



SCHOOL OF SOCIAL WORK
COLORADO STATE UNIVERSITY

MSW Field Education Manual 2022-2023

SOWK 588 MSW
Generalist Practice

SOWK 688 MSW
Specialized: Advanced
Generalist Practice

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Colorado State University Land Acknowledgment

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

Colorado State University Principles of Community

The principles of community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the university.

Inclusion – We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity – We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect – We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service – We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice – We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Colorado State University Pronoun Statement

Colorado State University is committed to creating a culture and climate that respects and honors people of all identities.

Like our names, pronoun s (i.e., zir, they, per, she, he) reflect how we want to be respected in our identities. This is especially important for those who are Transgender, non-binary, and gender non-conforming.

We often ascribe pronouns to individuals they may or may not use. Assuming identities based on observation or stereotype can result in unintended harm by using the wrong pronouns, misgendering, or potentially outing someone. Referring to someone by pronouns they use is one way to demonstrate respect for them as a person.

Respect is included in our Principles of Community. As such, we support and encourage those who choose to share their pronouns in professional and academic spaces, including wherever names are provided, such as meeting and classroom introductions, name badges, email signatures, and course syllabi. By creating space for people who choose to share their pronouns, we foster an inclusive culture that is welcoming for all.

Colorado State University Mission Statement

Inspired by its land-grant heritage, CSU is committed to excellence, setting the standard for public research universities in teaching, research, service, and extension for the benefit of the citizens of Colorado, the United States and the world.

- Adopted by the [Board of Governors of the Colorado State University System](#) in May 2010

Colorado State University, School of Social Work Vision and Mission

Vision

The School of Social Work will advance social, environmental, and economic justice, promote equity and equality, alleviate oppression, and enhance human health and well-being across local and global community systems.

Mission

The School of Social Work provides exemplary education, applied research, and transformative outreach toward the accomplishment of our Vision.

FIELD EDUCATION PROGRAM

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate achievement of program competencies.

GUIDING PRINCIPLES

Field Education - Signature Pedagogy

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

National Association of Social Workers (NASW) Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *NASW Code of Ethics* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Students in the Field Education Program are expected to abide by the [NASW Code of Ethics](#).

FIELD EDUCATION OVERVIEW

CURRICULUM AND STRUCTURE

Council on Social Work (CSWE) Educational Policy and Accreditation Standards

The Core Competencies, specified by CSWE in the [2015 Educational Policy and Accreditation Standards \(EPAS\)](#), describe performance outcomes that are characterized by measurable behaviors, which are then operationalized through the curriculum of the School of the School of Social Work. The Field Education Program provides students an opportunity to integrate knowledge, values, skills, and cognitive and affective processes within the CSWE Core Competencies and corresponding behaviors in a supervised and monitored practice setting.

The [CSWE 2015 EPAS Overview](#) instructs that:

Holistic Competence-The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

Dimensions-Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are:

- Knowledge
- Values
- Skills
- Cognitive and Affective Processes

The description and dimensions as written in the EPAS should be reflected in the generalist and advanced generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the behaviors associated with the competency. **Behaviors**-The bullet points under the paragraph for each competency in the EPAS are a set of behaviors that integrate the dimensions of the competency.

Competence in real or simulated practice can only be demonstrated by behavior and behavior cannot be demonstrated without incorporation of the knowledge, values, skills and cognitive and affective processes associated with the competency.

*This Field Education Manual is a living document and is continuously updated throughout the year and intended as a reference

Credit and Time/Hour Requirements

SOWK 588 MSW Generalist Practice Field Placement requires students to complete **270 hours** of supervised field placement in an approved Field agency. Full-time students complete this requirement over the course of one semester; part-time students may complete this over the course of two semesters. Students register for a total of **6 academic credits** for SOWK 588 Generalist Practice Field Placement and are required to register accordingly based on their on-campus or distance program.

In the specialized focus of advanced generalist practice, the **SOWK 688 MSW Advanced Generalist Field Placement** requires students complete **675 hours** of supervised field placement in an approved Field agency. Full-time students complete this over the course of two semesters (typically Fall and Spring semesters); part-time students may take up to five semesters to complete 675 hours. Students register for a total of **15 academic credits** for SOWK 688 Advanced Generalist Field Placement and are required to register accordingly based on their on-campus or distance program.

*688 Students will be able to count up to 12 hours of time each semester (fall and spring) to engage in required Professional Learning Communities. This structure will allow students to integrate classroom based learning with field experiences and practices during their 688 Advanced Generalist course. Details are included in the SOWK 688 course syllabi.

Core Competencies for Generalist Practice

CSWE Core Competencies for Generalist Practice are addressed in the **Generalist Practice MSW Field Placement** (SOWK 588) provide the foundation for the MSW Advanced Generalist placement (SOWK 688).

Generalist Practice Core Competencies and Behaviors:

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 professional values. They also understand how their personal experiences and affective reactions influence their professional judgement 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:

- a. 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;
- b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d. use technology ethically and appropriately to facilitate practice outcomes;
- e. use supervision and consultation to guide professional judgement 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:

- a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c. 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:

- a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b. 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:

- a. use practice experience and theory to inform scientific inquiry and research;
- b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c. 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:

- a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b. assess how social welfare and economic policies impact the delivery of and access to social services;

- c. 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:

- a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b. 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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. 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;
- c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
 - d. 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:

- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. 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:

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

Core Competencies for Advanced Generalist Practice

The CSU School of Social Work is an [Advanced Generalist](#) MSW program. For students enrolled in the **SOWK 688 MSW Advanced Generalist Field Placement** instruction, learning, and practice are structured by:

Advanced Generalist Core Competencies and Behaviors:

Competency 1:

Demonstrate ethical and professional behavior

Practitioners in advanced generalist social work model ethical standards of professional behavior at all levels of practice. **Advanced generalist** social workers articulate and advocate for social work values and ethics in practice, research and policy arenas. Practitioners in advanced generalist social work demonstrate enhanced professional judgment and behavior.

An Advanced Generalist Practitioner will:

- a. Model professional demeanor in behavior and all modes of communications.
- b. Consistently model conscious use of self, self-reflection, self-monitoring, and self-correction in practice.
- c. Provide supervision and consultation to guide others.
- d. Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research as appropriate to practice.

Competency 2:

Engage diversity and difference in practice

Practitioners in advanced generalist social work are knowledgeable about many forms of diversity and difference and how these influence professional relationships and understandings of social problems at all levels of practice. Advanced generalist social workers critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels are impacted by cultural context. **Advanced generalist** social workers use and apply research knowledge of diverse populations to enhance client wellbeing, to work effectively with diverse populations, and identify and use practitioner/client differences and life experiences from a strengths perspective.

An Advanced Generalist Practitioner will:

- a. Critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be impacted by cultural context.
- b. Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and

- oppression, on one's personal and professional behavior.
- c. Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.
 - d. Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macrolevels.

Competency 3:

Advance human rights and social, economic, and environmental justice

Practitioners in advanced generalist social work critically apply knowledge about oppression, historical trauma and human rights violations on the lives of clients at all levels of practice.

Advanced generalist social workers challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic and environmental justice. They will advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably.

An Advanced Generalist Practitioner will:

- a. Utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.
- b. Design and implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across system levels.

Competency 4:

Engage in practice-informed research and research-informed practice

Practitioners in advanced generalist social work critically integrate scientific evidence for social work interventions at all levels of practice. **Advanced generalist** social workers apply ethical and culturally responsive/relevant research methods to improve practice.

An Advanced Generalist Practitioner will:

- a. Conduct practice in a recursive and research-informed manner.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence.
- c. Use and translate research evidence to inform and improve practice policy and service delivery.

Competency 5:

Engage in policy practice

Advanced generalist social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the provision of social work services in communities and organizations. They engage collaboratively with organizational and community interests to assess, formulate and amend policies that improve social services.

An Advanced Generalist Practitioner will:

- a. Apply multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities
- b. Intervene in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery
- c. Provide interdisciplinary, collaborative leadership in initiating, promoting and advocating for policies that advance human rights and social, economic, and environmental justice.

Competency 6:

Engage with individuals, families, groups, organizations, and communities

Practitioners in advanced generalist social work engage with individuals, families, groups, organizations and communities in a client-centered, strengths-perspective orientation that builds rapport through affirmation of the client's perspective and goals. **Advanced generalist** social workers purposefully use differential engagement skills in preparing for interaction with multiple systems in a culturally responsive manner.

An Advanced Generalist Practitioner will:

- a. Model effective engagement practices that mitigate personal biases, in order to build productive rapport with client systems that align with professional values.
- b. Use differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients and constituencies in complex practicesituations.

Competency 7:

Assess individuals, families, groups, organizations, and communities

Practitioners in advanced generalist social work assess individuals, families, groups, organizations and communities using a multi-level, ecological approach to identify the locus of intervention targets. Advanced generalist social workers apply diverse theoretical frameworks, conduct complex analysis of human development, life cycle issues, and consider relevant policy, environmental and structural issues within a strength's based assessment of social change potential. **Advanced generalist** social workers engage in assessment processes using currently accepted tools.

An Advanced Generalist Practitioner will:

- a. Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies
- b. Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse

client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.

Competency 8:

Intervene with individuals, families, groups, organizations, and communities

Practitioners in advanced generalist social work differentially apply multiple types of intervention strategies using culturally grounded approaches with individuals, families, groups, organizations and communities. **Advanced generalist** social workers use and critically analyze multiple theoretical perspectives and evidence-informed practices at multiple levels to enhance client system health and well-being.

An Advanced Generalist Practitioner will:

- a. Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.
- b. Design, lead and implement an intervention strategy based upon assessment data at multiple system levels.
- c. Provide leadership on interprofessional teams, rooted in the social work perspective that promotes collaboration in designing and implementing interventions.

Competency 9:

Evaluate practice with individuals, families, groups, organizations, and communities

Practitioners in advanced generalist social work evaluate practice with individuals, families, groups, organizations and communities at multiple levels of client system intervention.

Advanced generalist social workers use appropriate evaluation tools to determine the effectiveness of applied interventions across multiple client systems.

An Advanced Generalist Practitioner will:

- a. Identify measurement tools appropriate to selected research designs.
- b. Use self-reflection, supervision, and research to regularly evaluate and to improve practice.

Competence is fostered through course work and field instruction. Field placement learning and practice are guided by an individualized learning plan based on professional Core Competencies. Behaviors provide a structure for students to engage in generalist practice and the specialized focus of advanced generalist practice to demonstrate proficiency with required competencies. Students operationalize competencies and behaviors through identifying and engaging in specific tasks, responsibilities, and learning experiences in their field placements. Assessment of student competency occurs through supervision and field instruction throughout the placement and formally at the end of each term via a structured evaluation of student performance based on the generalist and advanced generalist Core Competencies and beha

SAFETY IN THE FIELD PLACEMENT: POLICIES, PROCEDURES CRITERIA

Policies

The School of Social Work aligns with the procedures of the College of Health and Human Sciences, procedures and policies at Colorado State University to provide a safe learning environment for students in their learning experiences.

The university, college and school understand that required student learning in field education has requirements outside of the traditional classroom setting.

The field education office works closely with the university General Counsel to develop and support students and agencies through the ongoing development and adherence to the Academic Affiliation Agreement which contains information pertaining to worker's compensation and professional liability insurance for all enrolled students in the field education coursework. The School of Social Work supports student safety by supporting this coverage during the field learning experiences and updates risk management and insurance offices each semester in alignment with enrollment to ensure student coverage.

The Field Education program ensures all students, field instructors, field liaisons and field staff are oriented to the safety procedures each semester and receive any updates to safety information at the start of each semester.

Agency partners are required to train and orient their students to the safety policies and procedures unique to each agency. Each agency partner will collaborate with each student and align with the safety procedure to develop a safety learning goal to support the student for Competency #1 on the learning plan.

Agency partners and students will work together to assess safety in an ongoing manner and utilize the support of the field liaison, field coordinator and/or the field director should they have questions and need assistance.

Students can discuss and plan for safety with the on-site supervisor and/or field instructor, field liaison, field coordinator or field director at any time during the course of the field education learning experience.

Procedures

1. The field program ensures the agency and field partners have met criteria to support a student at their agency for the duration of their field education coursework.
2. The field program ensures the agency has a current and signed Academic Affiliation Agreement from the College of Health and Human Sciences.

3. The field program ensures the student has completed the six step field placement process and both the agency and student have signed the Acceptance Contract.
4. Students and field agency partners will participate in the orientations (both general and safety module) assigned to them at the start of the internship experience.
5. Students and field agency partners will review orientations and safety information at their first visit with the assigned field liaison at the start of the semester.
6. Students and field agency partners will work together to review and complete the risk assessment detailed in the safety module of the orientation.
7. Students and agency partners will work together to develop the student safety learning experience under Competency #1 on the learning plan.
8. Students and agency partners will discuss any concerns about safety as soon as possible with each and with their assigned field liaison, field coordinator and/or field director.

Criteria

1. Student enrollment in their field coursework concurrent with their internship experience.
2. Completion of the Academic Affiliation Agreement by the agency partner.
3. Completion of the Acceptance Contract by the agency partner and the student.
4. Completion of all orientations assigned including the safety module by the student and agency partners.
5. Completion of the initial visit with the field liaison.
6. Completion of the risk assessment.
7. Completion of the safety learning experience as part of Competency #1.

Student Internship Insurance

The protections provided against liability and the coverages for workers' compensation are both statutory under Colorado law. However, they are different laws, and there may be cases where a student intern will have one but not the other. The following applies for CSU students registered for internship classes at Colorado State University and serving internships at CSU.

Regardless, protections and/or coverages provided only apply while the student is engaged within the scope of assigned duties.

Student Liability Insurance is provided through immunity under the Governmental Immunity Act. These protections are only provided for *required* internships at CSU and are never provided for optional internships. Student interns are protected by the University's liability while under direct supervision and control of the university. As with employees, no protection is provided if acts are willful, wanton, intentional or criminal. Certain types of authorized internship sites require student professional liability. This would include Social Worker internships. Departments are charged a fee for students to be added to this insurance.

Additional Professional Liability Insurance

Should host agencies be unwilling to grant students approval to practice within that agency without additional liability coverage, low-cost professional liability insurance is available through multiple carriers, including the National Association of Social Workers.

Workers' Compensation Insurance

Insurance is provided to student interns serving in internships at a cooperative agency either by the cooperating agency if the student is remunerated in any way (including salary, or stipend, or room and/or board), or by the workers' compensation insurance of the University if the student is not remunerated. It is preferred that all internship courses end in the numbers 86, 87, or 88 to allow the University to track student internship insurance provided. Workers' Compensation insurance is provided, by law, only to students serving in unremunerated internships with cooperative agencies; students serving in unremunerated internships at Colorado State University are not covered by Workers' Compensation insurance.

Students injured during off campus supervised unpaid internships for credit maybe eligible for coverage by the **University Workers Compensation** benefits. If a student is injured on the job or sustains a work-related illness that is deemed in the course and scope of the internship, reasonable and necessary medical benefits maybe paid as provided by Workers' Compensation laws. The following elements are needed for coverage to be considered:

- The work training program or internship is sponsored by CSU
- CSU placed the individual with the employer for purposes of training
- The training was prearranged for credit prior to the student beginning the program/activity.
- The internship is an unremunerated internship with a cooperative agency.
- The internship is not at or for CSU.
- The injury occurred during the duties assigned and outlined as part of the internship/practica.

Students serving in unremunerated internships at Colorado State University are not covered by Workers' Compensation Insurance. If the student intern is receiving any kind of remuneration (including room and/or board, salary) from the host employer, then the intern may be entitled to workers' compensation benefits from that host employer. If a student is injured in the course of an off campus unpaid for credit practicum or internship, they must follow the same process as outlined in [Workers' Compensation Incident Reporting](#) on the Risk Management and Insurance webpage. For additional information please see [Student Intern Insurance](#) at Risk Management and Insurance.

CSU Office of Risk Management and Insurance [Contact Information](#):

Risk Management and Insurance

141 General Services Building
Campus Delivery 6002
Phone: 970.491.6745
Fax: 970.491.4804
[Find General Services Building](#)

Criminal Background

If a student has a criminal background, it is in the student's best interest to disclose this information prior to engaging in the field placement application process. A criminal background may pose difficulties in securing a field placement for the student and/or may result in the inability to place the student.

Students who have a criminal background should understand that some agencies may be precluded by law from accepting them in field placement. Additionally, some agencies are unwilling to supervise students having certain criminal charges. The field education team will make every effort possible to assist students in securing a field placement. However, if a placement cannot be accomplished for any reason, the student may not be able to complete the degree program. Students should also be aware that even if field placements are secured and a degree is awarded, certain criminal offenses may preclude them from obtaining employment as a social worker and that some states may refuse to license the applicant as a professional social worker.

Alcohol and Drugs

University policy expressly prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illicit drugs, and alcohol on University property or in connection with any University activity, including work. This policy applies to all students and to all employees, including state classified personnel. Any employee who acts in violation of the policy also results in a conviction under a criminal drug statute must report the conviction in writing to the employee's departmental supervisor within five days. The University, in turn, is obliged by law to report certain convictions to the federal government.

The University will impose sanctions for violation of this policy, which may include mandatory participation in a rehabilitation program, or disciplinary action such as reprimand, suspension, salary reduction, demotion, or termination of employment for employees, and for students a warning, probation, suspension, ineligibility for financial assistance, athletic ineligibility, expulsion from University housing, or dismissal or expulsion from the University itself. Sanctions will be imposed in accordance with applicable laws and University processes. Grievance and appeal procedures will remain available to assure that due process is afforded to those who are subjected to disciplinary action.

In addition, social work students have a professional obligation articulated in the *NASW Code of Ethics*, to "not allow their own personal problems, psychosocial distress, legal problems,

substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.” Accordingly, students are expected to abide by the University’s policy and to refrain from drug or alcohol use while at in their internships or engaged in activities on behalf of their internship assignments. Field placement agencies may require drug testing in accordance with their individual agency policies.

Please see the full [Drug and Alcohol Policy](#) and additional student information in the [Student Conduct Code](#).

Social Media

In the age of technology and information, social media (e.g., Instagram, Facebook, Twitter, YouTube, blogs, texting, etc.) may be helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, the boundary between personal and professional can invite ethical dilemmas and conflicts to consider. Due to social work’s professional standards and the obligation to follow the [National Association of Social Workers Code of Ethics](#) and the [National Association of Social Workers Standards for Technology](#), social work students need to continually assess the ethical implications and complications of their social media use and history. Social work students will need to consider and actively manage their ongoing professional presence on social media and utilize any privacy settings as needed in accordance with ethical practices and standards.

While social media tools obviously present many useful and exciting opportunities, the features that enable these benefits also to present potentially serious challenges in a professional setting and within the context of field placements. Privacy, confidentiality, and establishing professional boundaries can be hindered when the necessary precautions to protect the student/employee and clients have not been taken.

If the field agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the field placement. Even without its own formal social media policy, the agency should have clear guidelines and expectations for students regarding social media use at home and at the field placement. Additionally, students should refrain from accessing personal social media accounts as well as personal email during field placement hours.

Please review the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) [Standards for Technology](#) and the Colorado State University Policy on [Social Media](#).

SELECTING FIELD PLACEMENT SETTINGS: POLICIES, PROCEDURES, CRITERIA

Policies

It is the responsibility of the field education program to determine if field education setting meets criteria to support student safety, learning and training.

Generalist and advanced generalist field experiences must encompass learning opportunities with individuals, families, groups, organizations, and communities.

Assignments will vary depending upon setting and agency services; the School of Social Work requires that the overall field education experience reflect a generalist and advanced generalist approach to social work practice congruent with all social work competency areas.

Procedures

To begin the field placement selection, the field program will assess student safety, learning and training opportunities at the proposed agency partner site. The field education program holds an initial meeting with each new agency partner to consider the agency as a placement site for the School of Social Work.

During the initial meeting, program requirements are outlined, reviewed and assessed before, during and after the meeting by the field education team. The field education program will visit the agency partner site.

The Academic Affiliation Agreement, Agency Profile Questionnaire, field welcome letter, hours grid and field instructor information form is sent to the agency after the field education program holds the initial meeting with the agency partner. Once the paperwork is returned and reviewed, the field education program will further assess if the agency is able to meet the field education program requirements to support student safety, learning and training.

Criteria

The criteria set out for selecting field placement agencies, field instructors, and on-site supervisors all aim at providing students with field experiences grounded in professional practice within the generalist and specialized focus of advanced generalist practice perspectives that align with social work values and ethics. In its selection of host agencies, the School of Social Work gives priority to settings that reflect the current best practice patterns of the communities; serve diverse populations while responding to changing contexts that shape practices; and provide opportunities for the student to engage in generalist and advanced generalist processes and activities.

Criteria for selection of field placement agencies include:

1. The setting has clearly defined policies and procedures for the provision of services.
2. Opportunity for students to gain practice experience with individuals, families, groups, organizations, communities.
3. Opportunity for students to experience and practice generalist and/or advanced generalist competencies congruent with all core competency areas.
4. Opportunity for students to gain practice experiences with people, embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from access.
5. Agency's adherence to social work values and social work ethics.
6. Agency's adherence to a policy of non-discrimination regarding race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression.
7. Availability of an MSW staff member (see Field Instructor requirements), as appropriate to the student, with the desire, time, and motivation to be a field instructor. In certain instances, students may be placed in agencies where unique learning experiences can be provided but social work supervision is not available. In those exceptional cases, the school may work with the agency to locate a social worker to provide field instruction on a weekly basis. This designated field instructor is responsible for directing the educational experience of the student within the agency, in collaboration with an agency staff member, the on-site supervisor, to whom the student is assigned for orientation to the agency. The field instructor will work with agency personnel to implement field objectives, develop learning assignments, and evaluate student performance.
8. Agencies support the educational focus of field instruction by supporting student assignments, projects, and research and by creating or developing learning opportunities that further the social work curriculum goals. The agency's support of the educational focus of field instruction would also include granting time for supervisors to attend orientations, seminars or workshops on field teaching sponsored by the School of Social Work. These include, at a minimum, a one-time orientation session and any additional supplemental orientations at the start of each semester.
9. Administrative support for field instruction activities as demonstrated by:
 - a. Granting the field instructor necessary time for teaching and supervising students.
 - b. Providing the student with physical facilities, materials and any access to technology necessary to function as a professional.
 - c. Providing the student with orientation, and training if appropriate, on agency safety protocols and procedures.
10. The internal stability of the agency. Placement of a student at an agency site involves

an evaluation and assessment regarding the student's educational experiences, work experiences, skills and abilities, and career goals.

Field placement experiences are selected based on the capacity to provide:

- a. Teaching/learning opportunities, research, outreach, public service in professional social work, and that reinforce students' identification with the knowledge, values, and ethics of the profession;
- b. Integration of empirical and practice-based knowledge and development of professional competence are fostered through educational field instruction and guided by field learning objectives and evaluation of learning;
- c. Adherence to policies that set criteria for the selection of field agencies, field instructors, and on-site supervisors;
- d. Opportunities for students to experience and practice the generalist practice and the specialized focus of advanced generalist competencies;
- e. An integrated placement process that involves students, academic advisors, and the field education team in planning internships that will provide supervised practice experiences to support students' integration of social work knowledge, values, skills cognitive and affective process within the framework of the needs and goals of client systems, host agencies, and their communities; and
- f. Provide each student an individualized learning situation which, through guided instruction, facilitates student understanding of their strengths and identifies areas for continued personal and professional growth.

Criteria for Selecting Field Instructors and On-site Supervisors

Field instructors have the specified credentials and practice necessary to design field learning opportunities for students to demonstrate program competencies. To ensure field learning opportunities for MSW students to demonstrate the program's competencies, field instructors for master's students must hold a master's degree in social work from a CSWE-accredited program and a minimum of two years of post-degree social work practice experience. Supervisory experience is desirable. If a qualified field instructor is not available within the agency, the Field Education Program will work with an agency-identified or approved external field instructor to provide field instruction to the student.

The School of Social Work makes a distinction between field instructors and on-site supervisors. For cases in which there is not a field instructor at the agency with a CSWE-accredited social work degree, the Field Education Program utilizes an on-site supervisor in conjunction with an external field instructor who holds the appropriate CSWE-accredited social work degree. This practice allows for the inclusion of agencies that do not have CSWE-accredited field instructors on-site but are able to offer a rich learning environment for students while ensuring a social work perspective in the field experience. Field students meet with the field instructor for a minimum of one hour per week (this may vary for part-time students) for supervision to assist the student in incorporating a social work perspective to the field experience. On-site supervisors oversee field students' day-to-day tasks in the agency and may be responsible for teaching specific skills in which they have experience.

Field Instructor

The MSW field instructor is the social worker who has contracted to teach and monitor student learning processes and practice in the host agency and its community. It is crucial that this person have the sanction of the agency and the School of Social Work to serve in this capacity. The field instructor assists the student to integrate field experiences with social work theory and practice.

Additional criteria for selection of field instructors include:

- a. Interest in providing instruction for a generalist and advanced generalist field placement;
- b. Minimum of an MSW degree from a Council on Social Work Education accredited program;
- c. Completion of at least two years post-MSW social work practice experience;

- d. Commitment to the educational objectives of Colorado State University's School of Social Work and MSW Field Education Program;
- e. If possible, a minimum of one year of experience in staff supervision or field instruction;
- f. Potential for conceptualizing, illustrating, and providing instruction in generalist and advanced generalist practice; and
- g. Capacity to engage and support students in the learning process.

On-site Supervisor

Some selected field placement agencies, while not having an MSW degree social worker available to solely provide field instruction, do have qualified professionals with the interest and expertise to provide supervision of the student's practice tasks. Identified as on-site supervisors, these professionals work collaboratively, with the agency field instructor (or an external field instructor), in designing student learning assignments and in guiding the student's practice activities.

In selecting on-site supervisors, emphasis is placed upon educational background, adherence to professional ethics, practice competence, supervisory interest and skill in teaching, the ability to conceptualize and illustrate generalist/advanced generalist practice principles, and the capacity to stimulate and support students in the learning process. When a MSW field instructor has assumed the sole responsibility for a student's field instruction, assignment of an on-site supervisor is optional.

External Field Instructor

To support the social work perspective in an agency where they do not employ a social work professional with the appropriate credentials to supervise the student, our program follows the following process.

1. The agency works within their own networks (Board of Directors or professional colleagues that work with the agency) to identify a qualified social work professional to provide weekly supervision and support the requirements for the student learning experiences at their agency.
2. If the agency is not able to find a qualified social work professional to support in this role, our Field Education Coordinators and/or Director will partner with the agency to identify a social work professional to reinforce the social work perspective for the student and the agency.
3. The field education office maintains a contact list of social work professionals that already meet our criteria to qualify as an external Field Instructor. That list will be reviewed by the

Field Coordinator who will work with the agency on the selection of an external Field Instructor assignment.

4. The agency may wish to interview the identified external Field Instructor and ensure they are able to reinforce the social work perspective and collaborate with the agency.

5. The external Field Instructor assigned may be required to become a volunteer and will be required to fulfill all training requirements as established for the field program for the Field Instructor role.

EVALUATION OF FIELD PLACEMENT EFFECTIVENESS: POLICIES, PROCEDURES, CRITERIA

Policies

The evaluation of the field-setting effectiveness is a continuous process and starts at the first point of contact between the field liaison and the community partner.

The field liaison monitors the student in the agency and oversees the effectiveness of the field placement. The field liaison reports any concerns about the effectiveness of the field placement to the field coordinator and/or field director as soon as possible.

The field liaison assigned with each agency partner may last over many student placement cycles in order for the field liaison and agency partner to develop a close working relationship.

Procedures

The field liaison remains in contact with the field education coordinators and director through the semester as needed as they monitor and evaluate effectiveness throughout.

At the end of the field placement, the field program emails a Qualtrics student survey called Field Placement Evaluation to all students from all program options.

Placements with identified concerns may be discussed with the field coordinator and field liaison if additional information is needed.

If field placement settings are determined to be ineffective, they may be suspended from use by the field education program.

Criteria

1. The placement setting provides opportunities for students to gain practice experience with individuals, groups, families, communities.
2. The field placement setting provides opportunities for students to engage in generalist and advanced generalist practices.
3. The field placement setting provides opportunities to engage in learning experiences supporting diversity and differences.
4. The field setting adheres to social work values and ethics.
5. The field placement setting provides the required time and support meeting all supervision requirements of the field program and CSWE.
6. The field placement setting provides support for the completion of student assignments and learning plan activities.
7. The field setting participates in all required safety trainings and orientations.

MONITORING STUDENTS: POLICIES, PROCEDURES AND CRITERIA

The Field Education Program is comprised of the field director, field coordinators, the program administrator, and field liaisons. Our agency partners, provide opportunities for supervised practice in the field and are integral to the Field Program as field instructors and on-site supervisors. The Program director oversees the program and have primary responsibility for administering and implementing policies governing field education. Field coordinators have primary responsibility for placing student interns with an approved agency. Field liaisons function as ongoing consultants to field instructors, on-site supervisors, and field agencies in selecting and planning field learning experiences. Field instructors provide professional social work supervision and instruction and must have an MSW degree from an accredited CSWE institution with a minimum of two years of post-degree experience; on-site supervisors, if assigned, oversee the day-to-day activities of the student in the agency placement.

MONITORING STUDENTS

Policies

The **field liaison** works closely with our field education office during field placement as they monitor and assess the agency, student performance and the learning environment.

In alignment with outlined roles and responsibilities of field education program office staff, to monitor students, **field liaisons** have the primary responsibility to monitor, support, intervene and help support the student learning experiences to facilitate student learning towards mastery.

The **field liaison** is responsible for collaborating with the student, field instructor, on-site supervisor (if one assigned) and field education office as needed to support student progress and learning.

The **field liaison** monitors student progress throughout the field placement and is the primary support to monitor and evaluate the educational process which includes monitoring and following the progress of students providing any supports including and not limited to: consultation to the student and agency partners, problem solving, advocacy, resources and collaboration with the field office staff for additional supports.

Procedures

The **field liaison** role is required to monitor and follow the procedures outlined to support the students and agency partners in the field placement.

The **field liaison** works closely with our field education office during the field placement as they

monitor and assess the agency, student performance and the learning environment.

At the start of the semester, the **field liaison** engages in new orientation and training then schedules the first visit meeting with the student and agency team.

At the first visit the **field liaison** meets the field team including the student and agency partners, explains their role and how the student and the agency can work together throughout the field placement. The field liaison during this meeting discusses the development of the learning plan, safety in the field placement and outlines how their role can support the learning and evaluative processes.

The **field liaison** is responsive throughout the field placement to student and agency needs and is available for any additional questions and needs and is able to schedule follow up meetings both individually and as a group.

The **field liaison** is required to have at least two field visits during the internship and reaches out during mid-point progress reporting time as mid-point progress is documented and submitted. The field liaison is required to review paperwork and support all learning processes as they monitor the learning plan development and implementation.

The **field liaison** reviews the learning plan, progress reports and final evaluation and is available to help monitor and answer questions throughout the field experience.

The **field liaison** is the first point of contact for student and agency questions and concerns and is available to help with solution finding. The field liaison works in close collaboration with the staff in the field office and often will work together to provide support should additional support be needed.

Criteria

The **field liaison**, in collaboration with the field instructor and field coordinator will review, support and monitor the following throughout the field learning experience.

1. Compliance with Code of Ethics and Standards for Professional Practice.
2. Completion of required field visits and contacts with review and monitoring of the student learning progress and evaluation materials.
3. Completion of all learning assignments outlined in the learning plan.
4. Review of attendance through the student time tracking in support of consistent attendance.
5. Completes a review of and submits all field assignments, the learning plan, progress report and final evaluation supporting student growth and a passing grade.
6. Monitor student safety and ensure the completion of the safety learning opportunity under Competency #1.

RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK FIELD EDUCATION PROGRAM

The School of Social Work (SOSW) has final responsibility for the administration of the Field Education Program and for all decisions affecting the student such as grades, credits, and field hours.

Field Coordinators are responsible for the following:

1. In collaboration with the student and with agency consent, selecting students for placements and providing the agency with pertinent information regarding the students recommended.
2. Orienting field instructors and on-site supervisors to the MSW curriculum including safety in the field placement, and to instruct about the centrality of the field placement within the total program.
3. Providing opportunities for professional development for field instructors, on-site supervisors and students.
4. Sharing information and resources on the content and process of field instruction.
5. Providing guidelines for the formal evaluation of students' performance in accordance with students' learning objectives and program requirements.
6. Assigning and recording grades for SOWK 588, and SOWK688.
7. Evaluating host agencies in terms of their appropriateness as field teaching/learning sites for the program.
8. Evaluating student performance to be adequate and appropriate to the necessary knowledge, skills, and values of an entry-level professional.

Field Directors are responsible for the following:

1. Providing direction in the design and development of the field education and developing field placement resources.
2. Initiating, implementing, and evaluating the field education process.
3. Assigning a field liaison for each placement.
4. Meeting regularly with field liaisons as well as assessing their work through feedback from community members, agency personnel, and students.
5. Intervening when requested, or determined appropriate, to facilitate or monitor the resolution of any conflicts that may arise between and among students, field instructors/on-site supervisors, community members, and field liaisons.
6. Consulting or intervening in any aspect of the field program, as is appropriate in the interest of maintaining field standards, monitoring compliance to regulations and policies.
7. Assessing the effectiveness of field personnel based upon student and field liaison feedback, with input from those being evaluated.
8. Assigning to Field Program staff any of the duties and roles of the field director as school needs and resources require or permit.

Field Liaisons

Field liaisons are a crucial element in a quality field education program. Field liaisons not only monitor and intervene in placements for the benefit of the student's field experience, but also play an important role in developing and maintaining relationships with field agencies. Field liaison roles are numerous, complex, and based upon the needs of the students, field instructors/on-site supervisors, and the agency or program where the student is placed.

Field liaisons function as ongoing consultants to the field instructors/on-site supervisors and the field agencies in selecting and planning field learning experiences that are consistent with the Council on Social Work Education (CSWE) core competencies, the School of Social Work curriculum, objectives, policies, and the developmental and learning needs of the student. Field liaisons provide educational, evaluative, supportive, mediation, administrative and consultative services.

Field liaisons are responsible for the following:

1. Consultant, advisor, and resource to both the agency field instructors/on-site supervisors and students in assigned agencies.
2. Meet with agency field instructors/on-site supervisors and students, in-person (for out-of-state or international placements, distance technology may be employed), preferably on-site a minimum of twice during the course of the placement. This includes a minimum of two substantial contacts per semester. An on-site visit should be scheduled within the first three to four weeks of the field placement and include a review of the field program, learning activities, and the learning plan and evaluation forms, due dates, and the overall field education experience. Near the conclusion of the placement another in-person visit is scheduled to support the evaluation of student competence and transition from the placement. Liaisons are expected to initiate and maintain contact with assigned placements.
3. Document all field visits, contacts with agencies, field instructors/on-site supervisors, and students.
4. Respond to e-mail and/or phone calls within 24 to 48 hours, or instruct students and agency field instructors/on-site supervisors to contact field office directors or coordinators in their absence.
5. Maintain a solid understanding of current CSWE core competencies, School of Social Work field education policies and procedures, curriculum and field education goals and objectives.
6. Assist agency field instructors, on-site supervisors, and/or staff in understanding the generalist/advanced generalist curriculum, field competencies, and requirements of the Social Work program.
7. Clarify with students, field instructors, and on-site supervisors the School of Social Work's expectations regarding field placement objectives and appropriate field assignments.
8. Assist with interpreting, completing, reviewing, approving, and routing learning plans, progress reports, and final evaluations to the field education administrative staff by the designated due dates.
9. Offer consultation, intervention, and assistance with student or agency problem areas or concerns to ensure maximum field learning and experiences for students.
10. Communicate information from field placement and/or any problem situations in the

field (i.e., concerns regarding student performance or agency observance of field requirements such as supervision) which may interfere with the student's successful completion of field education to field administrators.

11. Promote linkage, communication, and partnership between field instructors, on-site supervisors, and agencies and the School of Social Work.

RESPONSIBILITIES OF THE AGENCY PARTNERS

Field education represents a partnership between the School of Social Work and those field agencies chosen for their willingness and appropriateness to provide generalist and/or the specialized focus of advanced generalist field learning opportunities for students. The collaborative nature of the partnership and central role of the field instructors and on-site supervisors cannot be overemphasized.

The success of the field placement rests heavily on the commitment and skills of the field instructor(s)/on-site supervisor(s), the relationship between the student and their instructor(s)/supervisor(s), and support from agency administration and from the School of Social Work.

Agencies assume the following specific responsibilities upon agreeing to accept a graduate student in placement:

1. Securing a qualified MSW field instructor as set forth in the policies and standards for the field placement.
2. Providing the necessary time for the MSW field instructor and on-site supervisor, if applicable, to carry out their responsibilities associated with field instruction. This includes participating and/or engaging in mandatory field orientation which includes the safety training module.
3. Providing work space and the necessary supports (including reimbursement for work-related expenses) to carry out agency-related tasks and services.
4. Offering the student opportunities to identify with and adhere to professional values and program ideologies while learning to work within an organizational structure.
5. Making available to the student learning opportunities with sufficient variety and depth enable the student to meet their educational objectives within the framework of the program's goals.
6. Providing the student with opportunities to gain practice experience with individuals, families, groups, the community, organizations, and policies.
7. Allowing the student access to case files, recordings, board meetings and minutes, etc., that can substantially enhance the student's field experience.
8. Providing agency sanction for the student to carry caseload responsibilities.

9. Granting the field instructor time for consultation meetings with social work faculty and for attending conferences, institutes, and workshops on field teaching sponsored by the School of Social Work.

Field Instructor and On-site Supervisor

Field instructors for the MSW Field Education Program must have an MSW degree in social work from a CSWE-accredited program and two years of post-degree social work practice experience.

The Field Instructor is responsible for the following:

1. Complete any field education seminars and/or workshops offered by the School of Social Work, including a mandatory initial orientation session and additional supplemental sessions and/or modules including safety as information is updated at the start of each semester.
2. Participate in interviewing and acceptance of student(s) recommended for placement.
3. Orient the student to the agency, its community context, service recipients and safety information.
4. Provide the student with a **minimum of 1 hour per week of formal field instruction**, in addition to informal conferences, as needed, for the student to proceed independently with field assignments. For the part-time program, students must have a minimum of 1.5 hours of field instruction/supervision every other week. Group supervision may account for part of the field instruction/supervision time, but may not replace protected individual time.
5. Provide educationally-focused social work supervision that addresses core competency areas including, professional identity, social work values and ethics, and integration of classroom and field learning with the student. Instances in which day-to-day administrative supervision must be provided in part or whole by a staff member who is not a social worker (on-site supervisor), that staff member is responsible for task supervision only and does not take the place of the social work field instructor in the professional teaching/learning relationship with the student.
6. Establish a learning plan with the student and specifying expectations for performance and methods of describing progress. When both a social work field instructor and an on-site supervisor are involved with the student's learning experiences, the social work field instructor has primary responsibility for developing the learning plan with the student and with input from the on-site supervisor.
7. Meet with the field liaison and student to share the student's learning plan for review and comments.

8. Notify the field liaison of any difficulties that develop in the placement that may eventually require the School of Social Work's intervention.
9. Complete required Progress Reports and Final Evaluations and recommend a grade for the student. When both a social work field instructor and an on-site supervisor are involved with the student's learning experiences, **the social work field instructor has primary responsibility for evaluation of the student's performance** with input from the on-site supervisor. Field liaisons and/or the field directors are available for consultation.
10. Provide feedback to the field liaison and/or field directors regarding the structure, processes, and/or procedures of the field education; student preparation for placement and student needs; and agency/field instructor needs, etc.

RESPONSIBILITIES OF THE STUDENT

As the central person in the field placement experience, the student, as an adult learner, is expected to take an active role in planning and implementing their learning experiences in the field placement.

The student is responsible for:

1. Participating in the placement process by completing field placement application materials, describing their learning needs and preferences and by exploring options with the field coordinators and agency partners.
2. Schedule interviews for potential placements and secure any information that will facilitate the mutual decision-making process with the field instructor and/or on-site supervisor.
3. Conduct oneself in a manner which reflects respect for and accountability to the host agency, the community, client systems, and professional and student colleagues.
4. Adhere to the National Association of Social Workers' Code of Ethics and, in so doing, protect the confidentiality of clients at all times.
5. Prepare for and actively participate in all required field orientations and trainings, including engaging in the safety modules and information. Prepare for and actively participate in field instruction supervision.
6. Meet all obligations to the agency, its clients, and community members and ensure that the hour requirements for the placement are met within the time schedule indicated in the field placement acceptance contract.
7. Prepare for and participate in formal and informal evaluation processes.
8. Seek assistance from the field instructor(s), the field liaison, and/or the field coordinators and/or directors if problems arise in the placement. Such action should be taken as soon as concerns arise

FIELD EDUCATION STUDENT PLACEMENT PROCESS: POLICIES, PROCEDURES, CRITERIA

The placement of students in field agencies is an integral step towards integrating the MSW curriculum and learning from the classroom with the agency-based practice learning experiences and marks the beginning of the field experience for the student.

Policies

To be eligible to enter field education coursework, students must meet the required course prerequisites (see the SOWK 588 or SOWK 688 Syllabi).

To be eligible for field education, students must be in good standing with the School of Social Work and the University.

Students seeking to regain good standing status should consult with their advisor before applying for field.

Academic credit is not given for life or work experience in lieu of the field placement.

All social work students complete an approved field placement during their degree program. At the beginning of the semester prior to the field placement term, students will attend a scheduled Application Meeting and/or review application information, which provide an overview of the field application procedures.

Procedures

Students must apply for the SOWK 588 Generalist Practice or the specialized focus of SOWK 688 Advanced Generalist Practice Field Placement by following the procedures described below.

The field placement process includes six distinct stages: application; pre-placement interview; plan implementation; agency interview; acceptance contract; and finalization of placement.

The first step in the field placement process is completing and submitting the application for field.

After the application has been received, students meet with the field coordinator in a pre-placement interview to explore placement options, discuss learning goals, expectations, desired types of populations, service areas, and field placement settings.

The next two stages focus on maintaining contact with the field coordinator regarding placement progress and scheduling interviews at identified agencies.

Once a placement is selected, the placement must be approved by the field office (coordinator or director) and an acceptance contract submitted to the School of Social Work.

The last stage is the finalization of the field placement and occurs once approval has been granted by the field office.

Field placement application materials are located within the pre-placement information within Tevera. Tevera is the required course materials for all students in order to proceed to secure a field placement and engage in all required coursework. Information about the required Tevera course materials will be provided by the Field Coordinator of the student.

Each stage of the six-step field placement procedures are further detailed on the following page.

FIELD EDUCATION STUDENT PLACEMENT PROCEDURES CONTINUED:

1. *Application*

- a. Students are expected to attend the **Field Application Meeting** which describes the required steps in the student's field placement process. This meeting will introduce students to the Tevera field education program platform as required field course materials for all students. Further details, instructions and questions are addressed at the meeting
- b. The SOWK 588 and SOWK 688 Applications to Field Placement is located within the CSU Social Work Tevera field education program platform. The instructions for submitting and completing Field forms will be explained in the Application Meeting. The Field Application is an important part of the student's field agency selection, and provides a format for the student to begin thinking and answering specific questions that will help with planning and organizing for the agency interviews. Students have the opportunity to reflect on their professional goals and interest areas on the application which will help support a meaningful conversation with their field coordinator for collaborative internship planning.
- c. In addition to the Field Application, students must submit a current resume (1-2 pages maximum). Some Field Agencies may request a cover letter when applying for an internship. Assistance in developing an effective resume and cover letter is available to students through the [CSU Career Center](#) or can be scheduled directly with Career Services in the College of Health and Human Sciences [here](#).
- d. The completed application (including the attached resume) will be automatically routed to the student's assigned field coordinator within the Tevera field education program platform.

2. *Pre-placement Interview*

- a. Once the field application has been submitted in Tevera field education program, the field coordinator will reach out to schedule a pre-placement interview meeting to collaboratively plan the interview process and discuss the available agencies with students.
- b. During the pre-placement interview meeting, students can expect to discuss the following: learning goals, experiences, expectations, and preferred types of population and/or settings for the field placement. This interview is an opportunity to acquaint the field coordinator with student interests and learning needs and is an important factor in field site selection. The Field Coordinator will have thoroughly reviewed the Field Application prior to the student pre-placement interview. Students are encouraged to consider at least three different types of populations or setting types when exploring placement options.

- c. Some students may prefer more time for discussion and more than one interview time. Your assigned Field Coordinator can schedule more time with you as needed, please reach out to them directly for additional support to schedule.
 - d. At the end of the pre-placement interview, the field coordinator and the student collaborate and partner together to develop a plan for contacting potential placement agencies and scheduling interviews.
3. *Plan Implementation*
- a. Students are expected to maintain contact with their field coordinator
 - b. throughout the placement process.
 - c. The field coordinator is available to assist, offer suggestions, and to meet with students for further discussion as needed.
 - d. Students should inform the field coordinator of any scheduled interviews.
4. *Agency Interview*
- a. Students are required to have a face-to-face interview with the potential agency prior to a final selection to ensure that both the student and the agency make an informed selection. Please note some agencies may be conducting remote interviews during the 2021-2022 school year.
 - b. Students should discuss questions, concerns, or special needs at the agency interview, including scheduling, hours, and any other requirements for the student prior to beginning the placement (such as a background check, immunization records, etc.).
 - c. Most agencies require background checks – students may be responsible for scheduling and paying for their own background check, please ask the agency contact for additional information and follow up with your field coordinator with specific questions.
 - d. Health settings will require proof of immunizations and other health related information. Students should inquire specifically about this and the process
 - e. for submitting this information. Most medical settings have shifted to an online onboarding system for all students. There is a cost associated with access to many medical agency based on-boarding platforms. Please be
 - f. aware of this additional cost and ask the agency contact and your Field Coordinator about this cost to students. Student course fees do not cover agency based onboarding costs.
 - g. Students should inquire about scheduling, time off, holiday observances or any additional questions prior to accepting an internship.
 - h. Students are encouraged to ask about a typical day/week and the types of experiences, tasks and assignments that would be expected for an intern at this field placement level.
 - i. Students are encouraged to ask about supervision/field instruction – the agency’s approach/structure.

- j. If the agency is not ready to offer the student a field placement after the interview, the student should ask about the agency's timeframe and means of communication to finalize a decision. It is the student's responsibility to maintain contact with the agency until a decision is made.
 - k. Students may choose to submit a thank you via email or handwritten thank you to demonstrate an appreciation for the time agency partners have taken to meet with them.
5. *Acceptance Contract*
- a. If the student is offered a field placement, the following information (as much of this information as is known at this point) must be provided to the field coordinator:
 - i. Agency Name
 - ii. Agency Address
 - iii. Agency Phone number
 - iv. Agency Contact Person
 - v. MSW field instructor (and on-site supervisor if different than the field instructor)
 - vi. E-mail addresses and phone numbers of all the above.
 - b. The School of Social Work will send the Acceptance Contract to the field instructor and to the student. Students are responsible for ensuring that the start and end-dates are correct. If a student needs to deviate more than a week on either side of the listed start or end dates, approval from the field coordinator must be obtained. Students should be aware of any impact on grading or additional University fees.
 - c. The student and the field instructor will electronically sign the Acceptance Contract.
 - d. The completed and signed Acceptance Contract will be routed back to the Field Office through Tevera when the form is completed and signed by the student and field instructor (or the designate agency representative).
 - e. Agencies that are new to the Field Education Program at CSU (agencies not listed in our Field Agency Database in Tevera) will require additional time and procedures. The agency and proposed field placement will need to be approved by the field director. An Academic Affiliation Agreement (between the University and the agency) will need to be completed prior to the start of the field placement. Please be aware of this additional time when exploring potential field placement opportunities and note additional time is often needed when setting up new agencies to support student field placements.
6. *Finalizing the Field Placement*
- a. Approval by Field Office is required before any placement is finalized.
 - b. Once the signed Acceptance Contract is received, the Field Coordinator is informed of the successful placement.
 - c. **IMPORTANT:** The Acceptance Contract must be signed and returned to the School of Social Work before the field placement begins.

- d. The field instructor/supervisor will be invited to attend the required field instructor/on-site supervisor orientation scheduled prior to the start of the field placement. Students will also be required to attend their own required orientations at the start of the semester, orientation details will be posted in the 588 and 688 Canvas courses.
- e. *Adjustments may occur for the in-person orientations during the 2021-2022 school year in response to changing environments related to public health and safety.
- f. Some agencies may require onboarding information to be completed by the student prior to the start of the internship. The following are examples of information that may be requested by the agency prior to the start of an internship: background check, updated immunizations. Some agencies may pay for this or may have embedded background check systems at their agency, such costs would be required for students to cover and are not covered by the course fee.
- g. Some agencies may require a specific agency orientation that may be mandatory for students to attend prior to entering their field placement and before the start of the semester and their contract start date. Students will require approval from their field coordinator or field director to engage in a training or an orientation prior to the start of the semester and that contract start date.
- h. Students should plan to be in contact with their agency, specifically their field instructor/on-site supervisor one week prior to the start of the semester in order to confirm arrangements regarding the specific start day and time of the field placement.

Criteria

1. Students attend Application meeting and/or review application materials as determined by the field coordinator.
2. Students submit Field Application.
3. Students schedule and complete their pre-placement interview with their assigned field coordinator.
4. Students develop interview plan and interview for the field placement experience.
5. Students keep the field coordinator informed of progress.
6. Students finalize the placement process with the agency partner by signing the Acceptance Contract.

STUDENT LEARNING IN THE FIELD

Orientation to the Field Placement

The field placement is an exciting opportunity to gain hands-on, supervised, social work experience in an approved field agency setting. This is where students are challenged to apply and integrate their classroom experiences and course content through structured learning experiences that address the nine CSWE Core Competencies for social work practice. The SOWK 588 Generalist Practice Field Placement requires that the student complete 270 field placement hours within the period specified on the Acceptance Contract. The SOWK 688 Advanced Generalist Field Placement requires 675 field placement hours within the period specified on the Acceptance Contract.

At the beginning of the field placement, students are required to attend an Orientation to the Field Placement. Students should check field schedule/calendar in their Canvas course for the information about the required Orientation to their field placement. Any adjustments and additional information will be shared directly in the Canvas course modules. The orientation provides students with important information about the objectives, roles, procedures, policies, and expectations of the field placement as well as will review safety information and introduce a specific safety module for the field placement.

Prior to beginning the field placement, students should check to be certain that they are registered for the correct number of SOWK 588 or 688 MSW Field Placement academic credits.

Student Orientation to the Agency

While many agencies may have a structured orientation for student interns, some may have a more informal orientation process. Students should familiarize themselves with:

1. The agency mission and history;
2. Who is served by the agency and how;
3. The agency organizational structure (an organizational chart is helpful);
4. Organizational and communication norms (appropriate communication, attire, etc.);
5. Student roles in the agency;
6. Important policies including safety and procedures.

Students are encouraged to ask their field instructor and on-site supervisor about the process to reach out and ask questions. For instance, what questions need to wait for supervision and what questions can be asked during the course of the week. Students should inquire about the manner in which the field instructor and on-site supervisor will expect the student to communicate with them. If the student has a question that can't be answered by the field

instructor or on-site supervisor or if they have a concern that can't be addressed directly within the agency, students will be responsible for communicating with their field liaison in a timely manner regarding any questions or concerns.

The Field Liaison – Initial visit and Student Monitoring

Within the first two weeks of the field placement, students will be contacted by their field liaison to schedule a visit to the field agency site to meet with the student, field instructor and on-site supervisor (if there is one). At the first field liaison visit, **students should be prepared to discuss:**

- i. Expectations of the field placement from the perspectives of the student, the field instructor and the on-site supervisor (if applicable);
- ii. The learning plan, competencies addressed and other information regarding learning experiences;
- iii. The plan for, and structure of, field instruction/supervision;
- iv. The plan for assessing and addressing safety in the field placement;
- v. Any specific challenges or difficulties experienced at that point;

Field liaisons will:

1. Explain their role and what to expect from field liaison visits and contacts;
2. Review the learning plan and/or, if needed, assist with developing the learning plan;
3. Assist the field instructor and on-site supervisor in becoming familiar with the goals of the field placement, including expectations regarding social work competencies;
4. Provide an overview of the required field forms/evaluations, the associated due dates and procedures for submitting completed forms;
5. Discuss the format and anticipated number of contacts with the field liaison to be expected during the placement;
6. Facilitate a conversation about handling any potential difficulties in field and the process of working through these;
7. Schedule a time/date for the next meeting.

All field forms (Learning Plan, Progress Report and Final Evaluation) are due (signed and completed) to the field liaison by the due date specified on the SOWK 588 or SOWK 688 course syllabi. All required student forms are submitted through the Tevera field program platform.

The Field Instructor and On-site Supervisor

The field instructor oversees the student's educational experience in the field placement. Students are strongly encouraged to initiate a discussion with their field instructor (and on-site supervisor if applicable) at the beginning or during the field placement about:

1. Expectations of the student and field instruction/supervision during the field placement;
2. Teaching and learning styles;
3. Field instructor and student interests and areas of expertise;

4. Field instruction/supervision meeting schedule and expectations;
5. Student communication and behavioral expectations;
6. Agency policies and procedures;
7. The student intern role in the agency;
8. Questions that the student or field instructor may have.

Developing the Learning Plan

The learning plan is developed early in the field placement and provides a guide and structure to the field placement learning experiences. The CSWE Core Competencies and respective behaviors are reflected in the learning plan through specifying planned student learning experiences and assignments that are designed to enable the student to practice in each of the competency areas and integrate learning from coursework into the practice based experiences. Each of the assignments in the learning plan should be measurable; student performance on the identified assignments and tasks can be assessed throughout, and at the end of the field placement to determine student progress toward competency in social work practice. Students should keep their field liaison informed of any changes to their learning activities during the internship. Field liaisons are available to the student and field instructor to consult on developing the learning plan.

The completed learning plan is due to the field liaison by the due date specified on the field course syllabi. The learning plan and instructions, as well as the field due dates and course syllabi can be found in the Canvas courses.

Grading and Syllabi

The SOWK 588 and SOWK 688 Course Syllabi provide a description of the course, prerequisites, content overview and objectives, instructional methods, requirements, assignments, learning resources, course schedule, assignments, evaluation method, and course policies. Course syllabi are located in the 588 and 688 Canvas courses.

Grading

Students in field placement receive a Satisfactory (S) or Unsatisfactory (U) grade at the end of the semester/field placement. This grade is determined by the student's performance and final evaluation by the field instructor. The field instructor will utilize the corresponding rubric for field to score the final evaluation.

Incomplete Grades

At the discretion of the instructor (typically the student's field coordinator) a temporary grade of "I" may be given to a student who demonstrates they could not complete the requirements of a course due to circumstances beyond the student's control and not reasonably foreseeable.

A student must be passing the course at the time that an incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an incomplete to a student who is not passing the course. When an instructor assigns an "I", they shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an "I" when the student is not passing the course. The student-initiated incomplete grade request is retained in the student's field course record.

After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department head, in the absence of the instructor of record. After one year, an incomplete will automatically change to an F (failure) unless the course has been previously completed and a grade change submitted by the instructor or the department head. The temporary grade of "I" must be changed to a grade (e.g. A, B, C, D, F, S, U) prior to the student being awarded their diploma from Colorado State University. Students are responsible for any additional fees/costs associated with receiving an incomplete grade (e.g., continuous registration). Students are responsible to notify their field liaison on any Incomplete Grade.

Discontinuing a Class (Student Non-Attendance)

If a student discontinues attending a class and has not officially dropped through the Registrar's Office, the grade of Unsatisfactory (U) is recorded.

Difficulties in Field Placement - Review Process

Students must demonstrate consistent, satisfactory progress toward completion of their degrees across all semesters of academic coursework and fieldwork in order to graduate from the program. MSW students are required to review, follow and understand the **Scholastic Performance Standards** and **Professional Performance Standards** outlined within the MSW Program Manual. Field Education follows the MSW **Student Development and Accountability Procedures** outlined in the MSW Program Manual. The Field Education program will align and follow the processes outlined in the MSW Program Manual.

The field placement is an opportunity for the student to engage in integrating classroom learning into the practice based agency setting while following the NASW code of ethics and Standards for Technology. As students learn the role of a professional social worker in practice settings, there may be times when the team identifies low level concerns to be addressed and resolved together as a field team.

Addressing Low Level Concerns

Low level concerns will be addressed and monitored informally in a confidential and timely manner with the field liaison, field coordinator, field instructor, on-site supervisor (if one is assigned) and the student. This may be an additional meeting or two to review the concerns and schedule a follow-up for discussion and review.

Low Level Concerns include, but are not limited to, violations of scholastic or professional performance standards explained in the MSW Program Manual, in which there is:

- No evidence of harm or risk of harm to self or others, agency or university
- A specific identifiable problem area
- Demonstrated student awareness, initiative, and ability to resolve the issue
- Evidence that the impact is limited to the student directly involved in the issue

If low level concerns persist after the field team (listed above) has met and addressed these low level concerns with the student, the Field Director is notified. The Field Director will notify the MSW Program Director and the Field Director and/or the MSW Program Director will speak with the student about the concern and help that student understand and develop strategies to help address identified concerns. The Field Director and/or MSW Program Director may consult with field team who identified concerns and meet with the field liaison, field instructor (on-site supervisor if one is involved) and student in a collaborative discussion aimed at problem solving and goal-setting.

Addressing High Level Concerns

High level concerns identified by the field team may proceed directly to Step 3 in the **Student Development and Accountability Procedures** outlined in the **MSW Handbook** or may result in a recommendation for immediate dismissal from the program.

Step 3 is intended to address persistent low level concerns, as well as high level concerns. When a professional performance concern progresses to Step 3, it means the Field Director and/or MSW Program Director, faculty and/or field team see the need for more individualized goal-setting and action.

Field Education will follow the MSW Handbook and align with the process for the following below.

- 3a. Assessment of Concern
- 3b. Individualized Performance Improvement Plan
- 3c. Academic Probation
- 3d. Dismissal from the Program

The Graduate School appeals procedure and Grievance Procedure for the School of Social Work is outlined in the MSW Handbook.

Disruption of Field Placement

Each student is expected to complete the contracted hours (270 MSW Generalist / 675 MSW Advanced Generalist) for the selected field placement. However, on rare occasions, some students might require a change in field placement. This could be necessary if a field instructor/on-site supervisor leaves the agency and a suitable replacement for continued instruction is not available or if the agency or student realizes that adequate supervision is not available, a change in placement will be considered. A change of field placement may be initiated by any of the persons involved, but must be a result of a thorough assessment and mutual discussion with the field coordinator and field director.

Occasionally, a student might determine that their learning style is incompatible with the supervision provided by the field instructor or the learning opportunities are limited and compromise a student's educational opportunity. Often these situations, while appearing insurmountable at first, can be successfully resolved if addressed early in the placement. Concerns must be reviewed with the field liaison and the field director/coordinator as early in the placement as possible.

No placement change will take place without consultation between the field instructor/on-site supervisor, field liaison, and field director or field coordinator. No student may ***independently change placements or terminate placement***. Should concerns arise, it is important they be addressed immediately before they are permitted to escalate and necessitate a placement change. Both the field liaison and the field director or coordinator are available to assist the student and the field instructor/on-site supervisor with problem identification, mobilization of resources, and mediation. When these means have been explored and resolution is not forthcoming, the student will be assisted in locating an alternative placement with as little disruption to the learning process as possible. Any consideration of a change or termination of a field placement must be viewed as a final option after all reasonable and constructive efforts have been exhausted.

Procedures for Termination of Field Placement

MSW students are required to review, follow and understand the **Scholastic Performance Standards** and **Professional Performance Standards** outlined within the MSW Program Manual. Field Education follows the MSW **Student Development and Accountability Procedures** outlined in the MSW Program Manual. The Field Education program will align and follow the processes outlined in the MSW Program Manual and will follow the process of addressing higher level concerns.

Termination from a field placement will be reviewed on an individual, case-by-case basis. Depending on the identified course of action and the specific issues of the situation, the student may request an Incomplete grade (termination in good standing with a planned placement change), the student may be assigned an Unsatisfactory (termination for reasons

of professional misconduct, violation of the NASW Code of Ethics, egregious acts, etc.). If the student receives an Unsatisfactory (U) grade, they may be able to reenroll in the field education based on assessment of the student's readiness to re-enter a field placement.

A written statement regarding the circumstances of a termination will be prepared by the field director or field coordinator (instructor of record) for inclusion in the student's record.

Procedures for termination may look different for Employment-Based placements. Process and procedures for termination may be dictated by the employer and Department of Labor & Employment standards in the state where the student is employed. Field Coordinators will support the student through termination processes and will attempt to follow Field Termination procedures, in conjunction with employer termination procedures, as individual situations allow. The field program will support students with field education continuation in situations where a student becomes unemployed where field education has co-occurred with employment.

Procedures for Transitioning out of the Field Placement

During the field placement, termination/culmination or transition out of the field placement should be part of the team planning process from the beginning. This plan will vary by the nature of the field placement and should be guided by the field instructor and incorporated into the student's learning plan. Transitions should be planned in accordance with NASW ethical standards and must follow social work standards and practices. Students are required to collaborate with their team on planned transitions, ask for support and help as needed and continue to align with NASW standards as they collaborate with their agency, field instructor and on-site supervisor should a transition occur. Students, field instructors and field liaisons are able to provide feedback to the field program about the field education experience and the field agency as part of the evaluative process at the end of any field placement.

Transfer of Hours/Credits

In the event of a placement change, the transfer of hours/credits is not guaranteed. Rather, hours/credits previously accumulated are dependent upon the learning experiences gained and assessment of their transferability to the new placement. The number of hours/credits transferred will be determined by the field director or field coordinator and takes into consideration progress on the learning plan and transferability to another placement. This process is intended to ensure equitability in terms of the learning experiences previously attained that may apply to the new placement and those that were exclusive to the former placement. Hours/credits related specifically to the former placement (i.e., training, conferences, etc.) with no applicability to the new placement will not be transferred.

Grievance Procedures

Field Education will follow the Grievance Procedure for the School of Social Work outlined in the MSW

Handbook for course grades and all other grievances

EVALAUTION OF STUDENT LEARNING: POLICIES, PROCEDURES, CRITERIA

Policies

The evaluation of student learning, performance and progress is an ongoing process throughout the field placement experience.

During the initial visit with the student and agency partners, the field liaison will review the procedures below for evaluation of student learning during the field placement.

The field education coursework requires that students initiate the required Progress Report at the mid-point or at the semester break of their field experience and then initiate the required Final Evaluation at least three weeks ahead of the final day of their field placement experience.

If there are concerns about student progress and growth, this should be addressed with the student as soon as possible. If the Field Instructor needs assistance to better support student learning and growth, they will reach out to their Field Liaison for support and guidance.

The assigned Field Instructor is responsible for completing the student evaluation and providing the grade.

Evaluations align with the CSWE Core Competency areas and allow for the Field Instructor to rate the student on their observable behaviors outlined in the learning plan which represent the dimensions of practice (knowledge, values, skills, cognitive and affective process).

Procedures

- 1) Start of the Field Placement –
 - a. The student may utilize the ***Baseline Rating Worksheet** to collect baseline data under each competency area as they begin the internship and gain an understanding of their own skill set and areas for growth based on their Learning Experiences on the Learning Plan.

- 2) Mid-point of the Field Placement –
 - a. The mid-point is an opportunity for the student, field instructor and on-site supervisor to reflect on the student progress in each competency area and make adjustments accordingly as they plan to move the student towards competency in the second part of the internship. The **Progress Report** is utilized for this evaluation at the end of each semester if the placement is continuing.
 - b. Generalist practice year on-campus MSW students are not required to submit a formal Progress Report, however they are encouraged to self-reflect with their team on their progress at the mid-point and make any needed adjustments

- towards ensuring growth and proficiency in each competency area.
- c. The Field Instructor evaluates and finalizes the Progress Report.
- 3) End of the Field Placement –
- a. The student, field instructor and on-site supervisor (if applicable) will utilize the **Final Evaluation** for this evaluation and should schedule an evaluation conference/meeting to assess student progress on field learning objectives and student growth in social work competency areas as reflected in the field experience at the end of the field placement. This is an important time for the student to receive evaluative feedback about performance in the field placement and for the team to reflect on student learning, progress and their competence towards professional social work practice.
 - b. Attached to the student Final Evaluation is an additional student self-reflection called the **Student Competency Measurement**. This requires the student to self- assess and measure their competence level within the dimensions of knowledge, values, skills and cognitive and affective processes as a reflective practice.
 - c. The field liaison will schedule a final meeting to review, answer questions and/or participate in the evaluation.
 - d. The Field Instructor evaluates and finalizes the Final Evaluation.

Criteria

1. Completion of the Baseline Rating Worksheet.
2. Completion of the Progress Report(s).
3. Completion of the Final Evaluation.
4. Student and Field Instructor and agency partner compliance with supervision guidelines.
5. Field Instructor completes final evaluation, grade and submits evaluation.

*The Baseline Rating Worksheet, Progress Reports, Final Evaluation and accompanying instructions are available in the Canvas courses under the accompanying modules. The Student Competency Measurement is included with instructions at the end of the Final Evaluation for each student. All required course submissions are completed in the Tevera field education program platform.

FIELD EDUCATION – ADDITIONAL INFORMATION

Time Away from the Field Placement

The policy of the Field Education Program regarding time away from field placements defers to the agency at which the student is placed. All absences from the placement must be communicated/agreed upon by the agency and/or field instructor/on-site supervisor. The agency and/or field instructor/on-site supervisor ultimately has the authority to approve or deny these requests. Hours are never accrued for time away from the field placement. The student must obtain the necessary hours required by the placement and will not earn hours for any form of time away (e.g., vacation, school breaks, holidays, illness, medical/personal leave).

Anticipated Time Away

Should a student anticipate a conflict with his or her field placement and scheduled hours, it is the student's responsibility to notify the agency/field instructor/on-site supervisor in advance to make arrangements regarding the time missed. Potential conflicts include medical appointments, holidays, school breaks, and scheduled vacation. As stated above, it is ultimately up to the discretion of the agency/field instructor/on-site supervisor in granting anticipated time away and the make-up arrangements.

Holidays and University Breaks

Students are allowed those holidays observed by the agency; however, the student does not earn hours for an observed holiday. If the agency is open on a holiday, the student is expected to be at the field placement if the agency requires it, even if the University is closed. Students may observe other religious holidays (please see policy on religious observances listed below), but these are treated as absences to be made up.

If the student plans to be away during University scheduled breaks, it is the student's responsibility to communicate and negotiate this in advance with the agency/field instructor/on-site supervisor and to arrange to make-up the time missed.

Religious Observances

For the University policy and additional information, please visit the Colorado State University [Religious Accommodations webpage](#).

Unanticipated Time Away

Unanticipated time away requires the student to notify the agency/field instructor/on-site supervisor as soon as possible and to negotiate the make-up of missed hours. Some examples of unanticipated time away include illness and other emergencies, bereavement leave, and

personal/medical leave.

Illness and Other Emergencies

Students are expected to contact the field instructor at the beginning of the field day to report illness or any other emergency requiring absence during the student's field time. Hours missed must be made up before the last day of the field placement. Absences that exceed three consecutive field days should be reported by the student and/or field instructor to the field liaison. For instances of bereavement, time away should follow the agency's policy on bereavement leave and be communicated to the field liaison and the field office.

Personal/Medical Leave

Should a student experience extensive health or medical problems, they should consult with the field office (coordinator or director) to determine if a medical leave is appropriate. Students who are experiencing extensive health problems will be compromised in their learning process if they are in a position that requires extensive make-up hours which in turn could further jeopardize their health. In such situations, the student will be encouraged to take a medical leave of absence, either by terminating field in good standing and re-entering when health permits, or requesting an incomplete grade. Likewise, if a student experiences significant family stress or personal crisis that requires extended absence from the field placement, they will be encouraged to take a leave of absence. This leave time will provide the student with the opportunity to address family or personal concerns and to resume field when the situation permits the student to engage in a productive learning experience.

Conflict of Interest

No student may be placed in an agency where they were, or are, a client or an immediate family member was, or is, a client. Since the School of Social Work does not gather client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client or an employee may face termination from field education.

Students should take appropriate steps to avoid conflicts of interest that could arise in the selection of a field placement or during a placement. Students should inform the field office (coordinator or director) of any actual or potential conflicts of interest that could influence the field placement selection process. Once in a placement, students should immediately inform the field instructor/on-site supervisor and field liaison when a real or potential conflict of interest arises and act to resolve the matter expeditiously in a way that affords maximum protection to clients' interests.

Social Work Credit for Life/Work Experience is Not Granted

The Field Education Program explicitly states that it does not grant full or partial social work credit or field education credits for life and/or previous work experience. Academic credit for life and/or previous work experience will not be given, in whole or in part, in lieu of the field placement requirements. This policy is communicated to field students, field instructors, on-site supervisors, and the affiliated agencies. The statement is as follows:

In accordance with the recommendation of the Council on Social Work Education, no academic credit is given in whole or in part, for life experience and/or previous work experiences in lieu of coursework including field placement.

Field Placements and Geographic Locations

The Field Education program has the ability to individualize student internship experiences and work collaboratively with agencies around the United States and internationally to host our students in internships. The Field Education program works with the potential partner agencies to assess and ensure the agency is able to meet the standards required by our program to host a social work student from our social work program. We follow the same policies to ensure the agencies have the structures in place to host the student and ensure they meet our competency-based field experiences. Distance educational opportunities in our MSW program allow for students to have the option to consider an internship close to their primary residence.

The curriculum is the same for placements outside of the geographic region as it is within the immediate geographical area of the program. All required submissions (assignments, evaluation of practice, learning objectives) will be submitted following the same process. The hours of the generalist practice and specialization of the advanced generalist year internship are consistent throughout our program. The same requirements and standards are in place for our Field Education office to open up an agency as a host site to support student learning activities.

The student is expected to attend all scheduled classes. More specific information on international field placements is below.

International Field Placements

The Field Education Program has several resources that detail the possibility of field education in an international setting. Students may have the opportunity to complete an international field placement by (1) indicating their interest to the field coordinator, and (2) working with their Field Coordinator and a representative from [Office of International Programs / Education Abroad Office](#). The Field Education program has updated forms and processes on the [International Field placements](#) page on the website for the student to begin an initial review of the processes, timelines and potential international locations.

Students must be in good standing to be eligible for international placements. The following criteria apply to all international field placements:

- The proposed international placement fits with the student's professional goals and objectives;
- A CSU approved agency is identified for the field placement in the area with the availability of an eligible field instructor who will agree to supervise the student at least one hour (cumulative) per week;

In addition to the criteria above, the nature of the international placement must align with the School of Social Work coursework and provide appropriate and relevant field learning experiences. All international field placements require the close collaboration with the field coordinator to set up with approval from the field director.

FIELD PLACEMENT WITHIN PLACE OF EMPLOYMENT

Some students may need to be employed while in school and may be interested in completing the field placement requirements within their place of employment.

Under certain circumstances described below, and with the approval of the Field Coordinator or Director, students who are working in a human service organization may arrange to complete their field placement within the organization in which they are employed.

Policy

This policy aligns with the Council on Social Work Education EPAS 2022 accreditation standard 3.3.7 as seen below.

The field education program at CSU School of Social Work permits field placements in an organization in which the student is also employed when policies and procedures for an **Employment-based Social Work Field Placement** are followed.

The field education program at CSU School of Social Work may grant permission to the student and agency partner for an employment-based social work field placement after reviewing the submitted Employment-based Social Work Field Placement form ensuring compliance with EPAS 2022 3.3.7.

Student employee tasks may qualify as field hours when directly linked to social work competencies in alignment with the level of practice (generalist or advanced generalist).

Field education supervision may be provided by the same supervisor as the work supervisor if field education supervision is separate from employment supervision and the supervisor meets the requirements to be a field instructor for their assigned student.

The field program will support students with field education continuation in situations where a student becomes unemployed where field education has co-occurred with employment.

Procedure

1. The student reviews the Employment-based Social Work Field Placement policy, procedures and criteria.
2. The student notifies their field coordinator of the proposed Employment-based Social Work Field Placement.
3. The student, field instructor and work supervisor collaborate to fill out the Employment-based Social Work Field Placement form to ensure compliance with the accreditation standard 3.3.7.
4. The student submits the Employment-based Social Work Field Placement form for the field instructor and work supervisor to sign. The form is routed to their assigned field coordinator for review.

5. The field coordinator reviews the form ensuring compliance with EPAS 2022 3.3.7, verifying the following information:
 - a. student tasks will be linked to all competency areas;
 - b. field supervision time will be distinct from work supervision time (review of description).
6. The field coordinator ensures assigned field instructor meets the field program requirements and accreditation standard (3.3.6) for field instruction based on the level of practice of the student.
7. The field coordinator may follow up with the student, the field instructor and the work supervisor for additional clarification after reviewing the form. The field coordinator may ask for changes in the supervision arrangement or learning plan examples and/or ask for the form to be edited prior to signing and approving the internship.
8. The field coordinator and/or field director will sign the Employment-based Social Work Field Placement form granting approval and permission of the field placement in alignment with EPAS 2022 3.3.7 and 3.3.6 as outlined on the form submitted.
9. The form will be saved in the Tevera profile of the student by the field coordinator.
10. The field coordinator may consult with the field director with questions, the field coordinator or field director may deny the Employment-based Social Work Field Placement and request a meeting with the student, field instructor and work supervisor to discuss next steps and any missing information before approval is granted.
11. Once the field education course begins, the student fills out a learning plan aligning with the social work competency areas and their level of practice (generalist or advanced generalist).
12. The field liaison ensures student tasks are directly linked to social work competencies and level of practice by reviewing the learning plan. The student, field instructor and/or work supervisor may be asked to make adjustments on the learning plan if tasks do not align with competency areas.

Criteria

1. Employer and student complete and submit Employment-based Field Placement form in alignment with the social work core competency areas.
2. Employer supports student's use of employment hours for internship credit, and employer supports field placement specific supervision.
3. Employer and student receive approval or denial of the employment-based field placement.
4. Employer and student make adjustments to form (if required).
5. Employer collaborates on student assignments (Learning Plan, Progress Report, and Final Evaluation) and provides feedback on student learning throughout the Employment-Based Field Placement.

Disability Guidelines and Resources

The School of Social Work (SOSW) at Colorado State University is committed to serving all students. We recognize that a diverse student body promotes the richest learning environment for soon-to-be social workers. Embodying this commitment, the SOSW seeks to build upon students' strengths and competencies. Thus, social work students are encouraged to work closely with their academic advisers and their instructors to gain the greatest learning opportunity possible from their courses.

Colorado State University complies with The Americans with Disabilities Act (ADA) which prohibits discrimination based on disability in the areas of employment, public accommodations and services, public transportation, and telecommunications. The Director of the Office of Equal Opportunity and Diversity is responsible for the coordination of University compliance with the [Americans with Disabilities Act](#).

Resources – Student Disability Center

Title II regulation of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131) prohibits discrimination based on disability by public entities. The CSU [Student Disability Center](#) facilitates the educational goals of students living with disabilities and other chronic conditions through coordinating a variety of accommodations and services, including information and support for students requesting accommodations for a disability.

Accommodations

Students with functional limitations due to visual, hearing, learning, or mobility disabilities as well as student who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. may request accommodations and support. Any student who is enrolled at Colorado State University and who self-identifies with the Student Disability Center (SDC) as having a disability or chronic health condition is eligible for support from SDC.

Process for Requesting Accommodations

The student must initiate the process of requesting accommodations. This is an individualized and interactive process involving the student, faculty, and the SDC staff. In setting up accommodations for the first time, students will need to follow this [process](#):

1. The student contacts the SDC and schedules an appointment with an accommodations specialist.
2. The student meets with a specialist and provides documentation of their disability.

3. The student and specialist will discuss the student's specific situation and the specialist will determine appropriate accommodations and recommend them to the student. Different accommodations can be put in place for different situations.
4. The student chooses which accommodations they want to use.
5. The specialist will generate accommodation letter(s) verifying that the student is working with the SDC and is using accommodations.
6. The student may give their accommodation letters to each of their instructors.
7. Instructors will follow the accommodations and support the student.
8. If issues arise the student needs to contact the SDC or their specialist immediately.

Faculty Guidelines and Responsibilities

Students who are categorized as 'disabled' according to federal non-discrimination laws are eligible for '[reasonable accommodation](#)' in order to enable students to participate and be evaluated on their abilities, not their disabilities, as well as providing equal access to information in the classroom. Faculty and staff are obligated to participate in the process of providing reasonable accommodations. For additional information regarding responsibilities and guidelines for faculty please refer to the [Student Disability Center's Faculty/GTA Information webpage](#).

Field Education Program Guidelines

The Field Education Program is committed to working with students in accordance with the Americans with Disabilities Act and the requirements and guidelines as provided by the SDC. A student requesting accommodations in their field placement due to a disability or chronic health condition, will need to contact the SDC to obtain an accommodation letter.

Student disclosure of the type of disability is a personal choice and may be freely shared with field faculty and field agency staff; however, *field faculty or staff may not ask the student for information beyond what is shared in the SDC accommodation letter.*

The field coordinator can work with the SDC and the student to develop an individualized checklist of accommodations to use in assessing the agency and organizational environment for supports or barriers to the student's functioning, including access, equipment, and attitudes. The field education program coordinators and/or director will assist in identifying agencies who are able to work most effectively with students with disabilities and assist the agency to assess the need to provide accommodations in order to fulfill fieldwork course requirements.

If a student feels an accommodation will be needed in order to complete the requirements of their field placement, they should inform their field coordinator or field director. The field office will coordinate with the student, the SDC, and prospective field placement agency sites to identify supports and modifications needed to provide reasonable accommodations. The

[Student Disability Center](#) provides information, support, and advocacy for students with disabilities and guidelines and comprehensive information for university faculty and staff in order to effectively support students in their education and learning endeavors.

CSU Policy: Discrimination, Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation

Colorado State University is committed to providing an environment that respects the dignity and worth of every member of its community. The University strives to create and maintain a work and study environment that is fair, inclusive, and responsible so that each member of the University community is treated with dignity and respect and is rewarded for relevant considerations such as ability and performance. The purpose of this policy is to define the types of conduct that are prohibited by the University as a means of achieving these goals and to prevent harm arising from discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation.

Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy, and will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation will be addressed consistent with this policy.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

This [Policy](#) supersedes all prior University Policies on discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation.

Sexual Harassment and Sexual Violence

Colorado State University strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and cannot be tolerated.

Sexual harassment is also illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972. Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to corrective action.

For the full policy, information on complaint procedures, and awareness training resources, please visit [CSU Office of Equal Opportunity](#).

SCHOLASTIC STANDARDS

Student Conduct Code

The [Student Conduct Code](#) exists to notify students, faculty, and staff of the specific expectations Colorado State University holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student clubs or organizations.

Every student assumes personal responsibility for upholding standards reasonably imposed by Colorado State University relevant to its mission, processes, and functions. Foundational principles of academic honesty, personal integrity, respect for diversity, civility, freedom from violence, and pursuit of lifestyles free of alcohol and drug abuse are examples of these standards.

All students are expected to be aware of the Student Conduct Code, and to conform their behavior to its requirements. The Code of Conduct may be viewed in its entirety [here](#). For more information about expectations of students, conflict resolution, and the disciplinary process, contact the [Student Resolution Center](#).

Honor Pledge and Academic Integrity

At the end of the field placement, the following honor pledge appears on the final evaluation of the student:

I pledge that I have completed the required total hours for my field placement.

All students sign the final evaluation with the above statement indicating that the required hours for the field placement have been completed.

For the full academic integrity policy, please visit TILT [Academic Integrity Program: Know the Code](#).

Family Education Rights and Privacy Act (FERPA)

Under FERPA, Educational Records are defined as records that are directly related to a student and are maintained by an educational agency/institution or by a party acting for the agency/institution. FERPA gives students the right to inspect and review their records, request to amend their records, limit disclosure of public/directory information, and requires students to give their permission to release private information. For details about public information that may be released upon request, please visit the [FERPA policy page](#) at the Office of the Registrar.

Click [here](#) for detailed information about FERPA at CSU or see the current Colorado State University - [General Catalog](#).

RESOURCES

Student Resources

Being a student can be stressful. The [CSU health network has developed a website](#) with research-based strategies for students on well-being in academics.

COVID-19 resources:

- [CSU COVID recovery site](#) provides updates and guidelines

Selected Colorado State University Resource Links:

[CSU School of Social Work Field Education](#)
[CSU School of Social Work MSW Program](#)
[CSU Student Resolution Center](#)
[CSU Office of Risk Management and Insurance](#)
[CSU Policy Library](#)
[CSU Health Network – Counseling Services](#)
[CSU Student Case Management](#)
[CSU Student Disability Center](#)
[CSU Career Center](#)
[CSU Resources Search](#)

Selected Professional Links:

[Council on Social Work Education \(CSWE\)](#)
[CSWE Educational Policy and Accreditation Standards \(EPAS\)](#)
[National Association of Social Workers \(NASW\)](#)
[NASW Code of Ethics](#)
[NASW-Colorado Chapter](#)
[Colorado Department of Regulatory Agencies \(DORA\) Social Work licensing](#)