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# MSW Field Education Program Manual

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PURPOSE AND STRUCTURE

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

The School of Social Work (SOSW) Mission

The mission of the School of Social Work, in accordance with Colorado State University’s land grant heritage and the College of Health and Human Science’s mission, and in compliance with the Council on Social Work Education Accreditation Standards (2008), is to:

Enhance human health, well-being, and productivity through the promotion of human rights, social & economic justice, and religious & spiritual tolerance to achieve healthy, and productive people with equitable resources in diverse settings. The School aims to advance and strengthen interdisciplinary and collaborative knowledge through teaching, research, service and using evidence-based practice, to prepare undergraduate and graduate students, with the use of evidence based practice, for culturally competent professional and ethical Generalist and Advanced Generalist social work practice and leadership.

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. For the complete Code, please visit: http://www.naswdc.org/pubs/code/code.asp
Field Education as the Curriculum’s 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.

CSWE Educational Policy and Accreditation Standards

In the generalist (foundation) field placement, the BSW program provides students with opportunities to acquire new knowledge and skills related to the core competencies. The Field Education Program ensures field placements provide students the opportunity for practice in the Council on Social Work Education’s (CSWE) specified ten core competency areas. Field placements are identified based on the capacity to meet these competencies.

The ten Core Competencies, specified by CSWE in the 2008 Educational Policy and Accreditation Standards (EPAS), describe performance outcomes that are characterized by measurable practice 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 and skills within the CSWE Core Competencies and corresponding practice behaviors in a supervised and monitored practice setting.

CSWE Core Competencies and Foundation Practice Behaviors

1. **Identify as a professional social worker and conduct oneself accordingly.**
   
   *Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.*

   - advocate for client access to the services of social work;
   - practice personal reflection and self-correction to assure continual professional development;
   - attend to professional roles and boundaries;
   - demonstrate professional demeanor in behavior, appearance, and communication;
   - engage in career-long learning; and
   - use supervision and consultation.
2. **Apply social work ethical principles to guide professional practice.**

*Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers*

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics\(^1\) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;\(^2\)
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

3. **Apply critical thinking to inform and communicate professional judgments.**

*Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers*

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Engage diversity and difference in practice.**

*Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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*

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and

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• view themselves as learners and engage those with whom they work as informants.

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry; and
• use research evidence to inform practice.

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

9. **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers
recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. a-d. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

a. Engagement
Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

b. Assessment
Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

c. Intervention
Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

d. Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Additional Advanced Generalist Practice Behaviors describe knowledge, values and skills expected at the concentration level of social work practice. These are:
1. Identify as a professional social worker and conduct oneself accordingly: Actively seek out opportunities to advocate on behalf of (or with) clients related to obtaining resources and receiving services.

2. Apply social work ethical principles: Apply social work ethical principles to complex situations utilizing consultation/supervision as needed.

3. Apply critical thinking to inform and communicate professional judgments: Critically evaluate theory and evidence-based knowledge when applying it to research and/or unique client situations.

4. Engage diversity and difference in practice: Adapt and evaluate theoretical frameworks and/or practice interventions with diverse populations.

5. Human rights and social and economic justice: Understand the implications of global connectedness in promoting human rights and social and economic justice.

6. Research-informed practice and practice-informed research: Design, implement, and/or interpret evidence-based social work research.

7. Human behavior and the social environment: Critically evaluate the underlying assumptions, values, strengths, and/or weaknesses of these theories for practice.

8. Policy practice: Evaluate the intended and/or unintended consequences of agency and public policy.

9. Contexts that shape practice: Demonstrate the ability to strategically address and respond to the changing context of social work practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities
    a. Differentially apply engagement strategies based on circumstances and changing practice dynamics.
    b. Assess the application and/or psychometric properties of assessment instruments for use with various client systems.
    c. Collaborate with other professionals and stakeholders to develop and/or coordinate interventions.
    d. Design and apply methods for evaluation of interventions and/or programs

The practice behaviors operationalize the competencies and give students specific objectives for the field placement. A reciprocal relationship exists between coursework and field education wherein the learning experiences in field and the assignments in the classroom closely parallel, presenting students with the opportunity to apply direct practice to the classroom and the classroom to the field. Certain course assignments are directly linked to student field settings (e.g., Program Evaluation, Organizational Scan, and Community Assessment).
Competence is fostered through educational field instruction and guided by the learning plan and evaluation of learning. Individualized learning experiences, combined with field instruction, facilitate student understanding of strengths as well as identification of areas for continued personal and professional growth. The learning plan serves to guide students in their field placement to address the core competencies and practice behaviors in meeting learning goals. The practice behaviors provide a structure for students to engage in generalist practice (foundation level) and advanced generalist practice (concentration level) and demonstrate proficiency with required competencies. Students operationalize practice behaviors through identifying and engaging in specific tasks, responsibilities, and learning experiences in their field placements.

**Structure of the 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.

The Field Education Program is comprised of the field directors, field liaisons, and the field advisory committee. The directors oversee the program and have primary responsibility for administering and implementing policies governing field education. Field liaisons function as ongoing consultants to field instructors, on-site supervisors and field agencies in selecting and planning field learning experiences. The field advisory committee provides advice and counsel in shaping field policy and the implementation and development of the program.
ROLES AND RESPONSIBILITIES

School of Social Work and Directors of Field Education

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.

The SOSW assumes the following specific responsibilities in relation to field placements. As the primary representative of the SOSW with respect to field issues, the field directors have responsibility for these tasks.

1. In collaboration with the student and with agency consent, selecting students for particular placements and providing the agency with pertinent information regarding the students recommended.

2. Orienting field instructors to the BSW or MSW curriculum, as appropriate, and to the centrality of the field placement within the total program.

3. Providing a field liaison for each placement.

4. Creating opportunities for professional development for field instructors and on-site supervisors.

5. Inviting field personnel to be involved with development and maintenance of the field education component of the baccalaureate and masters programs (most specifically through the field advisory committee), including opportunities to participate in various committees.

6. Sharing information on the content and process of field instruction.

7. Providing guidelines for the formal evaluation of students' performance in accordance with students' learning objectives and program requirements.

8. Evaluating host agencies in terms of their appropriateness as field teaching/learning sites for the program.

9. Assessing the effectiveness of field personnel based upon student and field liaison feedback, with input from those being evaluated.

10. Gate-keeping for the profession of social work by evaluating student performance to be adequate and appropriate to the necessary knowledge, skills, and values of an entry-level professional.
The field director has primary responsibility for administering and implementing the policies governing the field education program as established by the School Council. In addition to the above, s/he is 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. Meeting with the field advisory committee, as needed, for consideration of field education matters.

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. Assigning and recording grades for SOWK 488, SOWK 588, and SOWK 688.

8. Assigning to the assistant field directors any or all of the duties and roles of the field director as school needs and resources permit.

**Field Liaison**

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 are an important component in developing and maintaining relationships with field agencies. Additionally, field liaisons play a variety of roles and provide a number of services to students, agencies, and field administration. 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, gate-keeping, administrative and consultative services.

At a minimum, the following responsibilities are assumed by the field liaisons.

1. Consultant, advisor and resource to both the agency field instructors/on-site supervisors and students in assigned agencies;

2. Meet regularly (minimum of two face-to-face meetings for all one-semester, or block placements and one face-to-face meetings and one other contact in each semester for two-semester placements) with agency field instructors/on-site supervisors and students. An on-site visit should be scheduled early in the field placement and include a review of the field program, learning activities and the learning plan, forms and evaluations, due dates, and the overall field education experience. It is expected that contact with assigned agencies will be initiated and maintained by the field liaison;

3. Document all field visits, contacts with agencies, field instructors/on-site supervisors, and students;

4. Develop a firm understanding of current CSWE core competencies, School of Social Work field education policies and procedures, curriculum and field education goals and objectives;

5. Assist agency field instructors, on-site supervisors, and/or staff in understanding the generalist/advanced generalist curriculum, CSWE accreditation competencies and requirements of the Social Work program;

6. Clarify with students, field instructors, and on-site supervisors the School of Social Work's expectations regarding field placement objectives and appropriate field assignments;

7. Assist with interpreting, completing, and delivery of learning plans, progress reports, and final evaluations to the field education administrative staff by the designated due dates;

8. Offer consultation, intervention, and assistance with student or agency problem areas or concerns to ensure maximum field learning and experiences for students;

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

11. Act as a professional role model and mentor to students in order to foster the development of assertiveness and confidence in their abilities to advocate for themselves and others;

12. Be available to students and field instructors for support, problem-solving, and facilitation of learning activities to enhance students’ educational experience (typically respond within 24 – 48 hours);

13. Attend file liaison orientation and scheduled meetings (at least twice per semester).

The Agency, Field Instructor and On-site Supervisor

Field education represents a partnership between the School of Social Work and those field agencies chosen for their willingness and appropriateness to provide generalist (BSW and foundation MSW) and/or advanced generalist (concentration) 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 her/his instructor(s)/supervisor(s), and support from agency administration and from the School of Social Work.

Agency

Agencies assume the following specific responsibilities upon agreeing to accept an undergraduate or graduate student in placement.

1. Securing a qualified BSW or MSW field instructor as set forth in the policies and standards for the field placement.

2. Providing the necessary time for the BSW or MSW field instructor and on-site supervisor, if applicable, to carry out her/his responsibilities associated with field instruction.

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 as to enable the student to meet his/her 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 policy-making bodies.

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 must have at least a bachelor’s degree in social work for undergraduate students or a master’s degree in social work for graduate students and two years of post-degree social work practice experience.

On-site supervisors are agency personnel and human service professionals with training or a degree in a field other than social work, who may supervise the social work students in their assigned tasks.

The responsibilities of the designated BSW or MSW field instructor and the on-site supervisor, if applicable, are as follows.

1. Complete any field education seminars and/or workshops offered by the School of Social Work, including a mandatory one-time orientation session.

2. Participate in interviewing and acceptance of student(s) recommended for placement.

3. Orient the student to the agency, its community context, and its service recipients.

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 (25% of field instruction/supervision must be on an individual basis).

5. Provide educationally-focused social work supervision that addresses professional identity, social work values and ethics, and integration of classroom and field learning with the student. In those 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 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 the written semester evaluations and recommending a grade (S/U) 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. The evaluation process is best handled as a joint evaluation with the student, as described in the instructions accompanying the evaluation forms. 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.

**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 her/his learning experiences in the field placement. This, of course, is in large part dependent upon the field instructor’s willingness to engage in a mutual teaching/learning relationship with the student.

Certain specific student responsibilities are most important for optimal learning in the field placement.
1. Participating in the placement process by stating her/his learning needs and preferences, completing field placement application materials, and by exploring options with the agency and field directors.

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 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. Evaluate the field program including the field liaison, the field instructor and/or on-site supervisor, the community and host agency, and the field directors.

9. Seek assistance from the field instructor(s), the field liaison, and/or the field directors if problems arise in the placement. Such action should be taken as soon as concerns arise.

**Field Advisory Committee**

The School of Social Work seeks input toward improving the quality of education and field experience for its students, faculty, and agency staff. Toward that purpose, the field advisory committee provides advice and counsel in the shaping of field policy and the implementation and development of field education.

The field advisory committee is comprised of volunteers including BSW/MSW field instructors, on-site supervisors, faculty, and students who confer over issues of policy or procedure, and may meet at scheduled times throughout the academic year.
FIELD PLACEMENT

Specific Credit and Time/Hour Requirements

Each student is expected to complete the contracted hours for field placement. For the BSW placement (SOWK 488), the total number of academic credits is ten and the total number of required hours in the field placement is 450. Typically, SOWK 488 is a block field placement completed during the course of one semester. However, BSW students may sometimes complete the 450 hours over two semesters, known as a concurrent placement.

Field Placement Process

This section provides an overview of the field placement process and the field placement. To be eligible to enter the field students must meet the required course prerequisites (see the SOWK 588 or SOWK 688 Syllabus) and demonstrate readiness for field placement as assessed by School of Social Work instructors and advisors. Students must apply for the SOWK 588 Foundation or SOWK 688 Concentration Field Placement by following the procedures described below.

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 must attend a scheduled Application Meeting, which provides an overview of the field application process and procedures. Academic credit is not given for life or work experience in lieu of the field placement. The placement of students in field agencies is an important part of the field education program and marks the beginning of the field experience.

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 director in a pre-placement interview to explore placement options and discuss learning goals, expectations and desired types of populations, and service areas and field placement settings. The next two stages focus on maintaining contact with the field director regarding placement progress and scheduling face-to-face interviews at identified agencies. Once a placement is selected, the placement must be approved by the field 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 director.

Each stage of the field placement process is detailed, step-by-step, below.

Please note: Field placement application materials are due on dates published on the School of Social Work (SOSW) Website / Field Education Program / Field Calendar page: http://www.ssw.chhs.colostate.edu/field/calendar.aspx
Field Application Instructions

1. Application
   a. Students are expected to attend the Application Meeting which describes the steps in the student’s field placement process. Questions and concerns are addressed.
   
b. The SOWK 588 and SOWK 688 Applications to Field Placement are available at on the Field Forms page of the School of Social Work website (http://www.ssw.chhs.colostate.edu/field/forms.aspx). The application should be downloaded, completed and signed electronically. This document is an important part of the student’s field agency selection, and may be reviewed by potential agencies upon their request. Questions should be answered clearly, fully, and thoughtfully. The document should reflect the student’s professionalism.
   
c. In addition to the Field Application, students should submit a current resume (1-2 pages maximum). Many Field Agencies also 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: http://career.colostate.edu/. Additional resume and cover letter resources are available on-line. Smith College has a guide for resumes and cover letters specifically for Social Workers; here is a link to that guide: http://www.smith.edu/lazaruscenter/pdf/social-work-resume.pdf
   
f. The completed application should be saved as: SOWK 588 (or SOWK 688) Field Placement Application for (student name). The student’s resume should be saved as: SOWK 588 (or SOWK 688) Field Placement Resume for (student name).
   
g. The completed Field Application and resume is then e-mailed to Joyce.Takacs@colostate.edu for the on-campus MSW Program and to Keli.Murray@colostate.edu for the part-time distance MSW Program. The subject line on the e-mail should read: “SOWK 588 (or SOWK 688) Field Placement Application for (student name).”

2. Pre-placement Interview
   a. Once the field application has been submitted to Joyce Takacs or Keli Murray, students should schedule a pre-placement interview with their field education director.
   
b. During the pre-placement, face-to-face interview meeting, learning goals, experiences, expectations, and preferred types of population or settings for the field placement will be discussed. This interview is an opportunity to acquaint the director with student interests and learning needs, and is an important factor in field site selection. Students are encouraged to consider at least three different types of populations or setting types when considering placement options. Some students may prefer more discussion and more than one face-to-
face interview time. Prior to the pre-placement interview, students are encouraged to log onto the Field Agency Database to explore potential field placement options: [https://www.chhs.colostate.edu/sswfwpublic/](https://www.chhs.colostate.edu/sswfwpublic/) and click on “Field Agency Student View” to log on.

c. At the end of the pre-placement interview, the field director and the student will develop a plan for contacting a potential placement agency. Students participate in the plan as agreed upon.

3. Plan Implementation

   a. Students are expected to keep in contact with your field education director throughout the placement process.

   b. The field director is available to assist, offer suggestions, and to meet with students for further discussion as needed.

   c. Students should inform the field director 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.

   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.).

      i. Most agencies require background checks – students may be responsible for scheduling and paying for their own background check. Ask about this.

      ii. Health settings will require proof of immunizations and other health related information. Students should inquire specifically about what is needed and the process for submitting this information.

      iii. Students should inquire about scheduling, time off, holidays, etc.

      iv. 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.

      v. Students are encouraged to ask about supervision/field instruction – the agency’s approach/structure (social work students must have a BSW or MSW-degreed field instructor)

   c. If the agency is not ready to offer the student a field placement at the conclusion of 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.

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 director:
   
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 of the above (very important)**
   
   b. The School of Social Work will e-mail the Acceptance Contract to the field instructor and to the student. Students are responsible for ensuring that 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 director 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 should be e-mailed to Joyce Takacs (Joyce.Takacs@colostate.edu) for the on-campus MSW Program and to Keli Murray (Keli.Murray@colostate.edu) for the part-time distance MSW Program.
   
e. Agencies that are new to the Field Education Program at CSU (agencies not listed in our Field Agency Database) will require additional time and procedures. The agency and proposed field placement will need to be approved by the field director; and 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 when exploring potential field placement opportunities.

6. **Finalizing the Field Placement**
   
a. Approval by field director is required before any placement is finalized.
   
b. Once the signed Acceptance Contract is received, the School of Social Work office is informed of the successful placement. The field instructor/supervisor will be invited to attend the Field Instructor/Supervisor Orientation, scheduled prior to the start of the field placement.
c. **IMPORTANT**: The Acceptance Contract must be signed and returned to the School of Social Work before the field placement begins.

d. Students are required to attend a one-time field orientation in the beginning of the semester in which the field placement begins. Students should check the field schedule/calendar for the date of the orientation.

e. Students should confirm arrangements with their field instructor/supervisor, regarding the specific start day and time of the field placement.

**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 ten CSWE Core Competencies for foundation social work practice. The SOWK 488 BSW Field Placement requires that the student complete 450 field placement hours within the time frame specified on the Acceptance Contract.

At the beginning of the field placement, students are required to attend a one-time Orientation to the Field Placement. Students should check field schedule/calendar for the Orientation to Field date, time and location and/or additional information about orientation to the field placement. Field schedules are available in the Field Education Program section of the School of Social Work website. The orientation provides students with important information about the objectives, roles, procedures, policies and expectations of 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 488 BSW Field Placement academic credits (10 credits for one-semester, block, field placements; and 5 credits for each semester of a two-semester, concurrent field placement).

**The Field Liaison**

Within the first several 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:

- Expectations of the field placement from the perspectives of the student, the field instructor and the on-site supervisor (if applicable);
- The learning plan, competencies addressed and other information regarding learning experiences;
- The plan for, and structure of, field instruction/supervision;
- Any specific challenges or difficulties experienced at that point;
Field liaisons will:

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

**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 of the field placement about:

- Expectations of the student and field instruction/supervision during the field placement;
- Teaching and learning styles;
- Field instructor and student interests and areas of expertise;
- Field instruction/supervision meeting schedule and expectations;
- Student communication and behavioral expectation;
- Agency policies and procedures;
- The student intern role in the agency;
- Questions that the field instructor may have.

**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:

- The agency mission and history;
- Who is served by the agency and how;
- The agency organizational structure (an organizational chart is helpful);
• Organizational and communication norms (appropriate communication, attire, “chain of command,” etc.);
• Student roles in the agency;
• Important policies and procedures.

Students are encouraged to ask questions!

**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 practice 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. In developing the learning plan, keep in mind that while not “cast in concrete,” the plan is a blueprint of the activities and experiences the student is expected to carry out while in the field placement. Each of the assignments in the learning plan should be assessable; that is, 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 competent foundation social work practice. There are times when opportunities emerge, or disappear, during the course of the field placement; therefore, the learning plan is open to modification. Students should keep their field liaison informed of modifications to their learning plan. 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 in the Field Schedule. The learning plan and instructions, as well as the Field Schedule, are available on the Field Education Program pages of the School of Social Work website: [http://www.ssw.chhs.colostate.edu/field/index.aspx](http://www.ssw.chhs.colostate.edu/field/index.aspx).

**Evaluation of Student Performance and Learning in the Field Placement**

Evaluation of student performance and progress with regard to field learning objectives occurs at the mid-point and end of the field placement. The student, field instructor and on-site supervisor (if applicable) should schedule an evaluation conference/meeting to assess student progress on field learning objectives and foundation social work competencies as reflected in the field experience. This is an important time for the student to receive evaluative feedback about performance in the field placement. The field liaison will typically schedule a meeting (in-person or via phone or other electronic means) to review and/or participate in the evaluation. Evaluation field forms (Progress Reports and the Final Evaluation), and accompanying
instructions are available on the Field Education Program pages of the School of Social Work website: http://www.ssw.chhs.colostate.edu/field/index.aspx.

**Transitioning out of the Field Placement**

During the course of the field placement, termination or transition out of the field placement should be part of the plan from the beginning. This plan will, of course, vary by the nature of the field placement and should be guided by the field instructor and incorporated into the student’s learning plan. Students are encouraged to express their appreciation (e.g., thank-you note) to the agency, field instructor and on-site supervisor for providing a field education experience. Also, at the conclusion of the field placement, students, field instructors and field liaisons will be asked to provide feedback to the field program about the field education experience and the field agency.
FIELD EDUCATION PROGRAM POLICIES

Criteria for the Selection of Field Placement Agencies

Selection of agencies for field placements is an important part of the Field Education Program. It is the responsibility of the field education team to determine an agency’s suitability for student learning and training as well as to work closely with interested agencies in the process. Field education with the generalist and advanced generalist perspective must encompass learning opportunities with individuals, families, groups, organizations, and communities. Although it is recognized that the relative quality and quantity of these assignments will vary depending upon 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.

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 (foundation) and advanced generalist (concentration) perspective and in adherence to social work values and ethics. In its selection of host agencies, the School of Social Work gives priority to settings that reflect the practice patterns of the community; serve diverse populations, particularly those devalued by society and the community; and provide opportunities for the student to engage in generalist (foundation field) and advanced generalist (concentration field) practice processes and activities. Criteria for selection of field placement agencies include:

1. The agency has clearly defined agency policies and procedures for the provision of services.

2. Opportunity for students to gain practice experience with individuals, families, groups, organizations, communities, and policy-making bodies.

3. Opportunity for students to experience and practice advanced generalist (concentration) competencies.

4. Opportunity for students to gain practice experience with persons from diverse racial, ethnic, and cultural heritages and/or from age, sex, socio-economic status different from his/her own.

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, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.

7. Availability of an MSW staff member, 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 and who is available for on-site supervision and to answer questions. The field instructor will work with agency personnel to implement field objectives, develop learning assignments, and evaluate student performance.

8. Agency's support of the educational focus of field instruction by supporting student assignments, projects, and research and by creating or supporting learning opportunities that support 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 conferences, seminars, or workshops on field teaching sponsored by the School of Social Work. These include, at a minimum, a one-time orientation session.

9. Administrative support for field instruction activities as demonstrated by:
   
a) Granting the field instructor the necessary time for teaching and supervising students.
   b) Providing the student with physical facilities and materials necessary for her/him to function as a professional. These include desk space, facilities for privacy in interviewing and tutorial instruction, reimbursement for agency-related travel, and provision of essential clerical services.
   c) Providing agency sanction for the student to assume responsibility for the clientele with whom s/he is working.

10. The internal stability of the agency.

The 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:

- 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;
- 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;
- Adherence to policies that set criteria for the selection of field agencies, field instructors, and on-site supervisors;
- Opportunities for students to experience and practice the generalist (foundation) and advanced generalist (concentration) competencies;
• A placement process that involves students, academic advisors, and the field education team in planning internships that will provide supervised practice experiences that support students’ integration of social work knowledge, values and skills within the framework of the needs and goals of client systems, host agencies, and their communities; and
• Each student an individualized learning situation which, through guided instruction, facilitates student understanding of her/his 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 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. All field students meet with the field instructor for a minimum of one hour per week for supervision to assist the student in incorporating a social work perspective to the field experience.

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. All field students meet with the field instructor for a minimum of one hour per week (one and a half hours twice a month 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 with day-to-day tasks in the field 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:

1. Interest in providing instruction for a generalist and advanced generalist field placement;

2. Minimum of an MSW degree from a Council on Social Work Education accredited program;

3. Commitment to the educational objectives of Colorado State University’s School of Social Work and MSW Field Education Program;

4. Completion of at least two years post-MSW social work practice experience;

5. If possible, a minimum of one year of experience in staff supervision or field instruction;

6. Potential for conceptualizing, illustrating, and providing instruction in generalist and advanced generalist practice; and

7. Capacity to stimulate 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, particular 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 an MSW field instructor has assumed the sole responsibility for a student’s field instruction, assignment of an on-site supervisor is optional.

**Tiered Student Field Instruction**

A tiered student field instruction model, utilizing advanced-standing MSW students, is available to BSW students who are placed in agencies that lack a degreed social worker to provide field instruction. This maximizes learning opportunities for both MSW students and BSW students in field education. This type of field instruction is available only during the last semester of the Advanced Standing MSW Program in order to allow time for advanced-standing MSW students to become comfortable in their own academic environments.
Benefits of this policy include:

- Field placements for BSW students in agencies that would otherwise be unavailable due to the absence of a degreed social worker to provide field instruction;
- Valuable non-paid, intern staff for agencies that provide beneficial social services for community members;
- Monitored supervisory experience for advanced-standing MSW students who have previous social work experience;
- Shared learning experiences between BSW and MSW students; and
- An expanded resource pool of educationally rich agencies for BSW field education

MSW students must apply and be interviewed for tiered student field instructor positions. Students must meet the following requirements to be selected for these positions:

- BSW degree from an accredited college/university;
- Two years of post-baccalaureate social/human services experience;
- Familiarity with the generalist perspective of social work practice;
- Effective time management skills; and
- (Preferred) supervisory experience

Group supervision for tiered student field instructors is provided by the assistant field directors. Supervision groups are held bi-weekly (every other week) on pre-designated dates and cover topics including but not limited to:

- Effective supervisory skills;
- Learning styles;
- Ethical dilemmas;
- Targeted social work skills; and
- Ongoing concerns and challenges

Evaluations of the tiered student field instruction model are conducted at the completion of each spring semester with evaluations of the field instructors and of the assistant field directors. Potential changes are discussed with the School of Social Work Field Education team and implemented as deemed appropriate to maintain the high quality and standards of social work field education.

**Time Away from 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, and, the agency and/or field instructor/on-site supervisor ultimately has the authority to approve/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: [http://oeo.colostate.edu/religious-accommodation](http://oeo.colostate.edu/religious-accommodation)

**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 telephone 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 directors.
**Personal/Medical Leave**

Should a student experience extensive health or medical problems, s/he should consult with the field directors 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, s/he 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 wherein s/he was, or is, 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 the field education.

Students should take appropriate steps to avoid conflicts of interest that could arise in the selection of a field placement or during the course of a placement. Students should inform the field directors 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 take action to resolve the matter expeditiously in a way that affords maximum protection to clients’ interests.

**Social Work Credit for Life/Work Experience**

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 Placement within Salaried Employment

It is recommended that BSW students avoid full-time employment while actively involved in coursework. This recommendation is made in an effort to ensure students have the time and energy required to successfully meet the heavy demands of academic study. The faculty does realize, however, that some students may find it necessary to be employed while in school, and may be interested in completing field placement requirements within their place of employment.

Under certain circumstances described below, and with the approval of the field director, students who are working fulltime in a human service organization may arrange to complete their BSW field placement within the organization in which they are employed. The following circumstances must be present in order for students to complete field placements within their agency of paid employment:

1) The student would otherwise incur incapacitating financial hardship due to a lack of access to other financial support and do not have access to an altered work schedule, use of adequate annual leave, a leave of absence from employment, or other accommodations that would permit completion of field placement requirements without working fulltime; and

2) The student must provide convincing evidence that excellent opportunities exist for new learning within the current place of employment.

In accordance with EPAS Standard 2.1.8 the Colorado State University School of Social Work requires that the following conditions be met in order for a field placement to be completed in a student’s place of employment:

1. The employing organization must be able to provide new learning assignments for the field placement hours that meet the education requirements of the CSU BSW program and are appropriate to the student’s individual educational needs. Field placement credit will only be given for work that is outside of the student’s usual employment work assignments. The workload for the field placement hours must be carefully monitored and managed to ensure adequate time for the student’s acquisition and application of new professional knowledge and skills. The student must be allowed time to reflect upon the learning experience, facilitating integration of the newly acquired knowledge and the skills. This may require temporarily altered productivity standards for the student during that portion of paid work time that constitutes the field placement.

2. The student must receive weekly field instruction from a qualified BSW/MSW social worker other than the supervisor of the student’s usual employment work assignments (it is acceptable for the supervisor of the student’s usual employment to serve as the on-site supervisor). The supervisor of the student’s usual Field instruction is educational supervision that assists the student to integrate theory from the classroom with practice experience in the field placement.
3. The Colorado State University provision of Workers’ Compensation coverage for students’ field placements will not apply if a student completes a field placement in an organization where s/he is employed. The student’s place of employment is responsible for providing that coverage for the employed student.

Students requesting permission to complete a field placement within their agency of employment must submit to the field director, along with their application for field placement, a written statement identifying:

- their usual employment work assignment (i.e., formal job description);
- the name of their employed, job-site supervisor;
- the new duties proposed for the field placement activities (i.e., internship description);
- the name of the BSW/MSW field instructor proposed for field instruction.

Students will be expected to discuss the learning potential of the proposed, new field placement duties during their placement interview with the field director. This discussion will include ways in which these new field placement duties reflect the competencies and practice behaviors required by the CSU School of Social Work. A BSW/MSW field instructor must be identified and agreeable to provide field instruction prior to approval of the field placement within the student’s agency of employment.

*This policy applies to regularly paid employment, not to stipends provided through grants or contracts obtained by the School of Social Work or provided directly by the organizations accepting students for field placements.

Students interested in a work-based placement must submit a Request for Placements within Employment to the field director (or designee). Please note: Submitting the required form does not guarantee approval of the request. To locate the form, please visit the Field Forms page of the School of Social Work website: http://www.ssw.chhs.colostate.edu/field/forms.aspx

**Criminal Background**

If a student has a criminal background, it is in the student’s best interest to disclose this information prior to progression to the social work major. 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 whose act 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.

For the full policy and additional information, please visit:

http://policies.colostate.edu/PolicySearch.aspx?xGplID=TjwR3yh5KBs=

**Social Media**

In the age of technology and information, social media (Facebook, MySpace, Twitter, YouTube, Blogs, texting, etc.) can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, the boundary between personal and professional matters has become increasingly blurry. Due to social work’s professional standards and the obligation to follow the National Association of Social Workers Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp), social workers need to
continually assess the ethical implications/complications of social media use, not only as practicing social workers but in the training of social work students.

While social media tools obviously present many useful and exciting opportunities, the features that enable these benefits also present potentially serious challenges in a professional setting and within the context of field placements. Privacy, confidentiality, and establishing professional boundaries in particular, 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 social media as well as personal email during field placement hours.

For the University social media policy, please visit:
http://socialmedia.colostate.edu/page/Social-Media-Policy.aspx

Field Placement during Summer Block

Summer block field placements are not common practice in the Field Education Program. This is in part because of the short duration of the summer term and subsequently the compressed length of the field placement. The field placement is designed as an opportunity for students to gain exposure to an agency and to spend at least a semester engaged at the agency to develop and foster skills and relationships. Exceptions to this policy are made on an individual, case-by-case basis and will be reviewed by the field directors. Due dates for mandatory forms and evaluations will be set by the field directors and the student will work closely with the field liaison in meeting these deadlines and completing the required hours for the placement. The total hours during the summer block follow the same requirements as stipulated by the field placement hour requirements for the MSW foundation field.

Geographic Field Placement Locations

The School of Social Work recognizes that there are many diversity and policy practice focused agencies outside of the immediate geographic area of the Social Work program as well as situations when a student must relocate to a different state/region. Taking advantage of newly emerging distance communication technologies, the School of Social Work will review field placements outside the geographic area on a case-by-case basis. It is anticipated that these placements will either be within a one day car commute or, in the case of an out of state or international placement, accessible by internet-based video conferencing with a phone-based back up. The BSW/MSW field instructor (if not at the agency) and the field liaison will maintain the same requirements, but communication and site visitation will be provided remotely. The student will seek out qualified placements in the selected geographic location and the site will
be reviewed by the field directors.

In addition, the faculty believes that these placements are intended for highly motivated students who also have well developed learning and career goals that mesh well with the distant field internship opportunities. Overall, the objectives of the immediate and out of the area field placements are the same, with the exception of objectives undertaken to acquaint the faculty liaison and the distant learner with the technology utilized to support the internship.

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 electronically as determined by the field directors.

It is the responsibility of the student to recruit the field instructor and the responsibility of the field director to determine that the field instructor meets applicable criteria as specified in the Field Manual.

The student is expected to attend all scheduled classes.

**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 director, and (2) working with the Office of International Studies Program/Study Abroad to complete the requirements for international study.

The International Resource Center (IRC) in Laurel Hall is the central resource for information on opportunities abroad. The IRC maintains reference materials on a wide variety of study abroad and internship programs, short-term work and volunteer opportunities, and grants and scholarships as well as resources for student travel abroad. Study Abroad coordinators are available to assist students in learning how to research programs, to identify those that meet University requirements for credit transfer, and to answer questions. For office and staff contact information, please visit [http://www.studyabroad.colostate.edu/contact.aspx](http://www.studyabroad.colostate.edu/contact.aspx)

Students must be in good standing in order 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 reputable agency is identified for the field placement in the area with the availability of a BSW/MSW field instructor who will agree to supervise the student at least one hour (cumulative) per week;
Complete application materials and letter of recommendation(s).

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 approval of the field director. If approved, a field liaison will be assigned prior to the start of the placement and will serve as a resource and a source of accountability via phone and email.

**Americans with Disabilities Act and Guidelines for Working with Students with Disabilities**

Colorado State University complies with The Americans with Disabilities Act (ADA) which prohibits discrimination on the basis of 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 ADA. For the complete policy, please visit: [http://www.ada.gov/pubs/adastatute08.htm](http://www.ada.gov/pubs/adastatute08.htm)

**Compliance Resources**

Title II regulation of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131) prohibits discrimination on the basis of disability by public entities.

For additional information and policies/guidelines governing disability and accommodations, please visit Resources for Disabled Students: [http://www.rds.colostate.edu/home](http://www.rds.colostate.edu/home)

**SOSW Policy for Work with Students with Disabilities in Field Placement**

The School of Social Work (SOSW) at Colorado State University is committed to serving all students of diverse backgrounds, providing supports and encouragement wherever possible. 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, not from limitations and disabilities. 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. For students with disabilities, the School of Social Work established the following strategies to enhance learning and professional social work development:

Establishing the Presence of a Disability

1. **Students with Disabilities**
   
   a. The term "students with disabilities" refers to any persons who have legitimate physical or mental condition(s) that present special challenges to their daily functioning and ability to learn.
b. The legitimacy of a disability (see section 1.a. above) requiring accommodation in classroom or field education is determined by Resources for Disabled Students (RDS) and the School of Social Work at any time the undergraduate declares a major in social work or an applicant is admitted to the graduate program. It is recognized that students may choose not to disclose a disability. In such cases, the student will not receive special accommodation in class or field work.

2. Student Responsibilities

a. Both undergraduate and graduate students should begin planning for field placement as early as possible, ideally one year in advance of entry into field placement, to ensure adequate time for achieving an appropriate agency match and arranging for adaptive equipment or other necessary physical or procedural accommodations that may be needed.

b. If students so desire, they may request that their academic advisers accompany them to the field placement application meeting(s) held each semester to initiate the placement process.

3. Academic Advising Responsibilities

a. Advisers should help students with disabilities to assess their career fit with social work and their need for special accommodations in meeting University and school course requirements, including field placement. This assessment process should begin early, and it should continue throughout each student's educational program, drawing upon self-assessment assignments in SOWK 286/Progression to the Major or in SOWK 511/512 for graduate students.

b. Advisers should explore, with the student, issues related to placement planning. In particular, the adviser and the student should explore strengths, interests, reasons for social work career choice, skills and abilities in this area, past experiences, barriers that might be encountered, and accommodations that might be needed.

d. Work with the field directors to arrange for students with disabilities to have informational interviews in several agencies of interest to the student, in order to assess performance requirements and to identify any special physical or procedural accommodations needed to facilitate a successful learning experience in those settings.

4. Classroom Instructor Responsibilities

a. Encourage/facilitate student self-disclosure of disabilities and special needs to faculty adviser, field administrator(s), field instructors, and on-site supervisors.
b. Focus on student strengths, not solely on disabilities, in planning with students and in making exploratory placement contacts with agencies.

5. Director of Field Education Responsibilities

a. Work with Resources for Disabled Students (RDS) to provide a checklist for students to use in assessing the agency and community environment in terms of their functioning, including physical access, equipment, and attitudes.

b. Identify agencies able to work most effectively with students with disabilities as a starting point. Help agency staff assess the need to provide modifications for students who want to work in their setting, sensitizing them to the ways people with challenges and disabilities compensate and accommodate for their differences, so that the student is seen not as limited, but rather as able to accomplish some tasks differently.

c. Work with all agencies to accommodate students with disabilities who are otherwise a good match for the placement, utilizing appropriate instructional techniques and resources in advocacy efforts.

d. Assist field instructors in:

   i) clarifying those aspects of proposed intern activities that are essential social work functions, not merely traditional responsibilities for social workers and/or interns in the agency;

   ii) modifying task assignments, as needed, to alter the means by which they are accomplished or to eliminate or delegate to others those components that are not essential social work functions.

e. Assist agency field instructors in identifying and arranging physical accommodations needed to enable students with specific disabilities to function effectively in a given agency setting.

f. Assist agency field instructors in focusing on essential social work functions in assessing student strengths, learning needs, and knowledge and skill development, both as an ongoing aspect of supervision and as a cumulative evaluation at midterm and end of placement.

g. Encourage and facilitate ongoing monitoring and early identification of need for modification of tasks, physical accommodations, or instructional modes to improve student learning opportunities and successful performance.

6. School of Social Work Administration Responsibilities
a. Facilitate development of academic advisers’ expertise in working with students with disabilities.

b. Develop a work plan for implementing this policy, utilizing technical assistance as needed.

**Agency Visits by Field Liaisons**

An important element in the Field Education Program is the role of the field liaison. Field liaisons provide field consultation during the course of the field placement. Field liaison involvement not only monitors and intervenes in placements for the benefit of students’ field experiences, and reinforces our generalist and advanced generalist curriculum, but also is an important component in developing and maintaining relationships with our field agencies.

In recognition of the value of these developing relationships, efforts will be made, whenever possible, to continue field liaison assignments with the same agencies. This effort will allow field liaisons to contribute to developing the relationship with their assigned agencies, and to better know the staff and services of the field sites. Additional considerations for field assignments will include efforts to fairly distribute travel among field liaisons and to attempt to match agency assignments, when possible, to field liaison interests.

Field liaison visits are face-to-face meetings that include the student, the agency field instructor, and, when applicable, the on-site supervisor. Field liaison consultations with students and agency field instructors and on-site supervisors will consist of two face-to-face meetings for all one-semester, or block placements. Field liaison consultations with students and agency field instructors and on-site supervisors for two-semester placements will consist of at least one face-to-face meeting and one other substantial contact in each semester. In semesters in which a Learning Plan or Final Evaluation is due, the required face-to-face meeting should occur at an appropriate time to offer consultation around the preparation/discussion of those field documents. Field liaison consultation with students and agency field instructors for placements of more than two semesters will consist of at least one face-to-face meeting and one other contact in the first and last semesters of the placement. Two contacts, of either face-to-face, or other, are required for the remaining semesters.

Some examples of other contacts might include conference calls with student and agency field instructor/on-site supervisor; telephone or email correspondence with both student and field instructor/on-site supervisor; and campus meetings with students and follow up contacts with agency field instructors/on-site supervisor. The consultation needs of the student and the agency will determine the type of contact made.

Field liaisons typically meet for the first face-to-face contact with the student and agency field instructor within the first month of the beginning of a placement. If there are issues of concern, additional face-to-face meetings may be required to adequately handle the situation.
Monitoring Field Education Sites

Monitoring students in field placements is accomplished through the use of multiple strategies. Field liaisons play an integral role in this process. Field liaisons attend two or three meetings each semester in which updates about field education, resources, and deadlines are discussed. These meetings also offer an opportunity for liaisons and administrators to discuss strengths and/or concerns in the field program, in field agencies, placement experiences and student performances. Additionally, review of students’ progress, current challenges, and general overviews are reported to the field director and the entire field education team.

A field liaison is available to students, not only for on-site agency visits, but for individual consultation as needed. Field liaisons are engaged in consultation to students and field agencies throughout the duration of the placement. If any problems or concerns occur in a placement, additional contacts are initiated in response to the need.

Review Process for Difficulties in Field Placement

Field liaisons and/or the field directors are to be notified upon any indication of difficulties in the field placement. It is then their responsibility to facilitate the resolution of those difficulties with the student(s), field placement instructor(s) and/or the on-site supervisor(s).

The field liaison is the first responder/first point of contact regarding difficulties in field. The field liaison will schedule a meeting involving all applicable parties (student, field instructor, on-site supervisor, field director) to discuss the nature of the difficulties. The outcome of the meeting will dictate the next steps, continuing with the placement and monitoring progress or termination of the placement if the difficulties are not amendable.

In the event that these processes do not culminate in a resolution satisfactory to all parties involved, a review process may be initiated by the student, field placement instructor(s), on-site supervisor(s), field liaison, field directors, and the BSW or MSW program director. This review process is in compliance with the School of Social Work Grievance Procedures.

Disruption of Field Placement and Transfer of Hours/Credits

Each student is expected to complete the contracted hours (450 BSW/270 MSW Foundation/675 MSW Concentration) for field placement s/he selects. 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.
Occasionally, a student might determine that her/his 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. Hence, concerns must be reviewed with the field liaison and the field director as early in the semester as possible. This is a critical part of the learning process as it is important for the student to recognize that issues of concern are not handled by ignoring them. Rather, social work is about recognition of the difficulties that occur in human relationships and the importance of working toward conflict or problem resolution.

No placement change will take place without consultation between the field instructor/on-site supervisor, field liaison, and field director. No student may independently change placements or terminate placement. For these reasons, 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 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.

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 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.

Procedures for Termination from Field Placement

After thorough discussion and assessment of difficulties in a field placement, the field director will determine a course of action to address the specific issues of the situation. If termination is the determined course of action, a written statement regarding the circumstances of the termination must be prepared by the field director for inclusion in the student's record.

Termination from a field placement will reviewed on an individual, case-by-case basis. Depending on the identified course of action, and the specific issues of the situation, the student will either receive an Incomplete (termination in good standing with a planned
placement change) or 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, s/he may be able to reenroll in the field education course per the University repeat/delete policy.

**Grading and Incomplete Grades**

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 and on-site supervisor, if applicable.

**Incomplete Grades**

At the discretion of the instructor, a temporary grade of “I” may be given to a student who demonstrates that s/he 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”, s/he 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 instructor shall retain a copy of this statement in his/her grade records and provide copies to the student and the department head or his/her designee. The student should not register for the course the following semester (to complete the coursework). 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 his/her diploma from Colorado State University. Students are responsible for any additional fees/costs associated with receiving an 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.

**School of Social Work Field Requirement**

If the student has not completed enough hours or assignments to receive a grade, the student must formally request an “incomplete grade” from the field director. The student is responsible for alerting the field liaison of the incomplete request and an Incomplete Grade Form must be submitted by the student to the field director. The student is responsible for any University and/or SOSW fees associated with the incomplete grade request (e.g., continuing registration).
Equal Opportunity and Non-Discrimination

Colorado State University does not discriminate on the basis of race, age, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services.

For the full policy and additional information, please visit: [http://oeo.colostate.edu/non-discrimination-statement](http://oeo.colostate.edu/non-discrimination-statement)

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 and additional information, please visit: [http://oeo.colostate.edu/sexual-harassment-policy](http://oeo.colostate.edu/sexual-harassment-policy)

Workers’ Compensation

Benefits due under the Workers’ Compensation Act are statutorily mandated for bona fide employees of the University. University workers’ compensation coverage applies to student interns (considered authorized volunteers of the University) who are not receiving any remuneration for field education activities from the cooperating agency providing a field placement. If the student is receiving any kind of remuneration from the host agency for field education activities (including stipends and such in-kind remuneration as room and board, but
not reimbursement of travel and other expenses associated with field placement activities), then the intern is entitled to workers' compensation benefits from the host agency. Students who are in unpaid internships at CSU are not provided benefits under Workers’ Compensation.

For an explanation of workers compensation coverage, please see *Workers’ Compensation Insurance* at: [http://www.ehs.colostate.edu/WInsurance/PDF/WorkComp.pdf](http://www.ehs.colostate.edu/WInsurance/PDF/WorkComp.pdf)

For additional information, workers’ compensation claim forms and procedural information, please contact the CSU Office of Risk Management Workers’ Compensation: [http://www.ehs.colostate.edu/WWorkComp](http://www.ehs.colostate.edu/WWorkComp).

**Professional Liability**

Liability protection is provided through immunity under the Governmental Immunity Act, or where immunity is waived, through the self insured liability of the Risk Management Act of the State of Colorado. 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. (*Student Interns Insurance:* [http://www.ehs.colostate.edu/WInsurance/PDF/StudentInterns.pdf](http://www.ehs.colostate.edu/WInsurance/PDF/StudentInterns.pdf)).

If the field agency requires documentation of professional liability insurance, please contact the Field Education Program director to request documentation.

For additional information about insurance provided through CSU, please visit the Office of Risk Management Insurance website at: [http://www.ehs.colostate.edu/WInsurance](http://www.ehs.colostate.edu/WInsurance)

**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.

**Grievance Procedures**

In the case of concerns about academic/professional performance, the field education team and the student will work together to develop a plan of action to remedy the situation. Such recommendation must be documented in writing with substantive justification for the recommended action and must be referred to the director of the School of Social Work. The student may appeal such action through the existing School of Social Work and University Grievance Procedures. Academic grievances and/or grade appeal policies and procedures are outlined in the BSW/MSW handbooks.
SCHOLASTIC STANDARDS

Student Conduct Code

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution and to assume responsibility for their actions; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people.

Colorado State University values and respects diversity including political, philosophical, and cultural viewpoints. To protect these privileges and opportunities, the student is responsible for upholding standards reasonably imposed by Colorado State University including, but not limited to academic integrity, personal honesty, tolerance, respect for diversity, civility, freedom from violence, and lifestyles free of alcohol and drug abuse.

For the full policy and additional information, please visit: http://www.conflictresolution.colostate.edu/Data/Sites/1/documents/csustUDENT-CONDUCT-Code.pdf.pdf

Honor Pledge and Academic Integrity

At the conclusion 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 the Colorado State University General Catalog Academic Integrity Policy: http://www.catalog.colostate.edu/

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act, as amended, 20 U.S. 1232g et. seq. (FERPA) provides for the protection of student education records after a person enrolls at a post-secondary institution. Students have certain rights concerning their “education records” as defined under the Act. Generally, FERPA provides that the University may not disclose education records that personally identify a student without the student’s prior consent.

For the full policy and additional information, please visit: http://policies.colostate.edu/PolicySearch.aspx?xGpID=QImlLO8xlj0=
RESOURCES


CSWE Educational Policy and Accreditation Standards (EPAS): http://www.cswe.org/Accreditation/2008EPASDescription.aspx

National Association of Social Workers (NASW): http://www.naswdc.org/


NASW Colorado Chapter: http://www.naswco.org/
