obtained). If a student is not offered their first-choice placement, students should continue to apply for potential opportunities. The Director of Field Education and Field Coordinator may assist students in setting up interviews with additional agencies, if needed.
10. Students complete all required paperwork. Before field placements begin, a signed External Clinical Agreement and certificate of professional liability coverage must be returned by the agency. The Director of Field Education and Field Coordinator will inform students when the contract has been received. Students will then complete all required paperwork and any additional requirements of the field agency. These can include, but are not limited to, TB tests, drug screens, and provision of immunization records and are the student's responsibility to complete and pay for as required.

Criteria for Admission into Field Education

The Director of Field Education is responsible for granting admission into the field education courses. Students entering without Advanced Standing status prior to requesting admission to field education courses will be evaluated by the Director of Field Education and the social work program director based on the student's performance in courses at Utica University.

If any concerns are identified, the student will be asked to meet with the Director of Field Education to review these concerns and determine the best course of action for the student. Students, including those students admitted to the Advanced Standing Program, are reviewed based on their ability to demonstrate readiness for work in agencies with clients.

Specific criteria for field education course readiness include:

- Demonstration of professional and appropriate dress and behaviors.
- Self-Awareness including being able to accurately assess your own strengths and limitations and display a willingness to examine and change; being aware of behaviors that interfere with your work in field placement, in the classroom, on campus, and in the larger community; being able to actively examine your own biases; being able to seek supervision and use constructive feedback to inform practice; demonstrating the ability to take responsibility for your own actions and consider the impact of these actions on others; demonstrating a willingness to examine and assess the relationship between your own personal values and their alignment with expected professional ethics and to

be able to reconcile conflicts between your personal values and those of the profession, as required by the NASW Code of Ethics.

- Emotion and stress regulation skills and demonstration of self-care physically and psychologically in order to provide effective services to clients and the agency.
- Demonstration of communication skills which include the ability to express ideas, thoughts, and feelings clearly in the classroom and in field placement; to produce written work that communicates clearly and at a level that reflects the academic standards of the MSW program; demonstrating a willingness and ability to actively listen to others with objectivity and openness; showing the ability to communicate responsibly and respectfully, with speech that is free of bias, discriminatory language, or stereotyping in all interactions with colleagues, faculty, supervisory staff, and clients; and demonstrating the capacity to advocate for yourself in an ethical, direct, respectful, and responsible manner using either Utica University and/or agency specific channels for grievance and conflict management.
- Demonstrated capacity for openness and willingness to learn; flexibility and adaptability that includes a demonstrated openness to learning new ideas and perspectives as required by the demands of professional practice; showing the capacity to be flexible and adaptable in new situations and as circumstances change; ability to assume the stance of a learner with humility; demonstrated capacity to avoid solely relying on current or past professional experiences to inform your judgment or decision-making in the field and in the classroom; and a demonstrated willingness to effectively communicate your learning needs and request clarification to understand requirements.
- Ability to utilize feedback from others to develop changes that address any concerns raised in such feedback.
- Possession of critical thinking skills suitable for development of creative approaches to client engagement and movement towards achievement of stated client goals.
- Patience
- A demonstrated respect for diversity and social justice evidenced by exhibiting a willingness to relate and work nonjudgmentally across differences with others and by demonstrating knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression.

Students who are admitted to the Advanced Standing Program must submit a copy of their undergraduate transcript(s) and may be asked to submit previous field education evaluations to our program. These grades and field performance evaluations will be reviewed along with academic and professional references and if any concerns regarding readiness for MSW field education courses are identified, the student will be contacted by the Director of Field Education to determine if the concerns can be addressed.

Further information may include letters and/or direct verbal contact from faculty teaching major BSW courses with grades of concern and/or letters and/or direct verbal contact with Field Seminar Instructor or other appropriate agency staff and/or BSW program faculty and staff who observed and/or were aware of the student's performance in the field. Any student denied

admission to field education courses may appeal that decision to the MSW Program Director at Utica University.

Process for Continuation in Field Education

Students should be prepared to start field in the second semester of their MSW program. Failure to do so may result in a delayed graduation. Each student is expected to meet with the Field Coordinator or Field Director (either individually or in a small group) during the first few weeks of their first semester. During this meeting, students will be informed of the process and timeframe for locating a suitable field placement.

Once a student enters the field placement, they are evaluated by their Field Supervisor at the mid-point of their required hours and also at the termination of their hours. Supervisors will complete evaluations of student achievement on each of the nine CSWE competencies during the mid-point of the internship (Appendix 15) and just before termination of the internship (Appendix 16). During the mid-point evaluation, students who score a two “needs a good deal of improvement” or a one “needs a great deal of improvement” will be required to work with the Director of Field Education to develop a recovery plan to remediate the deficits in basic social work skills over the course of the following half of the internship. In any concerning situation such as problematic course grades and/or field education course evaluations, field education faculty and staff will be in contact with the student and Supervisor to gain as complete a picture as possible. Students who do not meet these expectations or remediate skills deficits by the end of placement will be asked to take a leave of absence to work on strengthening their professional skill set. Upon return, they will be required to repeat their practicum course and hours. Students will not be able to continue in the program without successfully showing competency in the practice behaviors specified in the learning contract.

Efforts will be made to design a resolution plan that will result in student ability to continue in field education courses. Final decisions regarding the student’s ability to continue in the field education courses will be made by the Director of Field Education in consultation with the MSW Program Director.

Selection of Field Supervisors

Criteria for the Selection of Supervisors

The critical importance of the role of the Supervisor as a field-based educator must be emphasized. This field team member helps translate social work theory and concepts into day-to-day practice. Therefore, the standards set by CSWE for selection criteria are strictly upheld by the Utica University MSW program.

The following criteria will be used to select Supervisors:

- The Supervisor must hold a MSW degree from a CSWE accredited program. In addition, the Supervisor must have completed a minimum of two (2) years of post-master’s professional experience in the field. Additionally, the Field Supervisor qualifications must adhere to any field supervisor requirements of the state in which they reside.

- All Supervisors must demonstrate professional commitment to the values and ethics of social work in alignment with their specification in the NASW Code of Ethics.
- The Supervisor agrees to comply with any applicable licensing laws and/or regulations in the jurisdiction where they are practicing professional social work.
- The Supervisor will demonstrate an ability and willingness to fulfill the role of social work educator, including respect for scientific inquiry, knowledge of the population served and effective communication skills. To this end the Supervisor must agree to participate in the required Seminar in Field Instruction (SIFI) and training sessions held by the Utica University MSW Program. These orientation and training sessions are specifically designed to impart knowledge and skills to Supervisors to best assure they will convey a social work and recovery learning perspective. Supervisor capacity to translate this instruction by Utica University MSW faculty and staff will be regularly assessed with faculty, staff, and student input.
- All Supervisors must display a willingness to cooperate with the Director of Field Education and students to design a mutually acceptable educational experience.
- Supervisors will show the ability to recognize differing student learning styles and respond by developing individualized learning tasks with students.
- The Supervisor provides students with an agency orientation, provides ongoing monitoring of the student's experiences at the field agency and participates in all required Utica University MSW program student evaluation activities in a timely fashion.
- The Supervisor agrees to provide sufficient opportunities for learning to address the 9 CSWE competencies students need to master. The Supervisor agrees to provide regularly scheduled bi-weekly supervision to the student (a minimum of 90 minutes/biweekly) and as necessary beyond that to best promote successful field education outcomes.
- The Supervisor agrees to read and comment on the student's process recordings and/or other assignments as requested. During biweekly supervisory meetings with the student, the process recordings/other assignments will be reviewed.
- The Supervisor completes the required Field Evaluation(s) collaboratively with the student and meets the deadline for submission to the School.
- The Supervisor understands that their role is to work closely with Utica University MSW Program staff and faculty to eventually recommend a pass/fail grade for field education. Further, they understand that the final authority to make decisions about grading and to enter field education grades rests solely with the Field Seminar Instructor, Director of Field Education and the Program Director of the Utica University MSW Program.
- Supervisors agree to contacting the Field Seminar Instructor and/or the Director of Field Education if there are any student related concerns, and/or if consultation is desired.

The methods of screening potential Supervisors for approval include the following:

- If asked, potential Supervisors will submit a CV along with a transcript from their CSWE accredited MSW program. These are reviewed by the Director of Field Education and kept in a permanent database file.

- A direct screening performed by the Director of Field Education or their designee that involves an interview with the candidate for approval as a Supervisor and selected interviews as indicated with other agency administrators.
- A review performed by the Director of Field Education of the screening form completed by the potential agency or Supervisor.

Unqualified Supervisor or Early Supervisor Termination

The Utica University MSW program realizes that situations can arise where a quality field education agency may not be able to provide a Supervisor for approval. Such types of situations may include but are not limited to:

- High quality clinical placements at which there is no properly credentialed Supervisor to apply for program approval.
- Factors preventing an approved Supervisor from completing their work commitments during a term with the MSW student in placement may include extended sick or other forms of leave, military service, change of jobs, etc.

Our program has considered alternative routes to provide a social work perspective to the MSW student through other means when such a situation arises. These include:

- Encouragement of students to seek an Outside Field Supervisor (OFS) who will meet the specified CSWE criteria for MSW Supervisors. This person is screened by the Director of Field Education. This person will have direct contact with the MSW student and collaborate with the approved on-site Task Supervisor (TS) who may possess other qualifications that include clinical education and experience in another discipline. The on-site approved TS is responsible for providing day to day and regular biweekly supervision for the student as well as for collaborating with the OFS to assure learning outcomes are maximized and to participate in the student evaluative processes. Potential OFS for consideration can include program alumni, properly credentialed community social work practitioners, fully approved Supervisors at other placement sites, members of the MSW program's faculty or advisory board, etc. This is an additional step that can take a long time to secure, so we don't recommend this process in most circumstances.
- This OFS will provide regular biweekly supervision to the student in addition to the biweekly supervision provided by the on-site Task Supervisor.
- The OFS must undergo the same required SIFI training as all approved agencies and supervisors. The Director of Field Education will work to orient and train the Task Supervisor so they are qualified to work with the student to gain knowledge, values and skills along with learning about cognitive affective components of social work practice as related to achieving mastery of the required CSWE competencies. The OFS will collaborate with the Task Supervisor to assure that all evaluative functions of student performance include direct on-site observation of student performance as well as are performed with a dominant social work lens in the evaluative processes.
- While there are situations where it may become necessary for a member of the Utica University social work faculty to assume the role of OFS, under no circumstances will

this be the assigned Field Seminar Instructor. This is done to prevent conflicts of interest due to dual roles that would be involved in the process.

Selection of Field Agencies

The Criteria for the Selection of Field Agencies

Students are given an introduction on how to identify appropriate targets for field placements and how to start preliminary conversations. They are then asked to identify their top five choices based on interest and geography for the Director of Field Education, who ultimately determines whether the agency meets the criteria for field education (See Appendix 4). The Director of Field Education will contact the agency to speak with agency executives and social work staff, and be apprised of the agency's philosophy, program, policies, services and procedures. The following criteria will be used to select field education agencies:

- The mission of the agency should be consistent with the values and ethics of the social work profession as stated in the NASW Code of Ethics.
- The agency board, administration and staff should be committed to field education as an important function of the agency.
- The potential Supervisors should be qualified by education, training and experience to undertake the responsibilities of field supervision. Qualified MSW staff members are required unless otherwise specified by the Director of Field Education and the Program Director of the Utica University MSW program.
- The agency should be in good professional standing in the community. In some cases, this may mean accreditation or licensing by appropriate local or national standard-setting bodies.
- The agency must have clear written policies regarding safety of all parties and assure that they will provide safety training to any MSW student placed at their site.
- The agency or program within the agency should be able to offer the student a range of educational experiences to assure exposure to the 9 CSWE competencies.
- The agency or program staff should be of sufficient size so as not to rely on student field work to provide core functions of the agency normally provided by agency employees.
- Physical resources should be available to provide necessary desk space, access to telephones, and other support materials and supplies.
- The designated Supervisor should be available at least 90 minutes bi-weekly for student supervision.
- The agency must agree to participate in all aspects of Utica University MSW Field Education including being available to participate in ongoing monitoring of student progress with Field Seminar Instructor members, attend required training and orientation sessions, submit all required documentation on students in a timely fashion and be proactive about informing the MSW program of any observations which suggest that the student may not be able to demonstrate competency satisfactorily regarding any of the 9 CSWE competencies.

Procedures for Becoming an Approved Field Education Site

Agencies for placement may be additionally identified for screening and approval by the Director of Field Education through various means. These include identification by Utica University MSW Program faculty and/or staff, students, and some agencies will initiate contact with the MSW Program expressing an interest in becoming an approved field education site (see Appendix 5). The Director of Field Education will screen the agency to assure the aforementioned criteria for agency selection are satisfactorily met. This screening may include contact with agency administrators and/or the MSW staff person wanting to become a Supervisor. If the agency is approved, the Director of Field Education will make an effort to identify the best fit matches between students and that field site and supervisor. A formal contract drawn up by Utica University counsel must be reviewed, signed, and agreed upon by the agency before a student can agree to continue with placement with the identified approved agency.

Evaluating Field Agency Effectiveness

Every approved field education agency and Supervisor will be evaluated both on an formative and summative basis. The purpose of this evaluative process is to assure that the expectations specified in the affiliation agreement documentation are being met with a satisfactory level of quality in order to promote student learning and mastery of the CSWE competencies (See Appendices 6, 7, 8).

The evaluative procedures include but are not limited to:

- Feedback provided to the Field Seminar Instructor received from the student, Supervisor and/or other appropriate parties.
- Assessment based on observation by the Field Seminar Instructor and the Director of Field Education. These observations are made to assess the ability of the agency and/or Supervisor to provide effective field education opportunities and instruction to students to assure students are being taught in an environment that facilitates maximum learning attainment for mastery of the CSWE competencies.

The types of criteria that are utilized for the Utica University MSW program's ongoing evaluation of field agency effectiveness include:

- Documented progress of attainment of CSWE competency mastery on both mid semester and final student evaluations.
- Documented ability of the agency and Supervisor to provide the agreed to specified amount of weekly supervision to students that are in placement.
- Demonstrated ability for the agency and Supervisor to provide timely responses to the Utica University MSW program faculty including the submission of required documents such as evaluation material on students placed with them.

Credit for Work Experience

Students cannot receive credit or field placement hours for work experience obtained prior to entry into their field placement.

Employment-Based Field Education Placements

The UU MSW program makes available the option of field placement where students are employed, with particular attention paid to the student's learning opportunities. For maximum educational growth, it is important that students be exposed to a range and diversity of practice experiences to support their professional development process. For this reason, the UU MSW program does not allow students to complete both Generalist and Specialized placements at their place of employment.

Proposals for Generalist or Specialized placements in a student's place of employment will be considered on a case-by-case basis. The agency and student must be able to create and support an educationally based field learning experience as defined below. Students should indicate their interest in exploring an Employment-Based Internship (EBI) to the UU MSW Field Education department as early as possible. After discussing this with the field office, students will work with their employer to complete the Employment-Based Internship Application, which outlines how the student will meet the social work competencies and supervision requirements in their work setting.

The following policies regarding employer-based field placements are in accordance with the Council on Social Work Education (CSWE) Accreditation Standards and are designed to help recognize the role transition that is expected of employees who are engaging in employer-based field experiences in these circumstances.

1. Proposed field instruction assignment must be appropriate to the level of education that the student is pursuing and meet curriculum requirements.
2. The agency employs qualified social work staff, meets the established criteria for affiliated agencies in the program, and has, or agrees to enter into an Affiliation Agreement with the University.
3. An individual who meets the criteria to be an approved Field Supervisor is available to supervise the placement activities. When possible, this person is not the student's current employment supervisor. In cases where the Field Supervisor is also the employment supervisor, supervision for field education learning must be separate from supervision time for employment. If off-site, or from another program within the placement agency, the proposed placement Field Supervisor must be approved by all parties involved in the placement. All persons who will be supervising the student's placement activities are required to complete SIFI training (from UU or another institution). If the agency does not have a qualified social work field instructor on staff, they must arrange for an off-site field instructor to provide the required supervision and designate an on-site task supervisor to provide daily oversight and support.
4. Student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program and their related behaviors.
5. Students may only count a set number of hours per week towards their internship total:
 - 14 hours per week for Generalist students (to obtain 400 hours in two semesters)

- 16 hours per week for Specialized students (to obtain 500 hours in two semesters)
6. The agency must provide written endorsement of the student's proposal, and agreement with the UU MSW program's goal of providing a professional and educationally based learning experience, rather than simply performing needed tasks for the agency. The student, their employment supervisor, the Field Supervisor, and Field Office must all agree to the proposed arrangement and provide their signatures before the proposal is accepted.
 7. Site visits will be conducted between the employer, Field Supervisor, and field team representative as part of the approval process. This provides an opportunity to discuss the dual roles of learner and employee and to establish communication expectations with the employment agency about any potential issues that could impact the student's learner role.
 8. A student who agrees to an Employment-Based internship acknowledges that an alteration or a disruption in employment may adversely affect the field internship, and disruption in field may adversely affect the student's employment. A disruption may also delay graduation if applicable.
 9. Any employment-based internship proposals that do not align with these policies may be denied; however, the Director of Field Education ultimately has the final say in such decisions.

Excluded employer-based placements include:

- Agencies owned and/or operated by student's relatives, either by birth or marriage
- Agencies whose sole purpose is for the employment and coordination of independent contractors for time-limited services
- Student's privately-owned businesses and/or consulting practices
- Agencies that are under investigation or have been sanctioned for fraudulent or unethical activities by their accrediting bodies

The following examples illustrate employer-based field education settings that would need close consideration and discussion:

- The agency and agency staff are limited in size, making it difficult to distinguish employee and student roles.
- The student has worked for the agency for a considerable period with no experience elsewhere
- Conflicts of interest would exist between the student and the proposed supervisor
- Potential conflicts of interest or dual relationships exist (e.g. more than one student in the Social Work program works at the agency, requests an employer-based placement, and is in a supervisor/supervisee relationship with the other student)

Policies and Procedures in Field Education

Placement of Students into Field Agencies

During the semester prior to the generalist field placement and the specialization field placement, the Director of Field Education reviews all students who are preparing to locate appropriate and proper agencies for field placement consideration. Finding a suitable field placement is primarily the responsibility of the student. The Director of Field Education and Field Coordinator will work closely with each other and all students in order to assist in placing students into agencies with Supervisors who would be a best match for the student's learning styles and professional interests. Only students who have demonstrated satisfactory performance in courses prior to being placed will be approved for placement into field education courses.

The goal of the program's procedure for placement is to assess student readiness for field education placement, assist students with finding suitable potential field placement sites, and to determine what type of field setting will provide the necessary tasks and Supervisor support that each student will require. It is through these procedures listed below that our program strives to promote student success in the field prior to the first day of entry into the assigned agency.

The goal of this procedure for placement of Utica University MSW students is to strive to achieve a best match of student to agency and Supervisor which is a final decision made by the Director of Field Education. Students participate in this process by completing a Student Field Placement Questionnaire. This document requests information on each student including such things as student areas of interest in social work practice, identification of five specific agencies of interest for internship, types of life and work experiences that have sparked their interest in becoming a social worker, as well as types of logistical considerations such as owning a vehicle, ability to pay for public transportation, etc. From this individualized information on students, the Director of Field Education in consultation with the Field Coordinator and other Utica University MSW faculty strives to determine the best fit in field practice agency sites in accord with the factors the student identified. While Field Education staff and faculty try to address student desires for field placement, students are required to go to any field site they are referred to by the Director of Field Education.

The Field Education staff and faculty work closely with students to help them gain understanding of the role and function of field education in their MSW course of study. Students often have a preconceived idea about where they will practice social work once they have completed their degree. Our Field Education faculty and Supervisors work with students to offer them a perspective on how remaining open to new ideas and types of places where social work services can be provided can help them maximize their learning in both a generalist and specialist fashion will afford them greater opportunities for educational growth and employment. After the student has identified potential placement sites, the Director of Field Education will identify and approve additional suitable sites for application. At this point, the student can begin applying for internships and complete interviews as offered.

If the Supervisor and agency approve the student for placement after an interview, the student will complete all additional requirements established by the agency including any required paperwork and submission of documentation. An external clinical agreement/ contract between Utica University and the agency must be signed by both parties. The Director of Field Education will work collaboratively with Utica University's legal counsel and the agency director or designee to ensure proper signatures. Once this is signed and finalized, the student can plan a start date in accordance with Utica University course dates and the agency. It's important to note that the contract process can take anywhere from several weeks to several months, depending on the requirements and review process of the University and the agency. This planning should map out a schedule that provides sufficient hours to meet the specified field education requirements and allows for the required weekly supervision by the Supervisor and the Field Seminar Instructor. All students and Supervisors are expected to familiarize themselves with the Field Education manual and fully understand the need to begin to plan for tasks in the field that support the learning of each of the 9 CSWE competencies.

Monitoring Students in Field Education Placements

The MSW program is responsible in partnership with the Supervisor at the placement agency for monitoring students in several ways. Some of the mechanisms for monitoring involve the completion of required documentation by the student, the Supervisor and the Field Seminar Instructor assigned to the student.

Students will be monitored using the processes listed below:

- The field learning agreement is a written document which outlines specific tasks that the student will be engaged in. This document addresses all of the required CSWE
- placement competencies. It becomes the basis for the Supervisor and Field Seminar Instructor to monitor student progress towards mastery of the competencies.
- The learning agreement should have assigned tasks that can be readily evaluated and measured to determine if student field-based learning is taking place at a satisfactory level. The learning agreement task progress is used during formal supervision sessions with the Supervisor and also for formalized evaluation functions.
- Students will document their weekly time in the field as prescribed by the field education program. In addition, the agency may elect to have the student complete their system of time documentation as well. Hours are reviewed regularly between the student and Supervisor to assure that hours planned are being accomplished according to plan. In situations where hours for an on-time field course completion are uncertain, the student and Supervisor must explore options in assigned tasks to complete more required field hours as is the program requirement for field-based placement. See Appendix 10.
- The Field Seminar Instructor, student and the Field Supervisor should meet at least once per semester (more often as needed). The Field Learning Agreement becomes a focal point for evaluation of student learning in the field placement. This is part of the process of monitoring student field education performance that will result in the Field Seminar Instructor making a final determination after receiving the grade recommendation from the Field Supervisor as to if the student performance warrants a passing grade.

- All students in field education are required to complete process recordings during placement. The process recordings are written by the student and reviewed during scheduled supervision with the Supervisor. The reviewed recording will be shared with the Field Seminar Instructor for their monitoring of student performance. The process recording not only contributes to student ability to gain reflective practice skills, it also is a tool for Supervisor and Field Seminar Instructor to use to gain an understanding of how a student is thinking or feeling as they are working with clients in the field.

Required Paperwork

Students and Field Supervisor will be asked to complete and submit the following forms during the course of the field placement. Deadlines for each will be communicated by the Director of Field Education and Field Seminar Instructor.

- **Field Learning Agreement:** This form defines the scope and focus of each student's individual field experience. At the beginning of the field placement, the student and Field Supervisor list the tasks, activities, and projects in which the student will engage, and relate each to the CSWE competencies and behaviors. Submitted through Exxat at the end of the third week in field.
- **Mid-term Evaluation:** Mid-way through the field placement, the student, Supervisor, and Field Seminar Instructor complete a mid-term evaluation to rate the student's ability to demonstrate each behavior listed on the Learning Contract. Submitted through Exxat.
- **Final Evaluation:** At the end of the field placement, the student and Supervisor revisit the mid-term evaluation and update the student's scores based on their continued learning and development. Submitted through SWEAP.
- **Field Evaluation Survey (students):** At the end of the field placement, students will complete an online evaluation of the field agency in which the student was placed. Submitted through Exxat.

Orientation to the Field

Each faculty member of the Utica University Social Work Program who serves as a Field Seminar Instructor member is dedicated to promoting best outcomes for all parties in the field education process. Under the direction of the Director of Field Education, Field Education Coordinator and the MSW Program Director, these instructors bear the primary responsibility for interfacing at regularly scheduled intervals with the agency, the Supervisor, and the student. Orientation and training sessions are held each year at least once and are designed to familiarize new Field Seminar Instructors with core program policies such as travel, student learning agreements, CSWE requirements, and learning the knowledge and skills required to become a Field Seminar Instructor member of high caliber. This type of learning includes issues of student learning styles, the range of field-based activities that Supervisors may elect to assign to maximize student learning processes and outcomes, and an overview of the tasks and timelines for documentation and implementation and completion of field-based education at their agency.

Supervisors are oriented and trained to understand the competency-based education model that the Utica University MSW program utilizes in adherence to the CSWE accreditation standards. Field Seminar Instructors provide Supervisors with the necessary knowledge to be conversant

with their assigned students regarding completion of their assigned field education tasks and how to provide instruction for students to link field tasks to knowledge gained in courses. This includes application of concepts embedded in the NASW Code of Ethics as well as the core concepts of recovery. Monitoring of student field learning performance is a foremost function of the faculty members. The monitoring of student performance is accomplished through various methods.

Field Seminar Instructors are expected to:

- Engage in frequent contact with students assigned to them to monitor all aspects of learning and other related field education items.
- Engage in regular and ongoing monitoring of student safety in the field and intervening into any concern/incident that may take place is a core duty of the Field Supervisor in collaboration with the Field Seminar Instructor and Field Department staff.
- Engage in frequent contact with Supervisors to gain their perspectives and observations of student field education performance as related to progress on tasks identified for students to gain mastery of the 9 CSWE competency areas.
- Schedule mid-semester field meetings to meet with the Supervisor and the student regarding how things are going.
- Regularly review required student learning documentation including process recordings, journal entries, timesheets, and other assignments.
- The Field Seminar Instructor is the primary person who is monitoring student and Supervisor compliance with all Utica University MSW Field Education policies and procedures.
- The Field Seminar Instructor is the party from the Utica University MSW program who will work with the Supervisor and student to prepare and implement formal evaluation of the progress made towards mastery of the 9 CSWE competencies both mid-internship and in the final field evaluation for the internship.

Every approved Field Supervisor becomes the pivotal link between course competency success and the effective transfer of knowledge, values, and skills into applied social work settings. The Supervisor plays an essential role for student learning processes and outcomes.

The role of the Supervisor in monitoring and evaluation of Utica University MSW students is critical to the realization of the model of field education as signature pedagogy. It is this Field Supervisor or Task Supervisor who provides the day-to-day ongoing observation and supervision of field education students. The feedback that they provide weekly to students regarding their performance is key to students demonstrating their ability to participate in reflective practice skill development in order to make needed adjustments to their social work practice knowledge, values, skills, and cognitive/affective components necessary for being a professional social worker.

To help create a learning environment in the field that is most conducive to student success, Supervisors are trained to provide the following opportunities for students assigned to them:

- The Supervisor will provide a thorough agency orientation for each assigned student upon entry into the field placement. This agency orientation must include safety and risk

management training, agency policies on a range of issues including confidentiality and informed consent, harassment, non-discrimination, grievance resolution, in addition to the types of regularly scheduled events that will become part of a student's ongoing duties. These types of activities may include attendance at staff meetings, treatment planning meetings, grand rounds and other forms of in-service training sessions, required paperwork such as time sheets, etc.

- It is the Supervisor who will ensure that students receive a variety of opportunities during their field placement. This involves at least two major components. First, the Supervisor will work with other agency parties to ensure student access into in-service learning opportunities afforded to agency staff. These types of trainings can be either in-house and/or external forms of training seminars. The second involves an ongoing teaching function. While the Utica University MSW Program will accept Supervisors with generalist training and expertise at the generalist sequence level, the program will only approve Supervisors at the specialization level who have a demonstrated knowledge base in core clinical social work concepts that may include such things as behavioral and developmental theory, concepts of transference and countertransference, trauma informed treatment principles, recovery oriented social work practice, empowerment theory, motivational interviewing, person-in-environment theory (ecological theory), and social justice and client advocacy.
- It is the Supervisor who assumes primary responsibility for providing the midterm and final field education learning evaluation documentation. Their role in working closely with students makes them the most crucial party in social work field education to have the observed knowledge of student capacity for demonstrating mastery of required CSWE competencies.

Continuing Dialogue with Field Settings and Field Seminar Instructors

The MSW program realizes the importance of ongoing contact between the Field Education faculty on campus and the agency and Supervisor where the student is placed. To promote this close collaborative relationship, the Director of Field Education assures that:

- Field Seminar Instructors are in regular and ongoing forms of contact with the Field Supervisor that include monitoring of student performance and mastery of the CSWE competencies.
- Communication between the Director of Field Education, Field Seminar Instructor and the Supervisor is undertaken on a regular interval and as needed. The required forms of contact administratively involve orientation, training and transmission of important dates for such events along with academic calendar information and Field Education dates when mid-term and final student evaluations and/or documents are due.
- Planning is a continual process with field agencies and Supervisors in efforts to ascertain agency desire and willingness to accommodate student placements in future semesters.
- Feedback from field agencies and Supervisors is received during individual and/or group training meetings in order to determine any quality improvement needed within the structure of the field education program system to best meet desired student outcomes in the field.

Safety and Risk Management

Student safety and risk management are essential components of the field education program at the Utica University Social Work program. The Director of Field Education works to assure that all approved agencies and Supervisors understand and take proactive measures to best assure the safety of students, as well as other parties that are affiliated with their agency. This includes orientation for students upon field entry to all forms of safety including fire safety, universal precautions, de-escalation of agitated clients, home visit protocols, etc.

Regarding risk management, agencies are aware that students become subject to types of risks common to employees once working with and/or providing permanent documentation in agency records regarding their work with clients. Training for students at field agencies will include Supervisors reviewing their daily work with clients and their documentation.

Field instruction provided by the Supervisor should include knowledge about the types of language used in documentation to protect all parties and including wording used in clinical documentation, to promote proper risk management.

Utica University has adopted the following policy and procedures regarding the safety of students in field education placements. This policy has been created to recognize that violence in the lives of clients can create potential dangers to professional social workers and students engaged in the study of the profession. Students are required to acknowledge the risks associated with field placement prior to seeking placement (see Appendix 11). While social workers and interns may be more aware of these issues in urban areas, we believe issues of safety are relevant in all communities and settings. We urge our MSW students in field education placements to become familiar with this policy regardless of the location of your internship placement.

V. Policy

- a. The Utica University Social Work Program is responsible for providing all students and Field Supervisors with general information about safety in field placement.
- b. The Social Work program expects each agency to be responsible for orienting student interns to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of personal belongings of the student in the field education placement while at the agency should be also covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the

beginning of the placement with ample opportunity for questions and discussion as needed.

- c. MSW students should not be required to engage or to remain in assignments or at placements in which they feel physically at risk. The MSW program urges all agencies to make the same accommodation to ensure students' safety as they do for their own agency staff and in some situations the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the Field Seminar Instructor should be contacted by the Supervisor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

VI. Procedures

- a. If an incident occurs in which a student is personally threatened or hurt, it is the student's responsibility to notify the Field Seminar Instructor immediately. The Supervisor, agency contact person, or agency director should then contact the Director of Field Education immediately to discuss what actions the agency and Utica University should take to ensure the student's physical and emotional well-being in the wake of the incident and on a going-forward basis.
- b. The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor to assess the student's readiness to return to the field, and any other issues relevant to the situation. The Director of Field Education may alert the MSW Program Director about incidents and concerns on an as-needed basis.

VII. Safety Guidelines for Students in the Field

- a. Agency Protocol

It is important for students to know the Agency's safety and security protocol for office and home visits with clients prior to the start of the placement. If the agency does not have safety and security policies and/or procedures the Field Seminar Instructor and student should review and discuss any issues related to safety and security in the setting. MSW students are urged to bring their questions and concerns to the Field Supervisor. Regular communication, particularly about safety concerns, is strongly encouraged.

The following are guidelines and suggestions that may be helpful to students, Supervisors, and Field Seminar Instructors as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

- b. Security of Belongings

All students in the field are expected to have a secure place to keep coats, handbags, cell phones, laptops, and other belongings while at placement. It is preferable that the space be one that can be locked and could be in a desk drawer or filing cabinet. Students should not leave

handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle. Neither the agency nor Utica University are responsible for lost, stolen or damaged personal items.

c. Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the student social worker, and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we urge all MSW students to consult with your agency Supervisors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

d. Safety Guidelines for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important for the student to discuss the situation promptly and fully with the supervisor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or see the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. A client's mental status should be assessed. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time and the location of the appointment. Students should keep supervisors informed about their schedules at the agencies at all times.

e. Safety Guidelines for Travel by Car

When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows. The student should tell someone where he or she is going and the expected amount of time she/he will be away from the office. The agency

should have your cell phone number or other information on how to contact you in the event of an emergency.

f. Safety Guidelines for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area.

g. Safety Guidelines for Home Visits

It is important to familiarize yourself with the clients' file prior to the home visit. If there is a question of safety, plan accordingly with Supervisors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the interview, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to reschedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous client alone without someone else in the agency knowing about it. In general, a cell phone is very useful for students doing home visits.

h. Health Safety

Students should be alerted to the existence of biohazards. They should receive training and information about how to protect themselves from infectious diseases.

VIII. Post Incident Protocol

If an incident occurs in which a student is personally threatened or hurt, the Supervisor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and Utica University should take to ensure the student's physical and emotional well-being.

The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor. Together, they will assess the student's readiness to return to the field and any other issues relevant to the situation.

Utica University Social Work Program thanks Simmons University School of Social Work for sharing their safety policy which was used in developing the MSW safety policy.

Best Practices to Promote a Successful Placement

There are both protective and risk factors that can impact students related to successful outcomes in field education.

- a. Adhering to the NASW Code of Ethics which sets forth values, principles, and standards to guide social workers' conduct. Students are urged to pay particular attention to the confidentiality provision.
- b. Assuring regular and on-time attendance; missing scheduled field education time is seen as evidence of a lack of professionalism (time missed for any reason must be made up).
- c. Demonstrating a willingness to learn and to take initiative.
- d. Asking questions – especially when in doubt about policies and procedures.
- e. Maintaining appropriate professional dress and behaviors (Check with the Supervisor, your Field Seminar Instructor and/or the Director of Field Education if in doubt about appropriate dress).
- f. Being sure that your self-care plan includes satisfactorily addressing any physical, emotional/psychological and/or social factors that may impair your capacity to perform all required tasks in a timely and professional manner.
- g. Obeying all agency policies, Utica University field education policies and local, State and federal laws and regulations.
- h. Remembering that you are representing Utica University's Social Work Program. Your performance in field education can foster continuing good relationships between the agency and Utica University social work program. Being proactive in bringing any concerns right away to your Supervisor, Field Seminar Instructor faculty members and/or the director of field education in effort to promote a quality resolution to any issues of concern to you about the field education process.
- i. Accessing and utilizing various supports on and off campus that enhance your well-being and optimal educational performance. These may include the use of health and mental health care providers, exercise, social engagement with friends, students in your cohort, family, faith communities, etc.

Health, Medical, and Background

Students are expected to fully comply with all prerequisite tasks such as a background check, a physical exam, etc. Students who have an assigned placement setting must learn as soon as possible about what types of policies regarding new student required checks, testing, immunizations, etc. that the agency requires of anyone working there. Students should be proactive in completing these requisite checks and testing to prevent non-compliance with these policies, which may hinder their ability to begin placement hours and work with clients as soon as it is possible.

Students are encouraged to have health insurance and some placement sites will require it. Agencies have a range of policies and protocols. Utica University MSW students are expected

to comply fully with all agency policies and procedures. Any concerns a student may have about such compliance should be raised to one or more of the parties involved in field education.

Use of Personal Automobile and Automobile Insurance

The Utica University MSW program does not allow students in field placements to transport clients in their personal vehicles. If a student is requesting to operate an agency vehicle for any purpose including transport of clients served, the Utica University MSW program requires students to submit a copy of their current personal auto insurance policy that specifies coverage while they are using an agency owned vehicle including for client transport.

Liability Insurance

Utica University provides liability insurance on all students that covers MSW field education sanctioned activities at agency placement sites.

Students must be enrolled in the field education course before beginning their work as an official intern partly due to student unintentional negligence that may cause harm, impairment, or injury to a client at a field site. Students are only covered by Utica University's liability insurance if they are an actively enrolled student for the given semester.

Utica University provides for its students' liability coverage that meets the minimum expected standards set forth by the profession. Copies of the certificate of liability can be given upon request. In some situations, students may be required to carry additional professional liability insurance by their field practicum site. This request would mean that the students would be covered through inclusion in the School's blanket Professional Liability policy and their personal student liability policy as well.

Situations that can lead to civil or criminal action against a student include:

9. Misrepresenting qualifications, such as failing to inform the client of student status.
10. Providing treatment without obtaining proper consent.
11. Keeping inaccurate or inadequate records.
12. Administering inappropriate or radical treatment.
13. Failing to consult with or refer to specialists.
14. Failing to seek proper supervision.
15. Failing to take action to prevent a client's suicide.
16. Failing to warn third parties of potential harm.

Internet Access, Computers and Electronic Devices

All students in the Utica University MSW program are expected to have adequate access to the internet and a computer and/or other forms of electronic communication during the time of their field work.

Professional Ethics and the NASW Ethical Principles

All Utica University MSW students are expected to continue to execute the ethical principles of the NASW Code of Ethics throughout their field education experiences and their social work career. This includes a range of issues and most notably applicable to most student learning tasks are the principles of confidentiality. It is important to note that in the core foundational ethical precepts of any profession, the concept of “Do no harm” is central. This is true in the profession of social work and, in fact, the emphasis on strict adherence to the concept of confidentiality is a key element of doing no harm in our work. We strive to protect client privacy with only a few types of exceptions which clients must be advised of along with their client Bill of Rights information. These types of exceptions include reasonable compliance with subpoenas and court orders after proper client consultation, third party payor rights to review record content, most notably in situations where harm may come to any party, and in social work with minors and individuals with court approved legal guardianship or conservatorship, etc. When the concept of confidentiality is compromised due to reasonable suspicion of harm to some party, the do no harm principle will supersede the principle of privacy and confidentiality in clinical decision making. Students are expected to comply with the NASW Code of Ethics found at www.socialworkers.org

Dual Relationships

The NASW Code of Ethics also addresses the frequent situation of dual relationships in practice. Students must adhere to this most carefully as it contains many nuances. A common issue is when, for example, an employee of Utica University is utilizing services themselves or for a family member and the student does not know them. Best practice suggests the student should not work with someone who is an employee of Utica University. That therefore is the policy regarding dual relationship student responsibilities. Students will notify their Supervisor immediately of any known connections to clients being served by the agency. Further, if unbeknownst prior to a student during client treatment reviews, a name of someone known in fact to them is up for review, the student must immediately stand, interrupt and state the need to leave the room and recuse themselves due to dual relationship ethical concerns.

Supervision

The profession of social work realizes the need for competent professionals and students to have regular and ongoing access to skilled clinical supervision. To this end, all students in the Utica University MSW program shall participate fully in supervision requirements to meet 90 minutes every other week with their Supervisor, and 90 minutes on alternate weeks with their Field Seminar Instructor to review their progress towards competency achievement along with review of all assigned clients and other tasks. This review is conducted in a fashion that understands the value of such supervision processes beyond simply meeting this program requirement.

Specifically, students will embrace the notion that the pursuit of continual growth and improvement in our work requires supervision so that an objective skilled professional can monitor and evaluate our practice situations and provide valuable feedback. This feedback can then be used by students as it is by all trained social workers, to adjust approaches to working with each unique client situation. Such adjustments are made to optimize desired client outcomes. A bi-weekly supervision form is provided for completion by the student as applicable during bi-weekly supervision (see Appendix 12).

Stability of Field Settings

Students have the obligation to identify as soon as they become aware of any factors that make them feel that their field education placement is not feeling like a proper fit for them. This should be brought to the immediate attention of their Field Seminar Instructor and faculty members. Each student concern will be thoroughly assessed and shared with other members of the MSW faculty in an effort to satisfactorily resolve the concern while making effort to keep the student on track to complete required field education course expectations during the semester they are registered in.

Factors that may destabilize field placements can occur both in the agency, in other Utica University MSW courses and/or in a student's life beyond their role as a Utica University MSW student. Some of these factors may include unforeseen incidents that could arise at a placement setting either directly with the student or that impact the Supervisor and/or the agency. Examples of this may include a Supervisor changing positions intra-agency or taking a new position elsewhere, damage to the physical plant of the building making it a site that must be closed for repair, student personal financial concerns, student family or personal emergencies, etc.

It is best for students to make efforts towards raising awareness of situations that could pose serious challenges to completion of field education course requirements. Students must immediately share these concerns with the Field Seminar Instructor faculty members and their Supervisor.

Field Termination

The issue of student termination from a field education agency setting could take place for a variety of reasons. These include planned termination by successful course completion, planned termination due to other reasons such as circumstances in a student's life (i.e., moving), termination by the MSW program for any reason, as well as termination of the student placement by the field agency.

Termination may be either planned or unplanned, voluntary by the student or involuntary by the agency and/or MSW program and may be unilaterally decided by any of the parties involved or may be done in a collaborative fashion. Under any of these possible scenarios the Utica

University MSW program faculty will be able to work with the student to review how any concerns by any party regarding the termination can be evaluated and addressed for final resolution by all parties if desired and possible. See Appendix 13.

Required Field Hours and Progress in Field

Students in the MSW program at Utica University are mandated to complete all required field hours in each applicable practice year, per CSWE requirements. When situations arise that may pose challenges to successful completion of all required hours within the specified timeframe the student must again notify their Supervisor and Field Seminar Instructor immediately of these challenges. The Utica University MSW field education faculty and staff will work with the student to develop a plan to attempt to meet the requirements within the regular semester time frame. Such challenges may include inclement weather and sickness. In these situations, Supervisors will work to identify tasks that can be performed when not on site to still receive credit for field education hours worked. These tasks must be approved by the Field Seminar Instructor member. Such tasks may include researching databases for scholarly articles related to areas addressed with the agency target client populations, written work such as process recordings, field journals and practice treatment plans, etc.

The MSW program strongly advises students to not withdraw from field education courses before speaking to their Field Seminar Instructor and/or other faculty members of the field education program and the Program Director. Any situation a student feels warrants withdrawal from a field education course should be done carefully and with consultation from our faculty. The reason for this is to explore other alternative methods of dealing with the situation including possible incomplete grades and/or extension grades for the field education placement. The role of the Supervisor is to formally evaluate student performance at the end of the semester including a recommendation to the program for the PASS/FAIL grade in the course. The Supervisor is not authorized by Utica University to enter any student grades into the grading system. The Supervisor is required to review their formal Utica University MSW program student field evaluations with the student who is entitled to comment on the document if they wish. It is only the Director of Field Education or their faculty designee that is authorized to enter a grade. This format is designed to provide a system of checks and balances regarding student field education performance. Any student concerned about grading will abide by the Utica University policies regarding grading and student appeals of grades.

Academic, Professional and Ethical Conduct

The Utica University policy on academic integrity follows a student through all coursework including field education courses. Any violations of this policy are taken seriously by our field education faculty and they will act in accordance with the Utica University policy. This includes instances of plagiarism or cheating on any required assignments, or misrepresentation of field hours performed, etc.

Further, the Utica University policies governing the professional and ethical conduct of all admitted students will apply to work performed by Utica University MSW students in their field education courses. For example, any student behaving in an unethical fashion in the field education course may be not only subject to evaluation by the MSW program faculty and staff regarding adherence to the NASW Code of Ethics but is simultaneously subject to review by the Utica University administration for possible academic action which in egregious situations could result in suspension and/or expulsion from Utica University.

Problem Resolution

Performance Improvement Plans

The Utica University MSW program is dedicated to the promotion of student success. In field education this includes the use of performance improvement plans as needed that are usually developed by the Field Seminar Instructor, the Supervisor and with the student. These plans are monitored in field supervision and with the Field Seminar Instructor. In many instances, consultation with the Field Director and/or Coordinator of Field Education and the MSW Program Director is indicated.

Grievance Procedures

Student grievances may arise for any number of issues. Utica University has an established complaint policy for students. The MSW program adheres to this policy and is prepared to always work with students to assist them in both the examination of and development of an action plan to address the grievance with the appropriate parties. The Utica University MSW program strongly urges students to discuss any situation that makes them feel uncomfortable with program faculty immediately in effort to remediate situations that could result in the need for formal grievance procedures to be undertaken by the student.

The Utica University Student Complaint Process states the following:

“Any student who has been treated unfairly will have the right to be heard fairly and promptly”. The University recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint can be submitted to assure impartial and equitable resolution.

This complaint process may not be invoked for matters that have independent appeal processes that are already established. Examples of these include, but are not limited to:

- Student Conduct
- Title IX
- Family Education Rights and Privacy Act (FERPA)
- Academic Appeals
- Academic Integrity

- Financial Aid

MSW students are encouraged to review the Student Handbook and otherwise refer to the Utica University Student Complaint Process at the following link: <https://www.utica.edu/student-complaint-process>

Evaluation of Student Learning

The MSW program views the signature pedagogy of Field Education as essential for student learning and therefore creates multiple methods for conducting both process and outcome-oriented forms of student evaluation of field performance. Evaluation of MSW student performance takes place in accordance with CSWE specified competencies that are required to be demonstrated through student performance in the field. This evaluation process is conducted by both the Supervisor and the Field Seminar Instructor.

The methods for ongoing process evaluation include regular supervision meetings between the Supervisor, Field Seminar Instructor, and the student; the use of process recordings by both the Supervisor and the Field Seminar Instructor; development and ongoing use of the field learning agreement for monitoring progress towards mastery of the CSWE competencies; monitoring through the field seminar co-requisite course and through the mid-semester visit performed with the student, Supervisor and the Field Seminar Instructor. Students are also evaluated at the midpoint of each internship through the use of the Midterm evaluation (Appendix 15), which is completed by the student, Field Supervisor and Field Seminar Instructor.

MSW Field Seminar Instructors are prepared to work closely with any student experiencing difficulties in achieving such mastery of these required competencies. In some cases, concerns are readily resolved by revisiting the initial learning agreement tasks and considering revised tasks that are better fits with student learning style and still meet the required rigor for demonstration of mastery of the CSWE competencies.

The outcome evaluation is the Final field evaluation (Appendix 16) completed by the Supervisor and reviewed with the student and given to the Field Seminar Instructor for review and determination of the student's final grade for the field course. Final evaluations rate student performance in detail as related to student degree of mastery of the nine CSWE competencies.

Appendix 1



Department of Social Work
Field Education Program

Acknowledgement of Criminal Background Check & Other Field Requirements

All field education experiences must be completed through placements at a Program-approved field site. Each facility has its own requirements that must be met before a student can be accepted for a field placement. You are responsible for meeting the assigned facility's requirements. The Program is not responsible for securing placements for students who are unable to meet a facility's placement requirements.

The University and the Program have a set of requirements and each facility may have additional requirements for student placements. The financial cost to meet many requirements is your responsibility; these costs are not included in your tuition and fees and are generally not covered by financial aid.

Requirements may include, but are not limited to, the following:

Criminal Background Check

Some agencies require a criminal background check of social work interns prior to the start of the placement. Some agencies conduct background checks through their Human Resources Department and will discuss the process and results with the social work student. In some cases, agencies will require the student to obtain a background check through a third party. The MSW Program at Utica University does not contract with an outside vendor to conduct background checks. Please note that there may be a cost or fee for a background check.

If a background check reveals criminal charges or convictions, the agency will make the final decision about whether the student will be offered an internship. Students who have a criminal conviction may have difficulty being accepted for internship. This may also require more time in the field placement process that could potentially affect student practicum start date; and will require further disclosure by the student to the agency personnel to explain the circumstances that led to the event(s) and subsequent charges. We strongly encourage students to provide a clear and complete explanation to the agency, if asked, so that they may provide the student with a suitable practicum opportunity while protecting the interests of vulnerable populations they are serving. For instance, if a criminal history involves theft, work that involves direct handling of money would be difficult to find. If charges involved child sexual abuse, work with youth may be inappropriate.

Students who have any concerns about undergoing a background check should discuss their concerns with the Director of Field Education. Many employers and state licensing boards also have policies regarding criminal histories, which may limit employment and licensure options. We recommend that students check their state licensing regulations with regard to this issue.

Drug Screenings

Agencies may require that students undergo or provide the results of a drug screening. Drug screenings may occur at one or more times during the field placement. If you test positive for drug use, you may not be able to secure a placement at a facility or may be removed from a placement. This includes, but is not limited to, testing positive for prescribed medical marijuana or opiates. Disclosure of drug use does not indicate a passed drug screen. This has implications for continuing coursework in the program, too, as described in the MSW Student Handbook.

Other Potential Field Requirements

Additionally, agencies may require that students to undergo or provide the following as a requirement for an internship:

- Cover Letter & Resume
- Fingerprinting
- Proof of Immunizations
- Tuberculosis Screening
- Seasonal Influenza Vaccine
- Covid-19 Vaccine
- Physical Health Examination
- Proof of Valid Driver's License
- Proof of Automobile Insurance

Any costs related to these requirements will be the responsibility of the student. The MSW Program at Utica University does not contract with an outside vendor to provide these services.

Printed Name of Student: _____

Student Signature

Date

Revised 6/2021 JJG

Appendix 2



Department of Social Work
Field Education Program

MSW FIELD LEARNING AGREEMENT

(with field specific practice behaviors)

GENERALIST PRACTICUM = 400 HOURS | SPECIALIZED PRACTICUM = 500 HOURS

DATE: _____

Student _____

ID # _____

Phone Number _____

Field Supervisor _____

Field Seminar Instructor _____

Agency Name _____

Phone Number _____

Days/Hours in field placement _____

Type of Supervision Provided:

Individual

Group

Day(s)/Time(s) of Supervision _____

PURPOSE OF LEARNING AGREEMENT

The learning agreement is a three-way agreement between the Student, Agency & the School. The learning agreement outlines the Competencies and field specific Practice Behaviors that are to be operationalized in the field practicum by way of practice activities. The practice activities are the basis for the mid-term and final evaluation of student performance and overall course grade.

INSTRUCTIONS FOR COMPLETION OF LEARNING AGREEMENT (Must be typed)

Student has the responsibility of developing the learning agreement in collaboration with the field supervisor. Select the practice behavior(s) under each competency area that apply to the agency. setting and create a practice activity/task for each relevant practice behavior. A minimum of three activities/ tasks must be listed for each behavior. If the practice behavior cannot be achieved at the practicum setting, please indicate the reason. For each task/ activity listed, indicate if it will be on- going, or provide an end date.

Students may be required to revise and resubmit the Learning Agreement after review by the field course instructor.

Student must obtain feedback and final approval from the field seminar instructor within the specified timeframes. Failure to submit an approved learning agreement by the deadline may result in an administrative withdrawal of student from field practicum.

The Learning Agreement should be referred back to during the mid-term and final evaluation meeting with the field supervisor. Thus, all parties should keep a copy of the final Learning Agreement –student, field supervisor, and field seminar instructor.

It is likely that additions to the Field Learning Agreement will be made during the course of the practicum.

FIELD LEARNING AGREEMENT DEADLINE: By Week 3 of Semester

Competency 1: Demonstrate Ethical & Professional Behavior	Students Tasks/ Activities:	Ongoing	End-Date
Practice Behaviors: <ul style="list-style-type: none">• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;• use technology ethically and appropriately to facilitate practice outcomes; and• use supervision and consultation to guide professional judgment and behavior.	<ol style="list-style-type: none">1.2.3.4.5.		

<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Practice Behaviors:</p> <ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 	<p>Students Tasks/ Activities:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Ongoing</p>	<p>Complete</p>
<p>Competency 3: Advance Human Rights & Social, Economic, and Environmental Justice</p> <p>Practice Behaviors:</p> <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice 	<p>Students Tasks/ Activities:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Ongoing</p>	<p>Complete</p>
<p>Competency 4: Engage in Practice-Informed Research and Research Informed Practice</p> <p>Practice Behaviors:</p> <ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery 	<p>Students Tasks/ Activities:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Ongoing</p>	<p>Complete</p>
<p>Competency 5: Engage in Policy Practice</p> <p>Practice Behaviors:</p>	<p>Students Tasks/ Activities:</p> <ol style="list-style-type: none"> 1. 	<p>Ongoing</p>	<p>Complete</p>

<ul style="list-style-type: none"> identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 	2. 3. 4. 5.		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Practice Behaviors: <ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 	Students Tasks/ Activities: 1. 2. 3. 4. 5.	Ongoing	Complete
Competency 7: Assess Individuals, Families, Groups, and Communities Practice Behaviors <ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	Students Tasks/ Activities: 1. 2. 3. 4. 5.	Ongoing	Complete
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Students Tasks/ Activities:	Ongoing	Complete

<p>Practice Behaviors:</p> <ul style="list-style-type: none"> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>		
<ul style="list-style-type: none"> facilitate effective transitions and endings that advance mutually agreed-on goals 	<p>5.</p>		
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Practice Behaviors:</p> <ul style="list-style-type: none"> select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; facilitate effective transitions and endings that advance mutually agreed-on goals 	<p>Students Tasks/ Activities:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>Ongoing</p>	<p>Complete</p>

All parties involved in this agreement have reviewed the document and agree to abide by its terms see below.

Agency Supervisor: I am willing to serve as the field supervisor for this student and to provide at least 1.5 hours bi- of individual or group supervision to guide the student's practice and implementation of the learning agreement. I am aware of the educational requirements and am willing to monitor the student's work.
I have familiarized myself with the field manual and am aware of my responsibilities as a field supervisor.

_____ Date
Agency Supervisor Signature

Student: I have familiarized myself with the field manual and am aware of my responsibility to implement the practice activities outlined in the learning agreement. I am aware that my learning agreement must be reviewed and approved by the agency supervisor and the field course instructor.

_____ Date
Student Signature

Field Course Instructor Section

Learning Agreement (first review)

_____ Approved _____ Disapproved, Date Revisions Are Due _____

_____ Date
Field Course Instructor Signature

Learning Agreement (final review-if applicable)

_____ Approved _____ Disapproved

_____ Date
Field Consultant Signature

*If final approval of learning agreement is not achieved or if learning agreement is not submitted by the required date, Field Consultant will inform the Field Director/Coordinator immediately.

Appendix 3



Department of Social Work
Field Education Program

**FIELD SITE ORIENTATION -
REQUIRED ACTIVITIES CHECKLIST**

Student Name: _____ **Agency:** _____

Required Activities	Date Completed	Planned Date of Completion
1a. Read NASW Code of Ethics and other codes of ethics relevant to the internship site		
b. Discussed internship site ethical issues/structures with Field Supervisor		
2a. Read the organization's mission statement, vision, program objectives, bylaws and contracts, and applicable laws that describe the organization's history and role in the service delivery system and larger community.		
b. Discussed with Field Supervisor how these are put into action and have changed over time		
3a. Reviewed the organizational chart of the agency and/or program and read job descriptions of social workers and other professionals in the agency/program.		
b. Discussed with Field Supervisor or agency authority the decision-making procedures and role divisions and interviewed selected staff regarding challenges and successes		
4a. Read agency policies and procedures documents which review procuring supplies and provisions, telephone/communication/computer utilization, parking, mileage/travel reimbursement, harassment, discrimination, Americans with Disabilities Act, and OSHA		
b. Discussed with Field Supervisor		
5a. Read agency policies and procedures documents which define client eligibility for services, and outline agency policies & procedures for informed consent, confidentiality, and professional conduct.		
b. Interviewed staff regarding operations of these policies with respect to specific clients and service needs		
6a. Read examples of client assessments and case studies as applicable.		
b. Discussed agency interventions, case documentation structure and expectations with Field Supervisor		
7a. Read program evaluations and annual reports		

b. Discussed effects on social work and clients regarding budget and planning and began to explore student opportunities for involvement in research evaluation activities for research classes		
8a. Attended staff and other agency/program meetings as possible.		
b. Discussed staff/agency priorities, dynamics, decision making, leadership.		
c. Types of meetings attended: _____		
9a. Reviewed safety, emergency, and confidentiality procedures		
b. Reviewed HIPAA		
c. Discussed with Field Supervisor		
10a. Reviewed expectations for supervision, supervision schedule, educationally based recording schedule, plan for diversity/multi-cultural experiences, plan for monitoring of student hours (by both Field Preceptors and student), and agency training or staff development opportunities		
b. Discussed with Field Supervisor		
c. Discussed how recovery philosophy, values, and skills will be addressed in the internship		
11. Student will provide Field Supervisor with Practice course syllabus		
10. Student has met with Field Supervisor and has completed the Learning Contract/Agreement.		

Supervisor Signature: _____ Date: _____

Student Signature: _____

Date: _____



Department of Social Work
Field Education Program

**Master of Social Work Program
Generalist/Specialized Internship Questionnaire**

Name of Student (Please Print) _____

Reliable Phone Number _____

Utica e-mail _____

NOTE TO STUDENT: Your responses to this questionnaire will aid the Field Team in assisting you with locating a proper field placement site. While you are responsible for seeking out and making contact with agencies for field placement, the Field Team will give you suggestions, advice, and tips for securing a proper internship. Specific policies regarding individual responsibilities are discussed in the *Field Internship Manual*. It is your responsibility to know and follow ALL policies. Due to many factors, no specific setting can be assured.

CLIENTS: Identify two primary populations with whom you wish to work (e.g. families).

1.

2.

LOCATION/AGENCIES: Identify five places you are willing to contact or have already contacted for a placement (MUST include agency name, complete address, and contact information (phone & email address) of potential field supervisor. Please list in order of preference. **YOU MUST PROVIDE FIVE SITES!**

1.

Agency Name:

Agency's Website:

Agency's Phone Number:

Agency's Email:

Agency's Address:

Distance From Your Current Address:

Possible Field Supervisor:

Field Supervisor Email:

Field Supervisor Phone:

Department:

2.

Agency Name:

Agency's Website:

Agency's Phone Number:

Agency's Email:

Agency's Address:

Distance From Your Current Address:

Possible Supervisor:

Field Supervisor Email:

Field Supervisor Phone:

Department:

3.

Agency Name:

Agency's Website:

Agency's Phone Number:

Agency's Email:

Agency's Address:

Distance From Your Current Address:

Possible Field Supervisor:

Field Supervisor Email:

Field Supervisor Phone:

Department:

4.

Agency Name:

Agency's Website:

Agency's Phone Number:

Agency's Email:

Agency's Address:

Distance From Your Current Address:

Possible Field Supervisor:

Field Supervisor Email:

Field Supervisor Phone:

Department:

5.

Agency Name:

Agency's Website:

Agency's Phone Number:

Agency's Email:
Agency's Address:
Distance From Your Current Address:
Possible Field Supervisor:
Field Supervisor Email:
Field Supervisor Phone:
Department:

What do you hope to learn from this placement? How will this help you achieve your goals as a social worker?

Please list three professional strengths: 1.
2.
3.

Based upon feedback from others and in your own opinion, list specific professional behaviors or skills that needs improvement:

Do you require ADA accommodations at your field placement? If so, have you scheduled an appointment and met with someone in the Office of Learning Services, (phone: 315-792-3032; e- mail: jcborner@utica.edu)

Do you have any limitations or barriers that will prevent you from field placement or inhibit field placement opportunities (i.e. no automobile, criminal background, limited hours (evening/ weekend))? Please list if applicable.

In order to move forward with field placement, you must agree to the following attestations with a signature of acknowledgement:

- ✓ I have submitted to the student portal the required professional cover letter that I will be submitting to potential sites.
- ✓ I have submitted to the student portal the required professional resume that I will be submitting to potential sites.
- ✓ I will arrange my personal life to prevent conflict with internship obligations.
- ✓ I am willing to complete all requirements requested by Utica University and the field agency in order to engage in a field internship.
- ✓ I have read the internship manual in its entirety.
- ✓ I am willing to attend all scheduled webinars and online field preparation courses.
- ✓ I will conduct myself as a professional at all times during the field placement inside and outside of the classroom.

My signature indicates I understand *the field placement process and the internship itself is a professional assignment*. I commit myself to act professionally and I will ensure that I am well prepared. I will place priority upon the needs of the client. I will fulfill my obligation to the agency and will clarify issues as needed with the Field Supervisor and Director of Field Education. I will know and follow internship and agency policies. I will adhere to the contractual agreements between Utica University, the field site, field supervisor, and MSW Program. If I fail to adhere to established policies or meet the standards of performance identified field manual, field contract, and field learning agreement, I understand the Internship may be terminated for cause following due process procedures. I understand that termination for cause means a failing grade will be assigned and I may be potentially removed from the MSW program. The Field Team at Utica University has my consent to release or discuss information pertinent to my placement to or with site placement personnel including but not limited to the field supervisor, field agency supervisor, and field educator/ field liaison. Such information includes my academic record, work habits, extra-curricular activities, attitude, and personal characteristics.

Student Name (Write Legibly)

Student Signature

Date

This student is cleared to register for *the appropriate field education course and engage in a field internship*:

Signature of Field Education Faculty

Date



Department of Social Work
Field Education Program

Directions: Thank you for your interest in becoming a field site for MSW students at Utica University. Please complete the following information to aid us in having accurate information for our students and to ensure we have accurate information about your agency on file. Please complete the information with as much detail as possible. A quick return of this form is respectfully asked.

Upon becoming an approved field site, details will be provided on a mandatory field education training that must be completed before students can accept an internship with your agency.

Please direct questions regarding the MSW Field Education Program to Jalonta Jackson-Glasco at Jyjackso@utica.edu.

Agency Name:

Agency Address:

Agency City & State:

Agency Phone:

Agency Website:

Designated Contact/Supervisor (to be known as Field Supervisor): Supervisor Email:

Supervisor Phone:

- Does field supervisor have MSW degree from a CSWE accredited program? **Yes or No**
- Does field supervisor have two years post MSW practice experience? **Yes or No**
- Is the field supervisor willing and able to provide at least 90 minutes of biweekly social work supervision? **Yes or No**

- Is the field supervisor willing and able to assist the student in completion of the Learning Contract at the start of the placement? **Yes or No**
- Is the field supervisor willing and able to complete mid-term and final student evaluations? **Yes or No**

Page 1 of 3

Agency Description (Please include in your description how and what clinical services are rendered):

Agency Type (Circle One): NGO Other

Hours of Availability (Circle All that Applies): Standard Business Hours Evening (after 4pm) Weekends

General Focus of Services (i.e. Homelessness, Mental Illness, Substance Abuse, ETC.):

Do you offer a paid internship: Yes or No

ADA Compliant? Yes or No **If no, please explain limitations:**

Page 2 of 3

Please list internship application requirements including any drug tests, fingerprinting, vaccines, etc.?

Brief description of proposed activities for MSW students (please specify differences in activities for foundation (1st year) students versus advanced standing students (2nd year):

Name, Title, Telephone Number, and Email of Person Completing this Form



Page **3** of **3**

Appendix 6



COUNCIL ON SOCIAL WORK EDUCATION

Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

Appendix 7



Department of Social Work
Field Education Program

Field Assessment Survey of Student Qualities

Student Name _____ Date _____

To Be Completed by Field Supervisor and Field Course Instructor ALONG with midterm and final evaluation.

Please be sure to complete all fields & sign where indicated.

Please give your appraisal of the student in terms of the qualities listed below.

	Unable to Judge	Exceptional	Very Strong	Strong	Moderate	Room for Improvement	Needs A Good Deal of Room for Improvement	Needs A Great Deal of Room for Improvement
Empathy								
Critical Thinking Skills								
Communication Skills								
Self-Awareness								
Openness to Feedback								
Patience								
Emotion and Stress Regulation/Self-Care								
Cultural Humility and Appreciation of Diversity and Difference								

Appendix 8



Department of Social Work Field Education Program

FIELD EDUCATOR EVALUATION OF FIELD AGENCY & FIELD SUPERVISOR

This evaluation is to be completed by the field educator at the end of the student's field experience. The completed evaluation will become part of the resource file on fieldwork settings and will be available for review by the field team.

Agency and Field Supervisor:

Please rate your level of satisfaction with the directed field experience using the following scale:

1	2	3	4	5	6
Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied

1. Agency orientation given by Field Supervisor. ____
2. Meaningfulness of fieldwork tasks. _____
3. Accessibility of Supervisor. _____
4. Quality of supervision provided by Supervisor. _____
5. Supervisor's ability to integrate academic content into fieldwork. _____
6. Resources made available to student in fieldwork (office space, supplies, telephone, etc.)

7. Your overall evaluation of your fieldwork agency. _____
8. Would you recommend this agency to other students? Yes: ____ No: ____

Comments: _____



Department of Social Work
Field Education Program

Employee-Based Internship Application

As stated in the 2022 Educational Policy and Accreditation Standards (EPAS 3.3.7):

Student employment may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). A student's field instructor and employment supervisor may be the same person; however, in such cases, supervision time for field education learning must be separate from supervision time for employment.

While overlap between employment tasks and internship is allowed, you are encouraged to engage in new activities to grow and meet learning and professional goals.

Utica University Employment-Based Internship Criteria:

(Note: Before pursuing an employment-based field placement, students should consult with their employer about any existing employment-field placement policies and procedures.)

- The employing agency presents sufficient practice opportunities appropriate for the placement level (Generalist, Specialist)
- The employing agency presents meaningful learning opportunities that allow students to participate in activities directly linked to the nine social work competencies & demonstrate attainment of required competencies.
- The placement must be supported by agency management and approved by the UU Director of Field Education.
- Students must be in good standing, and not involved in a review process. Students who have been terminated from a field placement may not be approved for an employment-based field placement.
- There must be an internship supervisor ("Field Supervisor") who is licensed at the masters level and has at least two years of post-graduate experience. At a minimum, the Field Supervisor must provide at least 90 minutes of regularly scheduled "field instruction" bi-weekly.
- The student's field instructor and employment supervisor may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment.
- Students must agree to complete all hours (400 for generalist, 500 for specialized) in two semesters.
- Generalist- May complete up to 12-14 hours a week
- Specialist- May complete up to 14-16 hours a week
- Students may not use EBI for both internships
- Students must intern for at least 12 of the 16 weeks in a semester
- Students must be employed at the proposed agency for at least 30 days before completing the EBI application
- Any employment-based internship proposals that do not align with these criteria may be denied; however, the Director of Field Education ultimately has the final say in such decisions.

APPLICATION

Student Information

Name:

Phone #:

Utica Email:

Proposed Placement Start Date:

Agency Information

Agency Name:

Agency Address:

Student's Job Title:

Length of time employed in this position

Current Work Supervisor

Name:

Title:

Email:

Phone:

Proposed MSW Field Supervisor

(Must be a licensed individual who has an MSW from a CSWE accredited program with at least two years of post-graduate experience and is willing to serve as a Field Supervisor.)

Name:

Title/Credentials:

Email:

Phone:

1. Are you applying for your Generalist or Specialist internship?

2. Please provide information about your current job responsibilities.

3. Please provide a general description of the proposed internship opportunities and how they align with the social work competencies and related behaviors (listed below).

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Organization Endorsements

We, the undersigned, attest to the accuracy of the attached statements and have read the proposed plan. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment.

We recognize that no placement activities may commence until a fully executed contract has been executed. If the agency is not approved, or all parties cannot come to an agreement, we understand that the student employee may not conduct a field placement at this site.

All signatures must be completed for proposal consideration. No placement hours may be logged until proposal is authorized by the UU MSW Field Office.

Student/Employee Signature	Date
----------------------------	------

Employment Supervisor Signature	Date
---------------------------------	------

Agency Field Supervisor Signature	Date
-----------------------------------	------

UU MSW Field Director Signature	Date
---------------------------------	------



Department of Social Work
Field Education Program

Acknowledgment of Risk and Consent for Treatment for Internship Participants

General Information

- To request disability accommodations, please contact the Office of Learning Services by calling 315-792-3032 (voice); or email jcborner@utica.edu
- To waive or learn more about Utica's student health insurance, call 315-792-3094, or visit <https://www.haylor.com/college/utica-college/>

I acknowledge that there are certain risks inherent in my participation in this internship, including, but not limited to risks arising from:

- Driving to and from the internship site, or while in the course of internship activities;
- Unpredictable or violent behavior of certain client populations served by the internship site;

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University, faculty, and staff. I agree that it is my responsibility to understand and follow the Internship Site's policies and procedures designed to identify and control risks, including safety and security procedures, and to obtain any immunizations which the Internship Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this internship.

Printed Name of Student: _____

Signature of Student

Date

Revised 6/2021 JJG



Department of Social Work
Field Education Program

Weekly Supervision

Date: _____

Student Name: _____

Field Supervisor /Field Instructor: _____

Agency Name: _____

Supervision Session Attended: (yes) (no) If no, please indicate when this session will be made up:

Method of Supervision: (circle one): In Person Virtual Phone

Location of Supervision (circle one): Agency On-campus Off campus

Duration of Supervision Session: _____

Weekly Review/Topics Discussed:

Educational Learning Agreement/ CSWE Competencies Reviewed:

What strengths were identified?

What opportunities for improvements were identified?

What tasks/assignments did your agency supervisor recommend for the following week?



Department of Social Work
Field Education Program

Termination of a Student from a Placement (Internship)

This form is to be completed when a termination of internship is occurring and the student has been asked by the agency (Field Supervisor) or Field Instructor not to return to the placement site

Student Name: _____

Internship Site: _____

Field Supervisor: _____

Field Instructor: _____

Number of Hours to Which the Student and Agency Committed: _____

Number of Hours Completed: _____

1. Briefly describe the reason for termination of this internship.

2. Is the site terminating the student? ____ Yes ____ No

If yes, **please describe the reasons the student is being terminated. Please attach the following documentation:**

- **Final evaluation by the Field Supervisor**
- **Statement from the Student**
- **Statement from the Field Instructor**

3. Is the Field Faculty terminating the student from the site? __ Yes ____ No If yes, **please describe the educational reasons the student is being terminated.**

4. Please describe steps taken by the Student, Field Seminar Instructor and/or Field Supervisor to manage/problem solve the challenges/concerns that lead to the termination.

Field Faculty Signature

Date



Department of Social Work
Field Education Program

STUDENT'S EVALUATION OF FIELD PLACEMENT EXPERIENCE

This evaluation is to be completed by the student at the end of the field experience. The completed evaluation will become part of the resource file on fieldwork settings and will be available for review by the field team and students.

Agency: _____

Please rate your level of satisfaction with the directed field experience using the following scale:

1	2	3	4	5	6
Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied

1. Agency orientation given by Field Supervisor. ____
2. Meaningfulness of fieldwork tasks. _____
3. Accessibility of Supervisor. _____
4. Quality of supervision provided by Supervisor. _____
5. Supervisor's ability to integrate academic content into fieldwork. _____
6. Resources made available to you in fieldwork (office space, supplies, telephone, etc.)

7. Your overall evaluation of your fieldwork agency. _____
8. Would you recommend this agency to other students? Yes: ____ No: ____

Comments: _____



Department of Social Work
Field Education Program

**MSW Field Instrument—MIDTERM
CSWE EPAS 2015**

Student _____

Field Supervisor _____

Agency Name _____

Field Seminar Instructor _____

Number of total hours completed to date in this field placement _____

Days/times in field placement _____

Type of supervision provided ☐ Individual ☐ Group ☐ Combination

DIRECTIONS:

This tool is to be completed at the midpoint of the student's placement.

STUDENT: Rate yourself based on your opinion of how well you are meeting the nine competencies. After you have added your ratings, please forward this form on to your field supervisor.

FIELD SUPERVISOR: Please base your assessment on how well the MSW student intern has demonstrated their ability related to the performance of the practice behaviors listed below.

Use the following rating scale for each question.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of

		performance of the practice behavior.	knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the	Lacking: "missing, not present or available." Lacking performance is the

		knowledge, values and skills related to the performance of the practice behavior.	inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
--	--	---	--

Competency 1 - Demonstrate Ethical and Professional Behavior

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern demonstrates professional demeanor in behavior	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern demonstrates professional demeanor in appearance	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern demonstrates professional demeanor in oral communication	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

Intern demonstrates professional demeanor in written communication	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern demonstrates professional demeanor in electronic communication	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern uses technology ethically and appropriately to facilitate practice outcomes	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern uses supervision and consultation to guide professional judgment and behavior	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

Competency 2 - Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies and communicates understanding of the importance of diversity	Student: 1 2 3 4 5

and difference in shaping life experiences in practice at the micro level	Field Supervisor: 1 2 3 4 5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern presents themselves as learners to clients and constituencies	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern engages clients and constituencies as experts of their own experiences	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

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

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern engages in practices that advances social justice	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern engages in practices that advances economic justice	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern engages in practices that advances environmental justice	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

Competency 4 - Engage In Practice-informed Research and Research-informed Practice

Intern uses theory to inform scientific inquiry and research	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern uses practice experience to inform scientific inquiry and research	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

Competency 5 – Engage in Policy Practice

Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

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

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Student: 1 2 3 4 5
	Field Supervisor: 1 2 3 4 5
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Student: 1 2 3 4 5
	Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

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

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	Student: 1 2 3 4 5
	Field Supervisor: 1 2 3 4 5
Intern applies 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	Student: 1 2 3 4 5
	Field Supervisor: 1 2 3 4 5
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Student: 1 2 3 4 5
	Field Supervisor: 1 2 3 4 5

Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

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

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5

Intern facilitate effective transitions and endings that advance mutually agreed-on goals	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

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

Intern selects and uses appropriate methods for evaluation of outcomes	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern applies evaluation findings to improve practice effectiveness at the micro level	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	Student:	1	2	3	4	5
	Field Supervisor:	1	2	3	4	5

	Field Supervisor: 1 2 3 4 5
Intern applies evaluation findings to improve practice effectiveness at the macro level	Student: 1 2 3 4 5 Field Supervisor: 1 2 3 4 5

COMMENTS:

Student, please provide examples that support the above ratings:

Student, if you were unable to assess or engage in a behavior, please share how you will include that practice behavior prior to the final evaluation:

Field supervisor, please provide additional comments or feedback including any concerns, strengths, weaknesses, and areas for growth:

Field Supervisor Signature

Date

Student Signature

Date

Field Seminar Instructor Signature

Date



**FIELD INSTRUMENT MSW @ EXIT/FINAL EPAS
2015**

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)

- ☐ BA or BS in Human Services field
- ☐ BA or BS in Social Work
- ☐ BS
- ☐ MA in Liberal Arts field
- ☐ MA in Human Services field
- ☐ MSW or MA/MS in Social Work
- ☐ MS
- ☐ PhD in Human Services field
- ☐ PhD or DSW in Social Work
- ☐ Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern demonstrates professional demeanor in behavior	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern demonstrates professional demeanor in appearance	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern demonstrates professional demeanor in oral communication	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern demonstrates professional demeanor in written communication	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern demonstrates professional demeanor in electronic communication	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses technology ethically and appropriately to facilitate practice outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses supervision and consultation to guide professional judgment and behavior	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Competency 2 - Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	1 C	2 C	3 C	4 C	5 C
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	1 C	2 C	3 C	4 C	5 C
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	1 C	2 C	3 C	4 C	5 C
Intern presents themselves as learners to clients and constituencies	1 C	2 C	3 C	4 C	5 C
Intern engages clients and constituencies as experts of their own experiences	1 C	2 C	3 C	4 C	5 C
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 C	2 C	3 C	4 C	5 C

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

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1 C	2 C	3 C	4 C	5 C
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1 C	2 C	3 C	4 C	5 C
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1 C	2 C	3 C	4 C	5 C
Intern engages in practices that advances social justice	1 C	2 C	3 C	4 C	5 C
Intern engages in practices that advances economic justice	1 C	2 C	3 C	4 C	5 C
Intern engages in practices that advances environmental justice	1 C	2 C	3 C	4 C	5 C

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Competency 4 - Engage In Practice-informed Research and Research-informed Practice

Intern uses theory to inform scientific inquiry and research	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses practice experience to inform scientific inquiry and research	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Competency 5 - Engage in Policy Practice

Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies 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	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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

Intern selects and uses appropriate methods for evaluation of outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the micro level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the macro level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Signatures

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

[Submit And Finalize My Responses Above](#)

[Save My Choices Above](#)

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