

Field Education Manual



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

On-Campus Weekend Program Option

ATTENTION: The Mandel School of Applied Social Sciences fully adheres to the School's and the University's policies and protocols.

All students are expected to review, understand and comply with the contents of this manual prior to beginning field education.

Any questions regarding the contents of the manual should be directed to the assigned Field Faculty Advisor or the Assistant Dean of Field Education.

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Welcome to Field Education at the Mandel School

Welcome to field education at the Jack, Joseph and Morton Mandel School of Applied Social Sciences! The field education faculty are delighted that you have chosen the Mandel School for your graduate education. We're committed to providing you with a high quality educational experience that is engaging, transformative, and memorable.

Field education is the context through which we apply and integrate theory; evidence-based practices, our own unique talents, and the values and ethics of the profession to make social work come alive—not only for ourselves, but also for the clients and communities that we serve. Many social workers reflect back on their experiences in field education as one of the most powerful aspects of their education. These experiences can truly last a lifetime!

The field education curriculum has been thoughtfully designed to allow you to incrementally develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field education is a critical aspect of your development as professional social workers and future practitioners, as well as a vital component of our master's curriculum. Mandel School students also bring about a tremendous positive impact to our communities and to the individuals, families, groups and organizations that they serve while completing their degree. The field faculty is committed to supporting you in achieving your competency-based learning and professional development goals. Please let us know how we can help you take advantage of all of the educational opportunities available to you at the Mandel School and your field placement.

We hope you will enjoy this exciting and crucial aspect of your professional education; that you'll work hard and be challenged by it, and that when you graduate, you'll have developed not only your knowledge and skills, but a unique professional identity that you will carry forward throughout your career.

Best wishes as you begin or continue your journey as a Mandel School Change Leader!

Best regards,

A handwritten signature in cursive script, reading "Nicole Parker".

Nicole Parker

Assistant Dean for Field Education & External Relations

On-Campus Field Education Department

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FIELD EDUCATION

Mission Statement

The mission of the Field Education Department is to guide social work and nonprofit organization students to integrate theory and practice in dynamic community settings.

Field education affords students opportunities to apply theoretical concepts from the classroom to professional practice sites structured to provide opportunities for progressive skill development and application. These collective experiences provide students with an opportunity to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners.

Field Education Goals

Field education provides a unique forum for students to integrate the knowledge, skills, values, and cognitive & affective processes that comprise the core of the professional social work practice with a self-identity as competent beginning professionals. These goals are focused on in the field courses and the field practicum setting, which affords students opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of the social work profession. There is the potential for a mutual exchange of practical and theoretical knowledge that may serve to enhance innovative change in both the organizational and academic venues. The Field Education Department endorses this expansive view of the opportunities that students and Field Instructors share to redefine both social work education and social work practice for the future.

Student development of the knowledge, skills, values, and cognitive and affective processes identified within the practice behaviors of the core competencies is structured by the Field Education Learning Agreement, which is developed each field period through a collaborative process involving students, Field Instructors and Field Faculty Advisors. The Learning Agreement captures the field competency-based learning opportunities essential to maximize the integration of the academic and practice experiences central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the Learning Agreement. Opportunities for the development of critical thinking skills, self-assessment, offering and receiving professional feedback and flexibility of approach are valued elements inherent to the field site.

Field Education Objectives

Generalist Field Education

At the conclusion of the generalist field education practicum, students should be able to demonstrate a generalist level of competence within all competency areas and generalist practice behaviors with individuals, families, groups, organizations, and communities. It is expected that satisfactory progress in developing generalist competence is achieved by the conclusion of the second semesters of field practicum for traditional students. Generalist field education courses include SASS 661, SASS 662A, and SASS 662B.

Specialized Field Education

During the specialized field practicum, students continue to build on the generalist practice behaviors and related skills, and advance their social work practice and competence with a focus on specialized practice behaviors and the levels of practice relevant to their specialization. Students must have social work practice opportunities that focus on the systems levels relevant to their specializations as defined below:

Integrated Health and Wellness: Individuals and Families

Community Practice for Social Change: Organizations and Communities

At the conclusion of specialized field education, students should be able to demonstrate a specialized level of competence within all competency areas and the specialized practice behaviors. They should also be able to demonstrate competence in engaging, assessing, intervening, and evaluating practice with the systems levels relevant to their specialization.

Specialized field education courses include SASS 663A, SASS 663B, SASS 664A, and SASS 664B.

Field Education Outcomes

At the conclusion of field education, students are expected to have attained the knowledge and skill to competently demonstrate the following expected outcomes:

- Knowledge of the NASW Code of Ethics and relevant laws and standards and the ability to analyze and apply them to professional social work practice.
- The ability to effectively use an ethical decision-making model and seek consultation when needed.
- Knowledge of relevant theoretical frameworks, including but not limited to strength-based perspective, person in environment, and the ability to apply them to social work practice.
- Knowledge of relevant evidence-informed practices and models and the ability to apply them in social work practice.
- Ability to effectively engage to foster rapport and develop effective working alliances.
- Knowledge relevant to assessment and the ability to effectively assess and plan intervention.
- Knowledge of intervention processes and models and the ability to effectively intervene.
- Knowledge of identity, cultural humility, diversity, power, privilege and oppression and the ability to apply an anti-racism, equity, diversity and inclusion lens to practice.
- Knowledge of advocacy and the ability to effectively advocate to advance human rights and social, racial, economic and environmental justice.
- Knowledge of relevant policy, its intended and unintended consequences and an ability to analyze and carry out policy and advocate for policy change.
- Knowledge of qualitative and quantitative evaluation of practice methods and the ability to evaluate processes and outcomes to ensure continual improvement.

- The ability to effectively apply self-care methods to remain resilient, effective and professional.
- The ability to effectively engage in self-reflection and critical thinking and incorporate these into practice as well as seek and apply critique and feedback.

APPROACH TO FIELD EDUCATION

Competency-Based Integrated Learning

Field education is an integral component of the Mandel School curriculum that is actualized through a collaborative relationship between the university, community organizations and institutions, and students. Field education experiences are designed to offer students meaningful practice opportunities to integrate the core knowledge, skills, values and cognitive & affective processes inherent to the social work profession. The Field Education Learning Agreement is a critical tool in field education. The Learning Agreement is developed and evaluated by students and Field Instructors in each field period and reflects the student's competency-based learning activities available to them in the field practicum setting. The Mandel School's competency-based learning environment is the structure utilized for the development of the Learning Agreement. The CSWE and the Mandel School have established core competencies that form the basis of the student's classroom and field experiences. The integration of classroom learning and field practice knowledge is an essential component of curriculum and of each student's educational experience.

The Competencies Form The Core of The Social Work MSW Curriculum

The Competencies represent core areas of practice within the social work profession. The development of competence in each of these Competencies is the goal of the field education experience and the criteria for evaluating students through their Learning Agreements and Evaluations. The Competencies are:

1. Demonstrate Ethical & Professional Behavior
2. Advance Human Rights and Social, Racial, Economic and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research & Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
10. Develop as an Anti-Racist and Anti-Opressive Leader (Applies to the Generalist portion on the program only)

The integration of academic and field competency-based learning occurs through many efforts, experiences and methods. Theoretical, skill-based, and competency-based learning are connected through the field education program to form the foundation of each student's educational experience, synthesizing theory and practice. Field education serves as the link between knowledge

gained in the classroom and the practice of social work from both a generalist and specialized perspective. Students are given course assignments which relate to their practicum experiences and conversely, are requested to provide copies of their course syllabi to Field Instructors which can be discussed in supervision and used when planning Learning Agreement activities.

In addition to the syllabi, Field Instructors are provided with an overview of the Mandel School curriculum during orientation and ongoing field education trainings that alert them to specific assignments that must be carried out in the field. Field Instructors work directly with students to reinforce and support the MSW core competencies, including evidence-based practice and the integration of theory and practice. Field Faculty Advisors support, guide and monitor this critical function of field instruction through field course assignments and the field conferences held each semester.

Competency-Related Requirements

Each practicum setting must be able to provide students with competency-based learning and practice opportunities that meet the Council on Social Work Education's requirements for generalist and/or specialized MSW field education. Students must actively engage in all generalist and/or specialized required practice opportunities in order to be able to develop and demonstrate appropriate competence.

The competency-related requirements for generalist practicum settings and students are:

- Competency-based learning and practice opportunities in all competency areas and practice behavior
- Competency-based learning and practice opportunities with all systems levels, individuals, families, groups, organizations, and communities

The competency-related requirements for specialized practicum settings and students are:

- Competency-based learning and practice opportunities in all competency areas and practice behavior
- Competency-based learning and practice opportunities focused on the systems levels of practice relevant to the student's specialization:
 - Integrated Health and Wellness: Individuals and Families
 - Community Practice for Social Change: Organizations and Communities

Concurrent Model of Field Education

The Mandel School curriculum features a concurrent model in which students registering for field education courses must be simultaneously enrolled in the appropriate academic courses based upon the Pattern of Enrollment (POE). Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning; connecting classroom to field practice and field practice to classroom. This progressive integration of theory, knowledge, practice and skill development provides the student with the optimal foundation for professional practice. Each field education course/period is a prerequisite for the next.

Should students experience a disruption in their field placement, the Field Faculty Advisor will consult with the Academic Advisor and other members of the student's educational team to revisit the Pattern of Enrollment to accommodate adherence to the concurrent model. The Mandel School does not grant field education course credit for life or work experience.

Anti-Racism, Diversity, Equity and Inclusion

At the Mandel School, our goals are to educate and empower our students to think beyond the possible, to gain a greater understanding of our community, and to develop new understandings of cultural, racial, and social identities. We help students examine their own perceptions of diversity to become more culturally-aware and prepared for their roles as social work and nonprofit professionals.

Field Education reflects this by making sure there is an infusion of anti-racist and anti-oppressive social work concepts in the field curriculum including both Field Practicum courses and the Field Education Organizational Theory and Practice courses. Anti-racism, diversity, equity and inclusion is also discussed in student field conferences to ensure exposure to this competency within the practicum setting so that students can develop their skills in this area and increase their competence in preparation for professional social work practice.

Cultural Humility

A major objective of field education is to prepare students to practice with cultural humility, awareness and self-reflection. The goal is to educate students to be attentive to the spectrum of human diversity, which includes; race, ethnicity, culture, ability, age, gender, and sexual orientation. Field education is a key setting in which these skills are applied and mastered. Therefore, it is important that Field Instructors assign students a diverse array of clients/client groups and provide supervision that addresses the student's progressive development of knowledge, skills, values and cognitive and affective processes within this critical domain of practice.

On-Campus Weekend Program Option

The On-Campus Weekend program option at the Mandel School is designed to provide professional graduate level education to students employed in social service or mental health settings. Students may be eligible to complete their practicum within their place of employment if the [Employment-Based Practicum policies](#) are adhered to and the employment organization meets the requirements set forth in the [Practicum Selection and Approval Process](#) section of this manual.

The On-Campus Weekend program option is designed to allow students to maintain full time employment. In keeping with this design, students need to accrue an average of 11-12 field practicum hours per week. The first field education practicum period for all Weekend students begins in the second semester of the MSW program.

Weekend students are required to have an approved field placement by the end of their first semester in the program.

Field Education Curriculum & Sequencing

Traditional Generalist

Generalist Field Practicum Courses and field practicum begin in the second term following a first term of academic coursework and provide the Traditional student with the appropriate opportunities to begin acquiring knowledge and skills through the actual delivery of service in an organization practice setting. This generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad or general base for professional practice. The generalist experience is defined to include both direct and indirect services across all systems levels; individuals, families, groups, organizations and communities.

The generalist field practicum courses include SASS 661, SASS 662A, and SASS 662B. Field Practicum Courses are taught by Field Faculty Advisors and provide a mechanism for students to process their practicum experience and receive feedback and guidance from their Field Faculty Advisor on how to maximize their learning and competence development. Field Faculty Advisors are able to monitor and evaluate student progress, the quality of the practicum experience and the effectiveness of supervision and instruction through course assignments, the Interim and Generalist Evaluations and field conferences.

Students must be provided with the requisite opportunities to develop and practice skills in all Competency practice areas and at all systems levels, individuals, families, groups, organizations and communities, across all stages of the social work process, including engagement, assessment, intervention and evaluation of practice. The Generalist Learning Agreement is developed to identify and structure field competency-based learning activities and objectives in all Competencies and to specifically address each required Generalist Practice Behavior. Interim and Generalist Evaluations are used to evaluate competence development in all Competencies and determine areas for future focus. Time Reports are filled out and approved by Field Instructors and Field Faculty Advisors and help ensure students are spending their time in field practicum in the most effective ways.

Field Education Organizational Theory and Practice Courses (OTP), SASS 465 and SASS 466 are also required for Traditional students during the Generalist portion of the program. The OTP courses are taught by Field Faculty Advisors and focus on engagement, assessment, intervention and evaluation of practice on the organizational level through the contexts of the practicum setting. They also address ethics and ethical use of technology and social media, social worker safety, anti-racist and anti-oppressive leadership, conflict resolution, and self-care. Students meet for five live sessions in each OTP course to review and discuss the readings, async content and the overall organizational context in relation to their field experience. This serves to support the foundation of each student's integration of field experiences and academic coursework and provides built in opportunities to engage, assess, intervene and evaluate practice on the organizational level.

Traditional Generalist Field Practicum & OTP Course Sequencing

Field Practicum Courses	Credits	Concurrent OTP	Credits
SASS 661 Field Education I	2	SASS 465 Organizational Theory and Practice I	1

Field Practicum Courses	Credits	Concurrent OTP	Credits
SASS 662A Field Education II-A	1.5		
SASS 662B Field education II-B	1.5	SASS 466 Organizational Theory and Practice II	1

Traditional Specialized

The specialized field practicum courses, SASS 663A, SASS 663B, SASS 664A, and SASS 664B, and field practicum focus on the development of specific knowledge and skills needed for beginning professional practice in a designated path of study. This specialized experience is designed to build on the foundation of the generalist coursework and field practicum. Students work to develop skills and knowledge within their selected path of study, in both the academic courses and the field experiences. There is one Specialization for Weekend MSW students, Integrated Health and Wellness (IHW). The IHW Specialization is comprised of three Paths of Study, Children, Youth and Families (CYF), Mental Health Adult (MHA), and Substance Use Disorders and Recovery (SDR).

The specialized field practicum courses are taught by Field Faculty Advisors and provide a mechanism for students to process their practicum experience and receive feedback and guidance from their Field Faculty Advisor on how to maximize their learning and competence development. The Specialized Learning Agreement is developed to identify and structure field competency-based learning activities and objectives within all Competencies and to specifically address each required Specialized Practice Behavior.

Field Faculty Advisors are able to monitor and evaluate student progress, the quality of the practicum experience and the effectiveness of supervision and instruction through course assignments, the Interim and Specialized Evaluations and field conferences. Interim and Specialized Evaluations are used to evaluate competence development in all Competencies and determine areas for future focus. Time Reports are filled out with students' hours and field activities, including individual weekly supervision and approved by Field Instructors and Field Faculty Advisors which ensure students are spending their time in field practicum in the most effective ways.

Traditional Specialized Field Practicum Course Sequencing

Field Practicum Courses	Credits
SASS 663A Field Education III-A	1.5
SASS 663B Field Education III-B	1.5
SASS 664A Field Education IV-A	1.5
SASS 664B Field Education IV-B	1.5

Advanced Standing Specialized

Advanced Standing students holding a bachelor's degree in social work (BSW) from an accredited program and granted Advanced Standing status at the time of admission begin field education in the specialized portion of the program. Field education begins in the second term following a first term of academic coursework.

Specialized field practicum courses, SASS 663A, SASS 663B, SASS 664A, and SASS 664B, focus on the development of specific knowledge and skills needed for beginning professional practice in a designated path of study. This specialized experience is designed to build on the foundation of the BSW coursework and field practicum. Students work to develop skills and knowledge within their selected area of path of study, in both the academic courses and the field experiences. There is one Specialization for Weekend MSW students, Integrated Health and Wellness (IHW). The IHW Specialization is comprised of three Paths of Study, Children, Youth and Families (CYF), Mental Health Adult (MHA), and Substance Use Disorders and Recovery (SDR).

The specialized field practicum courses are taught by Field Faculty Advisors and provide a mechanism for students to process their practicum experience and receive feedback and guidance from their Field Faculty Advisor on how to maximize their learning and competence development. The Specialized Learning Agreement is developed to identify and structure field competency-based learning activities and objectives within all Competencies and to specifically address each required Specialized Practice Behavior.

Field Faculty Advisors are able to monitor and evaluate student progress, the quality of the practicum experience and the effectiveness of supervision and instruction through course assignments, the Interim and Specialized Evaluations and field conferences. Interim and Specialized Evaluations are used to evaluate competence development in all Competencies and determine areas for future focus. Time Reports are filled out and approved by Field Instructors and Field Faculty Advisors and help ensure students are spending their time in field practicum in the most effective ways.

Advanced Standing Organizational Theory and Practice Course (OTP), SASS 467, is also required for Advanced Standing students in their first semester of field education. OTP is taught by Field Faculty Advisors and focuses on engagement, assessment, intervention, and evaluation of practice on the organizational level through the contexts of the practicum setting. OTP also covers ethics and ethical use of technology and social media, social worker safety, anti-racist and anti-oppressive leadership, conflict resolution, and self-care. Students meet for five class meetings/live sessions to review and discuss the readings, async content and the overall organizational context in relation to their field experience. This serves to support the foundation of each student's integration of field experiences and academic coursework and provides built in opportunities to engage, assess, intervene and evaluate practice on the organizational level.

Advanced Standing Specialized Field Practicum & OTP Course Sequencing

Field Practicum Courses	Credits	Concurrent OTP	Credits
SASS 663A Field Education III-A	1.5	SASS 467 Organizational Theory and Practice AS	1
SASS 663B Field Education III-B	1.5		
SASS 664A Field Education IV-A	1.5		
SASS 664B Field Education IV-B	1.5		

Professional Development

The purpose of Professional Development is for students to embrace and engage in social work value-based activities to develop as lifelong learners beyond coursework and practicum. All students are required to participate in and submit a reflection on one Professional Development event each semester.

Students are encouraged to pursue a diverse range of activities to satisfy this requirement, thus fostering exposure to practice areas beyond the scope of their particular field experience or path of study. There must be an interactive learning component available to maximize the learning and integrative benefit of the activity and to satisfy the requirement for Professional Development events.

Members of the Mandel Council and Executive Members of Student Organizations may earn Professional Development credit for one event related to the Mandel Council and must consult their Field Faculty Advisor for approval. Students requesting to host an event for Professional Development need pre-approval for all student, school or university sponsored events. Pre Approval must be submitted in advance via email to mandelschoolevents@case.edu. Events may not be considered approved for Professional Development until a request has been received and approved through this process. Students should select Professional Development opportunities using the [PD Decision Tree Document](#). If further questions or clarification is needed for Professional Development events that are external to the school or university, such as within the community or field practicum organization, students should contact their assigned Field Faculty Advisor.

Refer to the chart below for Professional Development requirements:

Course	Advanced Standing (Event +Reflection)	Traditional (Event +Reflection)
SASS 661	N/A	1
SASS 662A	N/A	1
SASS 662B	N/A	1
SASS 663A	1	1
SASS 663B	1	1
SASS 664A	1	1
SASS 664B	1	1
Total:	4 events	7 events

Professional Development events must meet the following four criteria to qualify:

1. Relate to one of the six NASW Core Values:
 - Service
 - Social Justice
 - Dignity & Worth of the Person
 - Importance of Human Relationships
 - Integrity
 - Competence
2. The student is able to identify and justify how the event relates to their professional development as a social worker. For example, if a student attends a training, they are able to identify how they will use the knowledge learned from the training to enhance their practice
3. The student actively participates in the event. For example, if the event is a live, in-person training, then the student might ask a question or participate in a discussion during the training
4. The event was not used for any other academic course, practicum hours, mandatory employment purpose, or previous Professional Development event.

Students should utilize the [Professional Development Decision Tree](#) to determine if an event qualifies as a Professional Development event. Students can refer to the list of different examples below keeping in mind it is not exhaustive.

Eligible Professional Development Events	Ineligible Professional Development Events
<ul style="list-style-type: none">● Continuing Education, Trainings, Workshops● Poll work and/or Election Volunteer Work● Jury Duty● School Board and/or City County Meetings● Volunteering at an advocacy event, rally, or protest● Writing a letter to the editor or to a congressperson● Being a guest speaker● Presenting a poster or training at a conference	<ul style="list-style-type: none">● Yoga or Exercise Classes● Self-Care Activities● Individual or Group Counseling (for self)● Recovery-based Programming (for self)● Religious Worship (for self)● Please note the differences between “personal” development vs. “professional” development

****All events are subject to review if event/reflection does not appropriately meet requirements**

In addition to actively participating in a Professional Development event, students must complete a written reflection. See the practicum course syllabus for assignment requirements.

FIELD PRACTICUM

Practicum Model

The Mandel School's model of field practicum is focused on providing students with real life opportunities to integrate the knowledge, skills, values, behaviors, and cognitive & affective processes into practice in order to become competent social work professionals. The classroom informs practicum experiences and what is learned in practicum is brought back to the classroom and informs the academic environment. In order to maximize student competency-based learning and skill development and enhance the reciprocal nature of classroom and field, Mandel School focuses field education on the practicum setting. In keeping with this approach and CSWE standards, all field practicum hours are accrued within practicum organization settings rather than in supplemental or simulated field experiences.

On-Campus Weekend Traditional and Advanced Standing students begin field education and practicum in their second term of enrollment in the program. This allows time for appropriate practicum settings to be reviewed and approved and for students to complete the first term of academic courses in preparation for the practicum experience.

In order to maximize instruction, oversight, and competency-based learning opportunities, both planned and unplanned, Mandel School makes every effort to place students in fully in-person practicums. In-person practicums require the student to attend the practicum organization to complete field hours and may include in-person service delivery as well as virtual service delivery in which the client is not at the practicum organization. If a fully in-person practicum is not available to a student, hybrid or remote, virtual practicums that meet all CSWE and Mandel School field education requirements may be permitted. Field Faculty Advisors closely monitor hybrid and remote, virtual placements to ensure that the educational experience meets CSWE and Mandel Schools standards for field education and address any areas of concern. If areas of concern cannot be remediated, a change of practicum may be required.

Field Education Admission Criteria

In order to be successfully admitted to the field education program, students must meet all applicable admissions criteria for the Mandel School. Students must also be eligible for professional liability insurance.

Students enrolled in the On-Campus Weekend program option are required to complete a Student Orientation prior to beginning the MSW program. Prior to the first semester of field courses, students must complete a Field Education Orientation. The Field Education Orientation provides an overview of the mission, philosophy, requirements and expectations of the Mandel School Field Education program.

Generalist and Specialized Practicum

The On-Campus Weekend program option is structured with a one practicum model, in which students remain in the same practicum setting throughout field education. **Students may not terminate or switch practicum settings at any point without the prior written approval of the**

Field Education Department. Please refer to the section of this manual titled [Practicum Reassignments & Changes](#) for additional information.

Generalist Practicum

Traditional students will spend three terms in generalist field education and generalist field practicum. The first term of field education and practicum constitutes one field period, which will include the development of a Generalist Learning Agreement and completion of a Generalist Evaluation and field conference. After the first term in field, all field periods are two terms long.

Specialized Practicum

Traditional Weekend students remain at their generalist practicum setting for specialized field education, provided the site can accommodate the student for the remainder of field education, and the appropriate specialized competency-based learning opportunities exist.

Specialized practicum settings must be able to provide students with competency-based learning opportunities that are focused on the student's Path of Study and that continue to provide new learning and competence development at the specialized level of practice. In the event that a student's generalist practicum setting does not meet these specialized requirements, Field Faculty Advisors have the authority to determine that a new specialized practicum setting is required.

Practicum Selection and Approval

The Mandel School Field Education Department is affiliated with hundreds of agencies across the United States. Agency availability for student field placements changes continually in response to a number of factors, including funding, staffing, capacity for student supervision & field instruction, and the needs and service priorities of each organization. As a result, a number of field practicum settings may not be available in any given year.

The Mandel School is continually engaged in the process of identifying and recruiting high quality, diverse field practicum settings. As such, field practicums may be identified in a number of ways: Organizations may request to become a field practicum site; students, faculty members, or community representatives may make a referral of an organization; or the Placement Team may actively recruit organizations. Organizations are selected based on their ability to meet Council on Social Work Education (CSWE) and Mandel School's requirements and according to the following guidelines:

- Investment in social work education, including the importance of helping students integrate classroom and field competency-based learning.
- Evidence of appropriate competency-based learning opportunities within all required social work competencies and their respective practice behaviors.
- Evidence of appropriate competency-based learning opportunities in all systems levels including individuals, families, groups, organizations and communities for generalist practicums.
- Evidence of appropriate competency-based learning opportunities related to a student's path of study and within the corresponding systems levels of their path of study for specialized practicums.

- Capability to provide students with opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation of practice.
- A range of progressively advancing competency-based learning opportunities that continuously support new student learning and professional development.
- The ability to become directly involved in supervised practice activities, service delivery, projects and/or committees within the first term of field practicum
- Ability to have the Field Instructor directly observed students in practice during each field period.
- Ability to provide students with consistent contact with clients and constituencies.
- Availability and willingness to provide consistent, high quality field instruction. ***A minimum of one hour of individual dedicated field supervision is required per student each week.*** Participation in group supervision can not replace weekly individual supervision meetings.
- Evidence of accreditation by appropriate certifying organizations, if applicable.
- Additional considerations may apply in the selection and approval process as determined by the Field Education Department.

Mandel School students are expected to spend the majority of field practicum time actively engaged in practice activities, such as:

- Contacts and services with clients and constituent groups
- Preparation for practice activities, home visits, family meetings, team meetings and case conferences
- Participation in committee or community meetings
- Resource development, telephone contacts, and projects related to competencies

Each new potential field practicum site must complete an electronic Agency Qualification Form and a Field Instructor/Task Supervisor Application. The designated Agency Liaison/contact will complete the Agency Qualification Form which identifies key information necessary to determine if a practicum setting is appropriate.

The Field Department assigns a Field Faculty Advisor to make a formal assessment of all potential organizations as to the range of activities available to students, ability to provide appropriate field instruction and supervision and to comply with the requirements mandated by the CSWE and the Mandel School. The Field Faculty Advisor, with input from the Assistant Dean of Academic Affairs, Field Education and External Relations and the Associate Director of Field Education, makes the determination if a potential site will be approved.

A formal Affiliation Agreement between the Mandel School and all field practicum organizations must be signed, reviewed and approved by the University's Office of General Counsel and executed by the University Provost, or designee in order for the practicum approval process to be completed. Refer to the Affiliation Agreement section below for additional information.

If approved, the agency and Field Instructor information are then entered into the Field Education Department's web-based ELC (Experiential Learning Cloud, formerly known as Tevera) system. Field Instructors will receive an email containing ELC login information and instructions. The Field Education Department will also provide them with a Case Western Reserve University Affiliate ID.

Additional information is also sent regarding required Field Instructor/Task Supervisor orientation and training. Training events are offered several times throughout the year on campus and via livestream for remote participants.

Field Instructor Selection and Approval

The Mandel School is continually engaged in the process of identifying and recruiting social work practitioners to serve in the role of Field Instructor. In most cases, the Field Instructor is employed by the practicum organization, but in cases where there is no employee with the required qualifications, an [External Field Instructor](#) may be an option. Regardless of the type of Field Instructor, all prospective Field Instructors must submit a Field Instructor Application form and a copy of their CV or resume to be reviewed by the Placement Team.

Approval of a Field Instructor is contingent upon them possessing an MSW/MSSA and having at least two years post-master's social work practice experience, in addition to any qualifications detailed in the [Field Instructor Qualifications](#) section of this manual. Applicant must be willing to provide 60 minutes of individual supervision each week of practicum. Additional Field Instructor expectations can be found in the [Field Instructor Expectations](#) and [Field Instructor Role and Responsibilities](#) section of this manual. The Mandel School makes every effort to ensure that Field Instructors demonstrate competence and experience in the areas of social work practice that align with the student's MSW path of study. This is especially important during the Specialized portion of Field Education.

Upon approval of a Field Instructor and practicum site, notification will be sent to the Field Instructor, practicum site representative, and the student detailing the next steps in preparing for the start of practicum, field education resources, and all relevant placement details. Field Instructors will also be invited to the upcoming Field Instructor Training and are strongly encouraged to attend.

Affiliation Agreements

The Mandel School will enter into an Affiliation Agreement with agencies accepted for educational partnership with the University. Unless otherwise required by an agency, the Mandel School will provide a copy of the University's Affiliation Agreement for use. All agreements are submitted for review and processing to the Assistant Dean of Academic Affairs, Field Education and External Relations. Agreements must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost or designee. The Affiliation Agreement clarifies the responsibilities of each party and protects the educational purposes of the practicum. The student may not begin practicum until a fully executed agreement has been established. Questions regarding the Affiliation Agreement template or process should be directed to the attention of the practicum Specialist or the Associate Director of Field Education.

Professional Liability Coverage

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care. Requests for proof of professional liability coverage for

Mandel School students should be sent to the attention of the Assistant Dean of Academic Affairs, Field Education and External Relations.

Occasionally, a field practicum site may require students to have their own individual malpractice insurance. The National Association of Social Workers (NASW) offers student members professional liability protection. Individual coverage protects the student directly as the policyholder. Mandel School MSW students obtain membership to NASW and may elect to obtain additional liability insurance at their own expense. To learn more about this malpractice insurance, contact NASW Insurance Trust at: <http://www.naswinsurancetrust.org/>.

Student Placement Process

Field practicum sites must meet the specific criteria [outlined above](#) in order for placement to occur. Students may only complete field education requirements at practicum sites that have been approved by the Mandel School Field Education Department.

Selection of practicum sites is a mutual process involving the student and Field Faculty Advisor as well as the potential Field Instructor, and practicum organization. The Field Faculty Advisor serves as a facilitator and consultant to all parties involved in the practicum selection process. The field education placement process for incoming Weekend students occurs during the summer months prior to the first semester of classes in the fall. Once students are admitted to the Weekend program option, the Field Education Department receives the student's application information and a Field Faculty Advisor is assigned. Student application information, including the personal essay and resume, is reviewed by the Field Faculty Advisor in preparation for work with the student on the initial field placement process

Students in the Weekend program option are typically employed in a social work, mental health or community service organization. Students may be eligible to complete their practicum within their place of employment if the [Employment-Based Practicum policies](#) are met and the employment organization meets all other requirements set for by CSWE and the Mandel School. In addition a Field Instructor must be identified who meets all of the requirements addressed in the [Field Instructor Qualifications](#) section of this manual. If a potential practicum site does not have a qualified Field Instructor available, an External Field Instructor may be sought if the practicum organization approves this plan and one can be identified.

If a student wishes to have an employment-based practicum, they are required to complete the steps outlined in the [Employment-Based Practicum policy](#). The Field Faculty Advisor must approve any deviations or changes from the approved field proposal, field site, or plan for field instruction prior to implementation. The Field Education Department retains the right to grant employment-based exceptions for students who change employment prior to beginning the Weekend program. New employment may not meet the necessary criteria for social work competency-based learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a practicum site.

If a student does not wish to have an employment-based practicum, potential practicum sites are identified by the Field Faculty Advisor based on the student's past experience, future educational

and professional goals, and, in the specialized portion of field practicum, the students specialization. The Mandel School cannot guarantee practicum sites that meet all of these factors.

Interviews are initiated through a collaborative process between the student and the Field Faculty Advisor. During the interview process, either the student or interviewer may determine that the organization or student are not a good fit, in which case the student and Field Faculty Advisor will consult to facilitate a better match. Once the interviews are completed, the student provides the Field Faculty Advisor the choice rankings for the practicum sites. The Field Faculty Advisor then contacts the sites to determine if sites would like to proceed with the placement process. Once the Field Faculty Advisor has confirmed a practicum site with the student and organization, the Field Faculty Advisor will initiate the necessary documentation through the Field Education Department.

It is critical that students use and monitor their Case email address during this process and follow up on all placement communication and tasks in a timely manner. Failure to do so may result in a delay in securing a placement before the designated start of field education. Failure to complete a practicum organizations requirements or onboarding step prior to the term of field education beginning will result in a one term delay to starting field education. This, in turn, will result in a delay in expected graduation.

Placement Policies

Case Western Reserve University values Field Practicum as an integral part of the program experience and will make every reasonable attempt to place students as close as possible to the preferred practicum address. However, if there are insufficient resources for quality practicum sites in a student's area, the student may need to travel to complete field practicum requirements. All travel to and from practicum locations is completed at the expense of the student. Students may not reject an approved placement solely on the basis of site distance or required travel time. Students may be required to travel up to 60 miles for practicum.

If student relocation occurs during the placement process or after practicum begins, a delay to the start or continuation of field practicum may be necessary until the placement team is able to secure a new placement. In an effort to minimize disruption to the program of study, students are requested to provide a minimum of one semester of written notice prior to relocation. Placement is not guaranteed for students who do not adhere to the program expectations and provide advanced notice.

While the Mandel School makes every effort to secure a successful placement prior to the beginning of the first field education term, this is not always possible. A variety of circumstances may impact the placement of a student, including practicum availability, state regulations, delayed or lack of communication from sites, student background checks, and Field Instructor availability. It may be necessary for a student to defer until a practicum can be secured. In some cases, it may be necessary to travel additional distances to fulfill practicum requirements.

The field practicum portion of the program is an ongoing and required commitment to earning a degree and students should expect to spend an average of 10-12 hours per week in practicum per semester of the MSW program. Students are required to adjust their schedules to be in accordance with practicum sites and field instructor schedules in order to complete field practicum hours and meet the requirements of the practicum site. For students who are enrolled in the program and are

working full-time, The Mandel School is unable to guarantee practicum schedules that are exclusively during evening/weekend hours. An inability to accommodate the practicum site's schedule and requirements may impact a student's eligibility to move forward in completing the program.

Release Of Information

As a part of the field placement process, the Field Education Department and Placement Team may need to share student placement materials and other relevant information with potential agencies and Field Instructors. This includes discussions with the prospective Field Instructors, a copy of the student's goals, resume, remediation plan and prior placement evaluation, if applicable/requested. These materials enhance the matching process, which generally benefits the student and the Field Instructor.

Practicum Referrals

The partnership between students, the Field Education Department and the Placement Team is essential to ensure timely field education placement. The Placement Team often relies on the student's knowledge of local resources within and around their community to assist in the placement process. Students are welcomed and encouraged to submit referrals for agencies in their area that may serve as quality practicum sites. Students are not limited in the number of referrals they can submit.

A referral is a potential Field Instructor and/or site that a student would like to recommend for their field practicum. The referral must be for an organization and/or Field Instructor that the student has made contact with and has either expressed an interest in hosting them or agreed to host them for placement. Referrals are not lists of agencies or contacts. The Field Placement Team encourages students to network, rather than cold call agencies in their area. Please note that submitting a referral does not guarantee that the placement will be approved.

Students should submit their referrals 60 days prior to the start date for the semester in which practicum begins. This deadline provides the Field Placement Team enough time to collect all the required documentation and for the Field Department to approve the placement.

Failure To Secure A Field Placement

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Faculty Advisor will contact the student to discuss the reasons for each practicum site's decision, assist the student in identifying potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field practicum after four or more practicum site interviews, the Field Faculty Advisor may petition the Dean's Consultation Committee for review and advisement. Additional planning for field placement may not begin until a Dean's Consultation Committee meeting is held or an alternative action plan is developed as determined by the Field Education Department. Students without an approved field practicum may be unable to move forward with the MSW program.

Employment-Based Practicums

The Mandel School is committed to supporting students in defining and maximizing their competency-based learning needs as they relate to field education. This commitment is evidenced in the Employment-Based Field Practicum Policy. In accordance with CSWE, the Mandel School allows employment-based practicums within organizations that meet all CSWE and Mandel School field education requirements.

Students in approved employment-based practicum may accrue field hours while completing employment activities if the following requirements are met:

- Employment/practicum tasks have a direct link to the Competencies and their respective practice behaviors at a Master's level
- Employment/practicum tasks are appropriate for the student's practice level, Generalist or Specialized, and employment/practicum tasks provide new competency-based learning and practice opportunities

The Field Instructor role may be fulfilled by the employment supervisor if the following requirements are met:

- The employment supervisor/Field Instructor has an MSW/MSSA degree
- The employment supervisor/Field Instructor has two years or more of post-Master's social work practice experience
- The employment supervisor/Field Instructor must provide 60 minutes of individual supervision each week of practicum that is separate and distinct from employment supervision

In the event that employment tasks do not meet the criteria listed above, employers and students will either need to supplement the students employment tasks to meet the requirements or structure the practicum so that the student is in a different role, department or program that meets all Mandel School Field Education requirements.

We recognize that Some employers/students may prefer to complete the field practicum at the place of employment but in a different role, department or program. This is permitted as long as all Mandel School field practicum requirements and policies are met.

Regardless of the type of employment-based practicum being sought, it is critical that students and employers commit to establishing and protecting the purpose of field education as a competency-based learning experience. Students must have time to practice, research, reflect and learn based on their educational needs and levels of competence.

To be considered for employment-based field practicum, a student must complete the following steps at least 60 days prior to the start of field practicum:

1. Submit a copy of the existing job description to the Field Faculty Advisor / Placement Team.
2. Identify a Field Instructor willing to supervise competency-based learning activities and provide at least 60 minutes of weekly, face-to-face (live or virtual), one-on-one educational supervision that is separate and distinct from employment supervision.

The proposed Field Instructor must meet Mandel Field Education requirements: at least 2 years post-MSW/MSSA social work practice experience.

3. Complete/Submit the [Employer Based Field Placement Application form](#), including signatures of student, proposed Field Instructor, employment supervisor (if different from Field Instructor), a director or employer designee, and a representative from the Field Education Department.
4. Any additional steps required for field placement as outlined throughout this Field Education Manual.

This process is subject to review and approval of the Field Education Department to ensure all CSWE and Mandel School field requirements are met. The Mandel School understands the need for students to function as employees to satisfy employer demands, but we prioritize students' competency-based learning and educational objectives as the primary focus in a proposed employment-based field practicum.

Disruption of Employment-Based Practicum

In the event that a student placed in an employment-based practicum experiences a change in situation or employment and their employment-based practicum cannot continue, the Mandel School Field Education Department will work with the student to secure a new practicum. This process will be carried out as stated in the [Student Placement Process](#) section of this manual. While every effort will be made to do this in a timely manner and avoid a lengthy disruption of hours accrual, this can not be guaranteed and some disruption may occur.

New employment may not meet the necessary criteria for social work competency-based learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a practicum site.

Paid Practicums

Regardless of whether a student is in an employment-based practicum or not, the Mandel School permits practicum organizations to provide financial compensation in the form of salary or stipend for field education hours or tasks. The Mandel School does not guarantee students paid practicums.

It is critical that any compensation does not alter the educational focus of field education. When earning practicum hours, MSW students must be viewed as learners, not employees.

Field Practicum Hours

Traditional MSW students are required to complete a minimum of 900 practicum hours. Advanced Standing students with baccalaureate degrees from a CSWE accredited program are required to complete 500 field practicum hours, taking into account the 400 field practicum hours completed as part of their BSW degree.

The Mandel School has specific hours requirements for each term of field practicum, which are shown below along with the corresponding field practicum course.

Practicum Course	Hours	Professional Development (Event + Reflection)
661	150	1
662A	125	1
662B	125	1
663A	125	1
663B	125	1
664A	125	1
664B	125	1

Note: Advanced Standing students begin Field Education with field practicum course 663A.

The delineation of field practicum time in hours instead of days intentionally allows students and Field Instructors the ability to structure field practicum experiences to conform to a weekly schedule compatible with the student's class schedule and the needs of the organization.

Students are expected to attend field practicum for all 14 weeks of each term. Deviation from this schedule must be approved by the Field Instructor and Field Faculty Advisor.

Evening And Weekend Hours

Students are required to adjust their schedules to be in accordance with practicum site and field instructor schedules in order to complete field practicum hours. For students who work full-time, the Mandel School is unable to guarantee practicum schedules that are exclusively during evening/weekend hours. An inability to accommodate the practicum site's schedule and requirements may impact completion of hours and eligibility to move forward in completing the program as well as limit the amount of access the student may have to a variety of competency-based learning experiences.

Flexibility in scheduling is often necessary to meet client and/or organizational needs. Students should expect to work with their Field Instructors and/or Task Supervisors to establish field practicum schedules as needed to accommodate any evening and weekend hours, but not exceed an average of approximately 10-12 hours of field education per week.

Accruing Hours Between Terms

Many students choose to continue to complete some field hours during a break between terms to ensure continuity of services for clients/client groups and to maximize their educational experience. Many agencies appreciate and value students' willingness to be attentive to the needs of the organization and its consumers. Students should discuss and develop any plan to complete field hours during a semester break with their Field Instructor and Field Faculty Advisor. Students should be afforded the opportunity to take time away from the field practicum setting during a term break as a normal part of self-care.

Students may not complete their field practicum more than two weeks prior to the official last day of the term as delineated by the Mandel School's calendar. Students complete field practicum

requirements in accordance with the calendar and the course dates stipulated in the University Student Information System (SIS).

Field Absences

All absences from field must be made up in order to reach the required hours necessary for the completion of each term. Reasons for absences may include circumstances such as illness, death of a family member, family emergencies, school or organization closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor and should be communicated with the student's Field Faculty Advisor. In any situation where a student will be absent from the field site, the specified organization contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage.

Students who fall behind on field hours due to absences or any other reason should notify their Field Faculty Advisor immediately so that they can ensure that a plan has been developed and approved to make up hours.

Students who are habitually absent from the field practicum or who do not appropriately notify the practicum of plans to be absent may be suspended or dismissed from the practicum and may be referred to the Dean's Consultation Committee and/or the Committee on Students based on review of the circumstances by the Field Faculty Advisor and Assistant Dean of Academic Affairs, Field Education and External Relations.

Any student requesting a long term absence or leave from field education for medical or personal reasons must notify the Field Faculty Advisor and the Assistant Dean of Student Services in writing. The student will then receive follow up communication that outlines the appropriate next steps based on individual circumstances and student needs.

Holidays

Students do not attend field practicum on agency observed holidays but do attend on some School holidays if the agency is open on the usual day in the field. Case Western Reserve University and the Mandel School policy respects its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, the student will not be penalized due to religious reasons but expected to make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the Field Instructor and student, the Field Instructor should consult the Field Faculty Advisor.

Field Practicum/Course Work Conflict

Mandel School students are not permitted to miss or be excused from any class time or other course requirement in order to participate in any field related activity, including field agency trainings or orientation activities. It is advised that you discuss your course schedule with your Field Instructor to avoid time conflicts.

Field Practicum Monitoring and Evaluation

Monitoring and evaluating the quality and scope of practicum settings, competency-based learning opportunities and field instruction is a continuous process and is carried out in multiple ways. Field Faculty Advisors are actively involved with students, Field Instructors and Task Supervisors and maintain phone, email, and virtual meeting contact with them throughout the practicum. Field Faculty Advisors also monitor and evaluate the practicum setting and competency-based learning opportunities using field practicum course assignments. Practicum course Learning Agreement and Time Report assignments document the student's competency-based learning activities and how they are spending their time in practicum. Supervision Summary assignments allow the Field Faculty Advisor to monitor and evaluate the quality and scope of field supervision and instruction.

Individual field conferences are held during every other field period and provide a structured opportunity for the student, Field Instructor, Task Supervisor (if assigned) and Field Faculty Advisor to discuss the student's competency-based learning activities, use of supervision, competency development and overall progress. The individual field conference also provides an opportunity for the Field Faculty Advisor to evaluate the quality and scope of the competency-based learning opportunities the organization is providing as well as the quality and scope of field instruction and supervision. It also affords the Field Faculty Advisor an opportunity to give feedback and suggestions to students, Field Instructors and Task Supervisors on ways to maximize competency-based learning opportunities and student development if needed. In the terms between individual conferences, Field Faculty Advisors hold assigned small student group conferences every other field period. These provide an opportunity for students to speak freely about their practicum experience, process their experiences, ask questions and get feedback and suggestions from Field Faculty Advisors and their peers.

Students, Field Instructors and Task Supervisors should communicate any practicum concerns that may arise to the Field Faculty Advisor. The Mandel School takes a problem solving approach to field practicum issues and encourages everyone within the practicum team to do the same. Field Faculty Advisors are available to meet with students and/or Field Instructors to address any issues as needed. This process further informs the Field Faculty Advisor's evaluation of students, practicums, Field Instructors and Task Supervisors. In instances where the practicum setting is not meeting the Mandel School's requirements or standards for field education and no resolution can be found, the practicum may be terminated.

Practicum settings and Field Instructors are formally evaluated at the conclusion of the generalist and specialized periods. Students and Field Faculty Advisors each complete evaluations of the practicum setting and the Field Instructor in ELC, and the data collected from these evaluations informs the placement process going forward.

Support and ongoing training is provided through the Field Education Department and Field Faculty Advisors to assist Field Instructors and organizations in providing consistent, high quality practice experiences, supervision and instruction to students. Information on upcoming trainings and links to recordings of past trainings can be found on the [Mandel School's Field Education Resources](#) webpage.

The Field Education Department provides updates to Field Instructors regarding Mandel School field policies and curriculum changes that affect student competency-based learning. An emphasis

is placed on open and ongoing dialogue between students, Field Instructors, Task Supervisors and Field Faculty Advisors to promote quality field education experiences and outcomes.

Practicum Reassignments & Changes

It is the expectation of the Field Department that students will remain at their practicum sites for the duration of the generalist and specialized portions of field education. In the event that an unscheduled field practicum change is required and sanctioned by the Field Education Department, the Field Faculty Advisor will initiate this process. Students who require unscheduled practicum changes may be delayed in completing field education hours and course requirements. In these circumstances, the student and Field Faculty Advisor will work to identify possible next steps and options. Refer to the section of this manual titled [Field Education Grading](#) for additional information.

Students may not terminate or switch field practicum settings at any point without prior written approval and acknowledgement from the Field Education Department. Students should notify their Field Faculty Advisor of any concerns and begin to involve their Field Faculty Advisor prior to requesting to terminate or change field practicums. Students must participate in problem solving discussions and meetings with their Field Faculty Advisor and Field Instructor before the Field Department will decide on or approve a field practicum change.

Students are not permitted to have more than one field practicum site at a time. Exceptions may be made only in extenuating circumstances and with the prior approval of the Field Education Department. Exceptions are dependent on multiple factors including but not limited to consistent oversight and supervision by the students' Field Instructor.

FIELD INSTRUCTION

Field Instruction is a critical component of field practicum and helps students incorporate their classroom learning into practice. It can consist of multiple activities such as organization orientation, organization training, individual supervision, group supervision, opportunities to observe service delivery and ask questions, and being observed delivering services and receiving constructive feedback.

Most of these forms of field instruction are carried out by the Field Instructor, but in certain instances, some may be carried out by Task Supervisors. Field Instructors are not viewed as supervisors due to the educational focus within field practicum and because the students role is that of a student learner, not an employee being supervised. It is important to note that weekly individual supervision must be carried out by the MSW Field Instructor.

Field Instructor Qualifications

The Field Instructor has a pivotal role in planning, implementing and evaluating each student's educational experience and development in practicum. Field Instructors must be approved by the Mandel School and are expected to meet the following minimum qualifications and expectations:

- A Master's degree in Social Work (MSW/MSSA) from a CSWE accredited school of social work
- Two years post-master's social work practice experience

- If required by the state licensure board, maintain licensure at Licensed Independent Social Worker (LISW or LISW-S) level, license eligible at the LISW or LISW-S level or its equivalent for out-of-state Field Instructors. Unless otherwise indicated, licensure is not a prerequisite for a Field Instructor
- Ability to provide consistent, high quality, in-person field instruction to students
- Ability to provide a minimum of one hour of in-person, individual supervision per student each week. Group supervision cannot replace individual supervision
- Ability to observe students in practice over the course of each field period in order to provide feedback and instruction as well as evaluate students' development and competence growth

Field Instructor Expectations

Field Instructors are expected to meet the following:

- Complete a Field Instructor Application
- Provide a resume
- Attend required Mandel School's Field Instructor Training
- Provide 60 minutes of individual supervision each week the student is attending practicum
- Provide the student with sufficient work space and equipment (i.e. desk, phone, computer, etc.) to perform social work related tasks
- Ensure that each student receives the necessary organization and safety orientation/trainings
- Provide the student with a broad array of field practicum competency-based learning opportunities that relate to all Competencies and across all stages of practice, engagement, assessment, intervention and evaluation of practice.
- Provide competency-based learning opportunities for individuals, families, groups, organization and communities for Generalist students and opportunities for focus in a student's path of study for Specialized students.
- Observe student in practice several times during each field period and provide constructive feedback
- Maintain compliance with the policies, programs and procedures of the organization and Mandel School Field Education Department
- Remain current with curricular and field department developments at the Mandel School
- Demonstrate an interest in and time to fulfill instructional responsibilities of Master's level social work students
- Demonstrate practice competence or experience in the student's social work path of study
- Demonstrate a willingness and ability to provide instruction within more than one evidence-informed practice modalities

External Field Instructors

An External Field Instructor is one who is not employed by the practicum organization. If practicum organizations do not have an employee who meets the qualification of a Field Instructor, an external Field Instructor is an option.

In instances where the Field Instructor is not employed by the organization or is not onsite when the student is at practicum, a Task Supervisor must be designated as the individual responsible for a limited portion of the student's practicum. These responsibilities are outlined in the Roles and Responsibilities section of this manual and are often limited in terms of scope and time. The Field Instructor retains the primary and overall responsibility for the student's supervision, competency-based learning, evaluation and connection with the school.

All MSW students are required to have a Field Instructor, and External Field Instructors must meet the qualifications of a Master's degree in Social Work (MSW/MSSA) from a CSWE-accredited school of social work and two years post-master's social work practice experience. Supervision provided by an External Field Instructor may be provided virtually if in-person supervision is not possible.

Supervision

Weekly individual supervision is an essential part of a student's competency-based learning experience in field practicum and a critical part of the overall instruction students receive. Field Instructors are required to provide 60 minutes of weekly, individual supervision to students. While group supervision provides excellent instruction and competency-based learning opportunities, it can not replace weekly individual supervision requirements for MSW/MSSA students. Weekly individual supervision should be conducted in person. While in-person supervision is expected, there may be special circumstances in which exceptions to this policy are granted:

- Students approved for remote virtual practicums who are not onsite at the practicum location will be granted permission for virtual supervision during the placement process.
- Students approved for hybrid (in-person and remote virtual) practicums may be granted permission for some or all of their supervision to be virtual, depending on the specific circumstances.
- Students approved for in-person or hybrid practicums who have an External Field Instructor may be granted permission for virtual supervision during the placement process.
- Students approved for fully in-person practicums with an internal Field Instructor may request permission to do some or all of their supervision virtually by contacting their Field Faculty Advisor. Approval is not guaranteed and is on a case-by-case basis.

Virtual supervision is done face-to-face using video conferencing. For students who have not been granted permission for virtual supervision, the Mandel School recognizes that there may periodically be special circumstances in which the student and Field Instructor are not able to meet in person for supervision, such as vacation time or illness. In these situations, virtual supervision can be used without prior approval, as it is preferable to missing supervision. In line with this, should video conferencing periodically not be an option, supervision through voice call is preferable to missing supervision, but should not be an ongoing method of supervision.

Although administrative issues are a component of supervision, the educational, developmental and supportive aspects of field instruction should be the primary focus of supervision. Supervision meetings are to include components such as role plays, discussion/analysis of process recordings, discussion of student observation with feedback, discussions of ethics and ethical dilemmas,

application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence in all Competencies. Observation of the student's practice and timely feedback from the Field Instructor during supervision should occur each term as this is also an essential element of field education.

The ability for students to speak openly about their field tasks and explore their actions and alternatives to them requires students to take risks. Such risk taking can only occur in an open environment where free expression is positively sanctioned and new ideas are encouraged, rewarded and valued by the student and Field Instructor. Along with integrating theoretical perspectives into practice, risk taking is necessary for competency-based learning in the field and can not occur in an atmosphere that is judgmental or punitive.

Task Supervisors

A Task Supervisor is designated as the primary contact person and manager of the student's competency-based learning when the Field Instructor is not employed by the field practicum organization, is off-site, or located in another department. The Task Supervisor does not replace the role of the Field Instructor but does need to be well informed of educational objectives and understand his/her/their role in the student's competency-based learning. Task Supervisors may be qualified Field Instructors, other social workers, or members of other disciplines. Task Supervisors are also required to attend the Field Instructor/Task Supervisor training to develop a full understanding of Mandel School's field education requirements.

Communication between the Task Supervisor and Field Instructor is critical in order to best assist in the students competency-based learning and to evaluate the students development. While Task Supervisors do not approve Time Reports and complete evaluations, depending on the situation they may be in the position of providing confirmation of hours and tasks, suggesting appropriate and available competency-based learning activities and providing first hand knowledge of the students growth and competence development to the Field Instructor.

When a Task Supervisor is needed, weekly individual supervision is still provided by the Field Instructor. It is suggested, however, that the Task Supervisor meet with the student regularly to assess the activities they are doing, assist with organizational tasks, and help them navigate the practicum organization as needed. Task Supervisors may also need to function as a liaison between the student and organization staff to assist with setting up observation experiences or assignment of clients.

Field Instructor & Task Supervisor Training

The Field Education Department is responsible for providing training for new and experienced Field Instructors and Task Supervisors each year. New Field Instructors are required to complete the Field Instructor/Task Supervisor training during the first year they provide field instruction. Task Supervisors are encouraged to complete this training as well. Topics covered in new Field Instructor and Task Supervisor training include:

- The Mandel School philosophy
- Integration of classroom and practicum competency-based learning
- Roles and responsibilities

- Policies and procedures
- Safety in the Field
- Required competency-based learning opportunities
- Learning Agreement development
- ELC practicum web-based system
- Effective Supervision
- Supporting the development of student competence
- Evaluation process
- Trauma-informed field instruction

Additional trainings for Field Instructors are also offered. Some topics include, but are not limited to: Supporting International Students; Ethics; Improving the Supervisory Process; Integrating the Curriculum with Field Practice; and ADEI. Other topics are developed based upon requested interest and programmatic need.

Additionally, at the conclusion of each academic year, the Field Education Department hosts an appreciation training and recognition luncheon for Field Instructors and Task Supervisors. Free CEUs are provided upon completion of most trainings. Most training opportunities are also offered virtually to provide access for remote participants. Information regarding current Mandel School Field Education training events and recordings of past trainings can be found on the [Field Education Resources webpage](#).

Field Instructor & Task Supervisor Benefits

Persons serving as Field Instructors and Task Supervisors for the Mandel School are valued and greatly appreciated. In return for their dedication and service to our students, they are also eligible for the following benefits:

- Partnership with a nationally ranked school of social work;
- Receive free annual training offered through the Field Education Department;
- Obtain a CWRU affiliate ID and Case email account;
- Gain access to all on-campus libraries and electronic resources;
- Ability to work collaboratively with Mandel School research faculty;
- Energize your staff and department with new ideas;
- Access to educational and professional resources; and
- Access to hire highly qualified and prepared social workers and nonprofit management professionals.

Field education resources for field instructors and task supervisors can be found on the [Field Education Website](#).

Field Instructor Advisory Committee

The Mandel School values the input and expertise of Field Instructors and welcomes their participation on a number of curricular committees. As such, Field Instructors are invited to participate on a number of Mandel School committees, including the Curriculum Committee and the Committee on Students. The Field Education Department also appreciates the knowledge and perspective of Field Instructors and Task Supervisors and invites their participation on the Field

Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the Assistant Dean of Academic Affairs, Field Education and External Relations and other field faculty on programmatic and policy matters related to field education. The Committee is made up of no more than 12 members and meets on an ad hoc basis when issues arise that require consultation.

FIELD EDUCATION PROCESSES

Mandel Student Field Education Orientation

The start of field education and field practicum require students to commit additional time and effort to their degree requirements. Since field education is a significant portion of professional social work preparation, it is critical that students enter this educational process with a thorough understanding of how it works and what the requirements and expectations of field education are.

Students are required to attend a Field Education Orientation prior to the start of the first semester of field courses. The orientation provides an overview of the mission, philosophy, requirements, and expectations of the Mandel School Field Education program. For additional information regarding the Field Education Orientation, students should contact the Field Education Department.

Once field education and practicum begin, students receive continued orientation regarding the field education process in the field courses and through field conferences and other meetings/supports provided by Field Faculty Advisors. Throughout each semester, Field Faculty Advisors are available to further orient students, answer questions and address concerns. Students are encouraged to reach out to their Field Faculty Advisor if they would like assistance, have questions or foresee any potential issues that could impact their field experience.

Practicum Onboarding and Practicum Orientation

Once a placement has been confirmed, students will receive a placement email from the Placement Team with instructions on next steps for the student to begin the practicum onboarding process. Each practicum setting has its own onboarding process but regardless of that process certain practicum requirements will need to be completed before the start of the field practicum.

It is the student's responsibility to contact the practicum organization and inquire about the onboarding process such as the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements. This can be done during the placement interview or prior to accepting a placement, but if it is not done then, it must be done immediately after the placement is confirmed.

The student may be required to pay for any background checks/fingerprinting or screenings required by the practicum organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field practicum onboarding. Failure to complete or pass required background checks, health screening or drug screenings may prevent a student from moving forward with enrollment in field education courses and field practicum.

Practicum organizations are required to orient students to the organization's policies, services, protocols and procedures. The organization may have a formal orientation that students are

required to complete. It is suggested that students inquire about orientation timeframes and time commitment when interviewing with the practicum organization to ensure they will have availability to attend. Mandel School students are not permitted to miss any class or course requirement in order to participate in any field related activity, including practicum organization onboarding or orientation activities. Students may accrue field hours for required on-site field practicum organization orientation and training.

If the **orientation is scheduled prior to the official start of the first field period** there must be an agreement reached collaboratively between the student, Field Instructor and Field Faculty Advisor addressing potential liability issues and accommodation for accumulated field hours.

State Of Ohio Social Work Trainee (SW-T)

In addition to the above mentioned onboarding items, an Ohio Social Work Trainee (SW-T) or other state specific credentials may be required by certain field organizations. Students completing field practicum in the State of Ohio may apply for or renew the Social Work Trainee (SW-T) through the Ohio Counselor, Social Worker and Marriage & Family Therapy (CSWMFT) Board.

The Field Education Department does not require students to automatically obtain the SW-T, however many Ohio field practicum sites do require it for students. While there is no cost for the SW-T itself, the application does require the student to obtain a criminal background check.

- Additional information regarding the Ohio SW-T can be obtained through the [Ohio Counselor, Social Worker and Marriage and Family Therapist Board](#).
- Background checks/fingerprinting can be obtained through the [CWRU Division of Public Safety](#).

One required step in the application process is to print a copy of the student schedule and submit it to the CSWMFT board. The schedule must note the student is registered in a field practicum course for the current or upcoming semester. The schedule must also include:

- a. Student's first and last name
- b. Registered Field Practicum course's name
- c. Semester start & end dates
- d. University logo

Here are [instructions for printing CWRU course schedule](#), which includes all of the aforementioned requirements.

Students should consult with their Field Faculty Advisor with questions regarding the SW-T. Students residing outside of Ohio should contact the social work licensing board within their state of residence to determine the need for training credentials.

- Additional information regarding the Ohio SW-T can be obtained through the [Ohio Counselor, Social Worker and Marriage and Family Therapist Board](#).
- Background checks/fingerprinting can be obtained through the [CWRU Division of Public Safety](#) but check with the practicum organization regarding their specific process.

- Certain health and drug screenings can be obtained through University [Health and Counseling Services](#).

Weekly Individual Supervision

Individual supervision is an essential component of field instruction and a student's experience in field education. The Mandel School requires students to receive 60 minutes of individual supervision each week, which must be provided by their MSW Field Instructor. While some practicums offer group supervision in addition to individual, group supervision can not replace the weekly individual supervision requirement.

Weekly supervision meetings with the Field Instructor provide a forum for the student to reflect on and analyze their own practice and explore alternative or advancing methods to broaden their practice repertoire. Such risk taking can only occur in an open environment where free expression is positively sanctioned and new ideas are encouraged, rewarded and valued by the student and Field Instructor. Along with integrating theoretical perspectives into practice, risk taking is necessary for competency-based learning in the field and can not occur in an atmosphere that is judgmental or punitive.

Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Observation of the student's practice and timely feedback from the Field Instructor are essential elements of field education and should also be incorporated into weekly supervision meetings. Students should be directly observed in practice by the Field Instructor each term.

Although administrative issues are a component of supervision, the educational, developmental and supportive aspects of field supervision should be the primary focus of each weekly supervision meeting. The student should develop an agenda and discussion topics generated from the previous week of field related activities. There should also be a mutual review of the student's progress towards the goals outlined within the Learning Agreement. While Field Instructors may provide additional instruction outside of supervision, such as following a student observing an intake assessment or counseling session, supervision meetings should be an uninterrupted single block of time that is set aside for students and Field Instructors to address their agenda items.

Just as the Mandel School does not expect students to miss class time with their professors each week, field supervision should be conceptualized as instruction (in the field) and revered as vital to the student's competency-based learning and continuous development. If supervision is not occurring as required, students and Field Instructors should discuss this and inform the student's Field Faculty Advisor.

Learning Agreements

Learning Agreements serves as the guide for each student's field education experiences. The Learning Agreement captures the development of the student's concurrent learning experiences in the classroom, field practicum setting and community. The student, Field Instructor and Task Supervisor (when applicable) collaborate in defining and endorsing the competency-based learning

activities reflected in this document. The Mandel School's competency-based learning approach provides the structure for the development of the Learning Agreement. The Learning Agreement must meet the following requirements:

- A new Learning Agreement must be developed and completed for each field period. All Learning Agreements are made available to students and assigned Field Instructors in ELC.
- Two Generalist Learning Agreements are assigned to students, one for SASS 661 and one for SASS-662.
- For the SASS 661 field period, students complete the Generalist Learning Agreement and the Generalist Evaluation in the same term.
- For the SASS 662 field period, which is two terms long, students complete the Generalist Learning Agreement in SASS 662A and complete the Generalist Evaluation in the following semester for SASS 662B.
- For the SASS 663 field period, students complete the Specialized Learning Agreement in SASS 663A and complete the Specialized Evaluation in the following semester for SASS 663B.
- For the SASS 664 field period, students complete the Specialized Learning Agreement in SASS 664A and complete the Specialized Evaluation in the following semester for SASS 664B.
- The student and Field Instructor collaborate to develop an overall goal for the field period.
- For each of the Competencies, students collaborate with their Field Instructors to identify competency-based learning activities for each competency, taking into account their respective practice behaviors.
- All Competencies & related practice behaviors must be addressed in each field period's Learning Agreement.
- Generalist Learning Agreements must include activities that address engagement, assessment, intervention, and evaluation of practice for all systems levels including individuals, families, groups, organizations, and communities.
- Specialized Learning Agreements must include activities that address engagement, assessment, intervention and evaluation of practice at the systems levels that are relevant to the student's path of study.
- The Learning Agreement is developed early in each field period and is reviewed by the Field Faculty Advisor. Feedback is given and revisions are made as indicated. The Learning Agreement must be developed prior to the small group field conference and Generalist/Specialized Evaluations completed by the student prior to the individual field conference. The Field Faculty Advisor also serves as a resource for students and Field Instructors in the development of the Learning Agreement.
- Competency-based learning activities for each competency should be reviewed during field supervision throughout the field period to ensure that the student is on track.

- The Learning Agreement is a primary requirement of each field period. Failure to complete or meet deadlines for the completion of the Learning Agreement by the due dates outlined in the syllabus may result in a No Pass grade.

Field Education Evaluations

Interim Field Education Evaluations

At the midpoint of each field period, an Interim Evaluation is completed by the student and Field Instructor. The Interim Evaluation includes a likert scale rating given by both parties for each competency and reflects to what extent the student is engaging in competency-based learning activities related to each competency and developing competence in each. This is reviewed by the Field Faculty Advisor and provides an opportunity for intervention should the student not be progressing in any areas or if there is limited exposure to any competency areas of practice. Interim Evaluations are located and completed in the [ELC](#) web-based system.

Generalist and Specialized Field Education Evaluations

Towards the conclusion of each field period, the student and Field Instructor will evaluate the student's competence development based on their demonstration of the knowledge, skills, values, and affective and cognitive process for each competency and practice behavior. This evaluation is filled out in [ELC](#) and includes a student and Field Instructor numeric rating, a narrative description for each competency, and narrative summary questions. The inclusion of ratings and narrative descriptions in the Generalist and Specialized Evaluations provide for both a quantitative and qualitative measure of performance. The quantitative measure is based upon a 5-point Likert scale measuring the student's performance on each task. The scale is represented in the following tables:

Generalist Rating Scale

The generalist rating scale is used for students in the first two field periods, including SASS 661, SASS 662 and their equivalents.

Rating	Definition	Description
0	Does not demonstrate competence at the Generalist level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the generalist level. Additional training, instruction and support are needed and corrective action is required .
1	Demonstrates limited competence at the Generalist level	Student has not demonstrated performance of relevant knowledge, skills, values, and processes at the generalist level. Activities are managed with some difficulty. Additional training, instruction and support are required to develop competence. Corrective action may be initiated .
2	Demonstrates developing competence at the Generalist level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the generalist level. Some activities are managed in a competent manner consistent with expectations at the generalist

Rating	Definition	Description
	level	level.
3	Demonstrates competence at the Generalist level	Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the generalist level.
4	Demonstrates advanced competence at the Generalist level	Student exhibits advanced levels of knowledge, skills, values, and processes and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a generalist level student.

Specialized Rating Scale

The specialized rating scale is used for students in the specialization field practicum periods, including SASS 663, SASS 664 and their equivalents.

Rating	Definition	Description
0	Does not demonstrate competence at the Specialized level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the specialized level. Additional training, instruction and support are needed and corrective action is required .
1	Demonstrates limited competence at the Specialized level	Student has not demonstrated performance of relevant knowledge, skills, values, and processes at the specialized level. Activities are managed with some difficulty. Additional training, instruction and support are required to develop competence. Corrective action may be initiated .
2	Demonstrates developing competence at the Specialized level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the specialized level. Some activities are managed in a competent manner consistent with expectations at the specialized level.
3	Demonstrates competence at the Specialized level	Student exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the specialized level.
4	Demonstrates advanced competence at the Specialized level	Student exhibits advanced levels of knowledge, skills, values, and processes and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a specialized level student.

The qualitative narratives are used to provide evidence for the quantitative ratings and are designed to summarize performance and mastery of the core competencies.

The Field Faculty Advisor reviews the student's portion of the evaluation prior to the individual field conference and this forms the basis of the conference discussion. Following the conference the Field Instructor completes their portion of the evaluation. Near the conclusion of the field period, the Field Faculty Advisor completes their portion of the evaluation based on the student and Field instructor's ratings and narratives and the field conference discussion.

Modal Rating Evaluation Expectations

Students are expected to continually advance their skills and competence over the course of each field period. The competency-based learning activities developed for each Learning Agreement should ensure this.

In the generalist curriculum, students take the first two field education practicum courses, SASS 661 and SASS 662 or their equivalents. Students begin to develop the required generalist skills and competencies in SASS 661.

- Modal ratings that reflect **emerging competence at the generalist level range from 1-2**, as described in the table above.
- By the conclusion of SASS 662, students are required to have achieved competence at the generalist level.
- Modal ratings that reflect **competence at the generalist level range from 3-4**, as described in the above table and dependent on each student's individual progress and performance.

In the specialized curriculum, students take field education practicum courses SASS 663 and SASS 664 or their equivalents. Students begin to develop the required specialized skills and competencies in SASS 663.

- Modal ratings that reflect **emerging competence at the specialized level range from 1-2**, as described in the table above.
- By the conclusion of SASS 664, students are required to achieve competence at the specialized level.
- Modal ratings that reflect **competence at the specialized level range from 3-4**, as described in the above table.

As described above, the Generalist and Specialized portions of field education should be viewed as two distinct competency-based learning experiences with different expectations. Ratings on the Generalist Evaluation should reflect expectations that align with the Generalist academic curriculum and ratings on the Specialized Evaluation should reflect expectations that align with the Specialized academic curriculum. When viewed in this way, ratings may not steadily increase from the start of field education to the finish. There is often a decrease in ratings from the second Generalist Evaluation to the first Specialized Evaluation which is to be expected.

Field Education Grading

Practicum Courses

The Field Faculty Advisor assigns grades for all field courses. For field practicum courses the final grade is earned by the student based on a synthesis of:

- Successful completion of the Learning Agreement and Evaluation by the required due date.
- Student's self-ratings, assessment, and evaluation.
- Field Instructor's ratings, assessment, evaluation, and recommendation.
- Field Faculty Advisor's assessment, evaluation, and recommendation, including overall evaluation of competence at both the generalist and specialized levels.
- Satisfactory completion of all field hours.
- Submission of all signed time reports by the required due date.
- Satisfactory completion of Professional Development requirements.
- Timely scheduling and completion of field conferences.
- Level of professional demeanor/behavior, conduct and development.
- Successful completion of all other required field education course assignments and activities as outlined within the course syllabi in Digital Campus.

The grading rubric for field practicum courses is as follows:

Pass (P)	Meets or exceeds expectations in all areas of field education
No Pass (NP)	Does not meet the expectations for field education

The student receives the Field Faculty Advisor's written feedback following the submission of each Learning Agreement/Evaluation, and other field practicum course assignments. The completed Learning Agreement/Evaluation and related documentation are included as a part of the student's official transcript upon graduation and are archived for future reference. Failure to submit all required documents or to successfully meet all field education course requirements listed above by the scheduled due date may result in a grade of No Pass "NP".

Field Education Organizational Theory and Practice Courses

Unlike the Field Practicum courses, Organizational Theory and Practice courses receive a letter grade for the final grade. The grading scale is as follows:

Grade	Points	Meaning	Explanation
A	96–100	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A–	92–95	Excellent	Strong performance; often exceeds expectations
B+	89–91	Very Good	Consistently meets and occasionally exceeds expectations

Grade	Points	Meaning	Explanation
B	85–88	Good	Meets expectations
B–	82–84	Somewhat Below Expectations	Sometimes falls short of expectations
C+	79–81	Often Below Expectations	Often falls short of expectations
C	75–78	Below Expectations	Unevenness or inconsistent in grasp of content and experience
C–	72–74	Well Below Expectations	Very inconsistent in grasp of content and experience
F	Below 72	Fail	Complete lack of grasp of content and experience; does not meet minimal expectations
I	n/a	Incomplete	Automatically becomes an “F” by instructor if work is not completed within the specified time period
W	n/a		Official withdrawal

Incomplete Grades

Incomplete grades should not be needed or requested on a regular basis and should be avoided if at all possible by the student. The student may request an “Incomplete” grade only under the following circumstances:

- The student has been unable to meet the requirements of the field period due to **compelling, unavoidable and extenuating circumstances**, and there is agreement between the Field Instructor and Field Faculty Advisor that submission of a request for [Incomplete Form](#) is appropriate.
- Field performance is determined to be of sufficient concern to warrant a remediation plan to provide additional evidence of at least satisfactory performance in the field practicum before a final grade can be assigned. This course of action must be determined by the Field Faculty Advisor.

The Incomplete Form must include the specific hours and/or assignments that are required to complete the field course and a non-negotiable due date for the completion of all requirements. If field performance is determined to be of sufficient concern, the Incomplete Form should also include the specified remediation plan and expectations to meet it. The Field Faculty Advisor must agree to the plan. The Assistant Dean of Academic Affairs, Field Education and External Relations provides final approval of all remediation plans and requests for Incomplete grades. The Incomplete Form is not approved until signed by the student’s Field Faculty Advisor. Students must comply with all conditions and dates specified in the Incomplete Form as well as the requirements of the field education course in order to receive a grade. Students will receive a grade of No Pass “NP” and be required to repeat the field course if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to conclusion of the field course/term may not be permitted to register for the subsequent field course. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Incomplete Form will allow a

grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the MSW Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>.

Field Conferences

Field conferences serve three important functions. The first function is educational, to support students in competency-based learning and skills development. The second function is evaluative, giving an opportunity to discuss the students development and evaluate their competence development. The third function is administrative, ensuring that students are accountable to the organization for completing field practicum activities and all of the necessary requirements for each field period, and that organizations are providing the student with the appropriate competency-based learning opportunities, instruction, and supervision

A field conference is conducted each semester, but the type of field conference and the parties included depend on the field course in which the student is enrolled. During the first semester of placement, Traditional students enrolled in SASS 661 have an individual field conference which must include the Field Faculty Advisor, student, Field Instructor and Task Supervisor, if applicable. After SASS 661, the type of field conference depends on whether students are enrolled in A or B field courses. For SASS 662A, 663A and 664A, students will attend a student-only small group field conference. For SASS 662B, 663B and 664B, Field Faculty Advisors, students, Field Instructors and Task Supervisors must attend an individual field conference.

Field Faculty Advisors will inform students of date and time options for scheduling student group conferences. For individual conferences, It is primarily the student's responsibility to schedule, prepare for and facilitate the field conference. The scheduling process should be initiated by the student in a proactive manner by the required due dates outlined in the course syllabus and in Canvas. Finding a date that will be acceptable for all parties may be difficult when not initiated early in the semester.

During the individual field conferences, all parties will review the Learning Agreement to ensure the student's competency-based learning objectives are being met by the assigned tasks. Students also have the opportunity to raise and discuss any issues or concerns regarding the field placement or the field education process during this time. Students should feel comfortable to speak freely about their concerns, as the conference is the forum to support and validate the student's experience. Specific information regarding the due dates for scheduling the field conference each field period is provided within each field education course syllabus and in Canvas.

Time Track and Reports

Time Reports ensure that students complete all required field hours and spend their time in field practicum appropriately. Students are required to track and record all field practicum hours and the activities for each day, including individual supervision, in the [ELC](#) Time Track, run Time Reports and have them signed for approval. Field education Time Reports are completed and signed in ELC and must accurately reflect the student's field practicum hours, activities and supervision dates. The

activities listed must be sufficient to account for the hours logged on the Time Report. Each Time Report must be electronically signed by the student, Field Instructor, and Field Faculty Advisor.

Field Instructors should review the Time Report before entering their electronic signature as their signature is their approval of the Time Report's contents. All field education activities documented on the Time Report must be directly related to the goals and objectives outlined in the Learning Agreement. On each time report, students must :

- Record daily field hours;
- Summarize daily activities;
- Record individual supervision on the date it occurred; and
- Sign and obtain the signature of the Field Instructor

Time Reports should not include documentation of Professional Development events.

Time Reports delinquent by more than 30 days may result in the suspension of those field hours. Any hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours.

ELC Field Education Database

ELC (Experiential Learning Cloud, formerly known as Tevera) is a web-based data management system that allows the Field Education Department to assign and review student documents relevant to field education. Students and Field Instructors each have their own ELC account with unique logins, and can view, complete and electronically sign documents. Students log their daily field hours and activities in the ELC Time Track and run Time Reports that are reviewed and signed by the student, Field Instructor and Field Faculty Advisor. Learning Agreements, Interim Evaluations, Generalist/Specialized Evaluations, and Professional Development Reflections are also completed and signed in ELC.

Students and Field Instructors will receive ELC login information and instructions via email near the start of the first field term. ELC allows students and Field Instructors to access and customize their detail page of demographic information. A computer and web browser are required to access ELC.

- Access ELC at: <https://case.tevera.app/#/logon>
- ELC instructions for students and Field Instructors can be accessed at: <https://case.edu/socialwork/academics/field-education/field-education-resources>

FIELD EDUCATION ROLES, RESPONSIBILITIES AND RIGHTS

At the Mandel School we view field education as a group effort that involves an educational team. Members of this team include the student, the Field Instructor, the Field Faculty Advisor, the practicum organization, the Mandel School and in some cases the Task Supervisor and Field Organization Liaison. Successful practicums and competency-based learning experiences involve a collaborative approach, but each member of the team has their own role to play and responsibilities to fulfill.

Student

The student roles and responsibilities include:

1. Read and understand the contents of the Field Education manual and direct any questions regarding the information included in the manual to the Field Faculty Advisor.
2. Participate/complete the Mandel School's Field Education Orientation prior to the start of the first field education course and field practicum.
3. Participate in scheduled organization orientation provided by the practicum organization. If the orientation is scheduled prior to the official start of the practicum there must be an agreement reached collaboratively between the student, Field Instructor and Field Faculty Advisor addressing potential liability issues and accommodations for accumulated field hours.
4. Respect and articulate the distinction between student learner and organization employee.
5. Schedule and attend one hour of weekly individual supervision with the Field Instructor. Be an active participant in field supervision by creating an agenda for meetings and clearly defining competency-based learning needs, goals and objectives.
6. Proactively schedule the field conference with the Field Instructor and Field Faculty Advisor during each field period to review the Generalist/Specialized Evaluation, discuss progress and competence development, and identify future goals.
7. Perform the identified tasks and activities documented in the Learning Agreement by the deadlines agreed upon with the Field Instructor and Field Faculty Advisor.
8. Be attentive to and address and ameliorate dual and/or multiple relationships. Seek consultation and direction from the Field Instructor and/or Field Faculty Advisor as needed.
9. Proactively identify and discuss problems or barriers to competency-based learning, receiving supervision, completing field hours or other field education requirements with the Field Faculty Advisor and Field Instructor.
10. Inform Field Instructor and Field Faculty Advisor of potential disruptions of field education in advance, or as soon as possible.
11. Practice, demonstrate and adhere to the Mandel School Code of Conduct and Field Education policies/expectations in all interactions.
12. Report any field practicum safety concerns to the Field Instructor and Field Faculty Advisor.
13. Demonstrate professional and responsible behavior, dress and conduct within the field practicum setting.
14. Communicate in a professional, effective and timely manner in interactions with other students, Field Faculty Advisor, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals involved with the field education practicum and experiences.
15. Respect and comply with the protocol of the practicum organization to support and promote the organization's mission.
16. Obtain as required by the practicum organization an Ohio Social Work Trainee (SW-T) credential or other credential available in the practicum organization's state, background check/fingerprinting or health/drug screenings. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements during the placement interview or prior to accepting a placement. The student may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field practicum organization screening, health or background check requirements. Failure to complete or pass required

background checks, health or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.

- Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.
- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
- Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>

17. Provide the Field Instructor with copies of course syllabi to be utilized in support of the integration of learning and the collaborative development of the Learning Agreement.
18. Complete all field education course requirements in their entirety by the established due dates indicated in course syllabi and receive a course grade of Pass.
19. Retain a copy of all field education documentation, including all time reports, Learning Agreements, evaluations and related information.
20. Access the ELC system after being provided instructions by the Field Education Department. Maintain system access and password.
21. Should a student be terminated or asked to leave a field practicum organization, the student is responsible for immediately reporting this to the assigned Field Faculty Advisor.
22. Student conduct or performance issues may result in field hours being suspended, either temporarily or permanently.

Field Instructor

The Field Instructor is an practicum-based supervisor and instructor responsible for orienting the student to the organization, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance.

The Field Instructor's roles and responsibilities include:

1. Attend the New Field Instructor training provided by the Mandel School.
2. Provide or facilitate a timely and comprehensive orientation to the organization and/or department/program.
3. Provide weekly individual supervision meetings to the student for a minimum of 60 minutes. Monitor and provide ongoing performance feedback as indicated and instruction as needed.
4. Actively participate in the development of the Learning Agreement and the field conference each field period. Attend field conferences virtually.
5. Provide the required student competency-based learning and practice opportunities to support the development of competence at both the generalist and specialized levels.
6. Provide opportunities for student to observe and pace student's involvement in activities according to their readiness
7. Maintain an open dialogue with the student's Field Faculty Advisor to discuss issues relevant to and impacting the field education experience.
8. Observe student in practice during each field period. Provide timely feedback to support student competency-based learning.
9. Access the ELC system after being provided instructions by the Field Education Department. Maintain system access and password.

10. Complete Interim and Generalist/Specialized Evaluations collaboratively with the student to meet the specified deadline for submission.
11. Review and approve time reports by the specified Deadline for submission.
12. Respect and articulate the distinction between student learner and agency/organization employee.
13. Be responsive to student and Field Faculty Advisor communication.
14. Be attentive to, address and ameliorate dual and/or multiple relationships.

Task Supervisor

A Task Supervisor is designated as the primary practicum contact person and manager of the student's practicum experience when the Field Instructor is not employed by the field practicum organization, is off-site or located in another department. The Task Supervisor does not replace the role of the Field Instructor but does need to be well informed of educational objectives and understand his/her/their role in the student's competency-based learning. Task Supervisors may be qualified Field Instructors, other social workers, or members of other disciplines.

The Task Supervisor's roles and responsibilities include:

1. Utilize staff with professional competence in supporting the competency-based learning activities the student is to undertake.
2. Provide day-to-day management and oversight of the student's activities.
3. Meet with the student weekly to discuss progress and/or address any needs or issues.
4. Maintain communication with the Field Instructor to coordinate the student's overall field assignments and competency-based learning experience.
5. In the event that there is an External Field Instructor, the Task Supervisor should participate in the field conference and provide oral/written input to that Field Instructor.
6. If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor's contributions into the overall educational experience.
7. Respect and articulate the distinction between student learner and agency/organization employee.
8. Be attentive to, address and ameliorate dual and/or multiple relationships.

Field Faculty Advisor

The Mandel School Field Faculty Advisor coordinates all aspects of field education including approval of organization/student placement, approval of Field Instructors, teaching the Organizational Theory and Practice and field practicum courses, providing field support to students and Field Instructors, and evaluating and grading of student performance.

The Field Faculty Advisor's roles and responsibilities include:

1. Develop working relationships with students and field organizations.
2. Provide general advice and professional guidance regarding all social work practice related issues and concerns.

3. Participate in the field conference with the student and Field Instructor during each field period.
4. Approve and develop new field sites.
5. Teach the field education OTP courses and field practicum courses and assign grades.
6. Evaluate and review field education policies and procedures.
7. Develop field curriculum.
8. Work collaboratively with faculty and other University administrators as a member of the student's educational team.
9. Maintain accessibility to students and field organizations.
10. Facilitate and offer consultation in all aspects of the field practicum process.
11. Provide written feedback to students relative to field performance and the implementation and utilization of field education documentation.
12. Respect and articulate the distinction between student learner and agency/organization employee.
13. Evaluate practicum, Field Instructor and Task Supervisor effectiveness.
14. Monitor practicum and intervene or mediate as needed.

Field Practicum Organization

1. Reserve the right to determine the number of students accepted each year.
2. Conduct interviews of students referred to the organization by the Field Faculty Advisor/Placement Team.
3. Complete all necessary procedures related to the acceptance of the student as an intern at the organization.
4. Provide the student with orientation and training to the organization, including policies and procedures, Health Insurance Portability and Accountability Act (HIPAA) requirements, safety protocols and all other performance expectations. All practicum sites must provide students with necessary health and safety equipment, including Personal Protective Equipment (PPE), to safely complete field practicum activities.
5. Provide the Field Education Department with descriptive organization information.
6. Model and teach the values and ethics of the social work profession throughout the organization.
7. Provide a Field Instructor who has a Master's Degree in social work plus two year's postgraduate experience.
8. Arrange for the appropriate scheduling or workload accommodations that will allow the Field Instructor sufficient time each week to supervise student placements. MSW students are required to receive 60 minutes per week of individual supervision with the Field Instructor.
9. Provide the Field Education Department with all required education and licensure documentation of the Field Instructor(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.
10. Fulfill the requirement of completing an Affiliation Agreement between the University and the organization.
11. Take all reasonable measures to ensure student safety.
12. Ensure that students are provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice.

13. Ensure that students are provided the required opportunities for in-person contact with clients and constituencies within several weeks of beginning practicum and on a continuous basis thereafter.
14. Comply with all policies and procedures outlined in the Field Education Manual and the Family Educational Rights and Privacy Act (FERPA).
15. Provide access to the necessary tools, space and resources (e.g. telephone, computer, office supplies, and adequate space) for the student to effectively work in the field.
16. Maintain an open dialogue with the Mandel School to discuss any issues affecting the agency's organizational structure that may impact the student's field education experience.

Mandel School of Applied Social Sciences

1. Provide a general orientation to Field Instructors and Task Supervisors regarding the policies, procedures and practices of the Mandel School Field Education Department.
2. Instruct students to comply with all required health screening, immunizations, criminal background checks and all other pre-employment requirements of the organization.
3. Monitor and address identified student conduct and performance issues.
4. Provide the organization with the necessary forms and documentation required by students and Field Instructors.
5. Provide opportunities for membership on the Mandel School Field Education Advisory Council as available.
6. Provide opportunity for Field Instructors and Task Supervisors to attend training seminars, field presentations and colloquia.
7. Maintain compliance with the regulations, policies and procedures of the Council on Social Work Education (CSWE).
8. Provide proof of negligence/malpractice insurance coverage to cover the student's field related activities.
9. Provide a designated Mandel School Field Faculty Advisor to guide the practicum process and discuss all issues relevant to and impacting the field education experience.
10. Provide the organization with timely notification of any changes in the procedures and policies governing the Field Education Department.
11. Monitor the quality of the field instruction to ensure compliance with departmental, School, and University policy.
12. Provide Field Instructors with access to designated library services of the Mandel School.
13. Facilitate and offer consultation in all aspects of the field placement process.

Student's Field Education Rights

Mandel School students have the right to:

1. A field practicum assignment that meets the requirements of the student's educational needs as defined by the Mandel School and affords each student the opportunity to master program competencies.
2. Consult with the Field Faculty Advisor on any field related topics and concerns that arise.
3. Weekly individual supervision 60 minutes in duration with the Field Instructor.
4. Assigned field education activities specifically enumerated in the Learning Agreement which serve an expressed educational purpose and align with the Competencies.

5. Expect that no field education task will be assigned that violates the ethics and values of the profession.
6. Due process if a problem arises related to the student's performance or behavior in the field. The Field Faculty Advisor is responsible for guiding the problem-solving activities. This may be done in consultation with the Assistant Dean of Academic Affairs, Field Education and External Relations, Dean's Consultation Committee or other Mandel School officials as indicated.
7. Participate in the field evaluation process and the opportunity to discuss the evaluation with the Field Instructor and Field Faculty Advisor.
8. When substantial differences exist in an evaluation between student and Field Instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

FIELD EDUCATION POLICIES

Much of the information included in this manual constitutes field education policy. The following sections within the manual also address specific areas of policy related to field education.

Safety In Practicum

Because of the populations served within certain field practicums and/or the location of certain field organizations, students may encounter risks to their personal safety or property during their practicum. These dangers may include the risk of personal injury or property damage from accidents, incidents involving clients, or crimes committed by third persons. While the Mandel School will make every effort to assist students in averting and handling dangerous situations, the Mandel School or the University cannot control the actions of third persons. To significantly minimize any risk to students or clients or client groups, the **Mandel School prohibits students from engaging in** the following activities:

- Students are not permitted to restrain clients under any circumstances nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an organization supervisor while completing home visits or other off-site activities. The field practicum organization must always be aware of the student's location when conducting home or community-based activities.
- Students are not permitted to work for extended and prolonged periods of time where there is no other organization staff present.
- Students are not permitted to handle or distribute medications.
- Students are not permitted to drive clients in their personal or organization automobiles without the proper insurance coverage and training.
- Students are not permitted to work with potentially violent clients without the proper training and supervision. Such interactions should only occur when other organization staff are present on-site.

- Students are not permitted to work with clients who have demonstrated a history of violence or aggression toward staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work.

Social work students work with clients in a wide variety of settings and situations. Some of these settings include working with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Field practicum organizations **should have written policies to address any work situation that entails potential risk**, such as home visits, services conducted outside the organization in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances, and services that are politically sensitive which may result in threats of violence.

Each site is responsible for orienting students to the safety, medical, health and emergency policies and procedures of that setting during the organization orientation, as well as in supervision. Practicum sites should also provide students with these policies and procedures in writing. These policies and procedures should be carefully discussed with the students, and reviewed periodically. Students are advised to take advantage of any additional specialized trainings provided by the practicum site and to take all necessary precautions to protect their personal safety and property during field placements. Procedures for the student to follow in the event of a safety, medical, health or emergency situation should be reviewed with students.

Agencies are required to immediately communicate any safety, medical, health or emergency incident involving a student to the Mandel School Field Faculty Advisor. If the Field Faculty Advisor is unavailable, notification should be made to the Assistant Dean of Academic Affairs, Field Education and External Relations, or the Associate Director of Field Education.

Additional safety precautions when in the field:

- Students should read and be familiar with the safety policies and procedures of the School and of the practicum organization and abide by health precautions and protocols related to the specific setting.
- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office-based meetings, it is important to consider the layout of the room, where each person will sit and quick access to exits in case of an emergency.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and expected return to the organization and refrain from carrying valuables or wearing expensive jewelry.
- When conducting home visits, students should be aware of their surroundings and who is in the house. Be aware of exit locations and do not allow a path to an exit location to be blocked.

- When conducting home or community-based field practicum activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the practicum organization.
- Students should ensure their cell phone is charged and on while in the field, in order to call for help in the event of an emergency or to contact the Field Instructor or another organization supervisor for support if needed.
- The practicum organization must always be aware of the student's location when conducting home or community-based activities, when they are expected to be finished and that they safely completed their activity.
- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.
- It is helpful to wear sturdy, flat walking shoes for safety reasons.
- It is also helpful to be alert and to walk with a purpose as if one has a clear destination.
- Be aware of people and animals in the immediate area.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. Students should immediately report any dangerous or adverse situations or incidents encountered during field practicum to their Field Instructor and Field Faculty Advisor.

Additional information related to safety can be found in the [NASW Guidelines for Social Work Safety In The Workplace](#). These guidelines are relevant to both practicum organizations and student interns.

Home Visits

Home visits are a regular part of many social work organizations and practicums. Even if they are not a regular occurrence within an organization, a home visit may be clinically indicated in certain situations.

All practicum organizations are expected to take appropriate measures to ensure the safety of all students and adhere to the safety policies included in the previous section. Students must receive appropriate training prior to completing home visits and have opportunities to accompany a social worker on home visits to observe and ask questions. Students must also have phone access to the Field Instructor or an organization supervisor while completing home visits or other off-site activities. The field practicum organization must always be aware of the student's location when conducting home or community based activities, when their expected completion of the activity is and if they safely completed their home or community visit.

At a minimum, the same safeguards provided to staff must be provided to students but it is not unusual for students to require additional support and security provisions. Refer to the section of this manual titled [Safety in the Field](#) for additional information regarding expectations and precautions for students completing home or off-site visits as part of the field practicum.

Mandatory Reporting, Duty To Warn, And Duty To Protect

The State of Ohio has laws which cover the mandatory reporting of child or elder abuse and the duty to warn if clients are or may be harmful to themselves or others. While laws regarding mandatory reporting, duty to warn and duty to protect vary from state to state and not all states have these laws, it is the **Field Instructor's responsibility to educate all students about these laws or the lack thereof**. It is also the Field Instructor's responsibility to educate all students regarding organization policies and procedures in these areas of practice. In the event that the Field Instructor is external to the practicum organization, the Task Supervisor or another organization employee must assume this responsibility.

It is the expectation of the Mandel School, should a student be required to report, they should do so with the proper supervision and guidance of their Field Instructor. In the event the Field Instructor is external or unavailable another social worker or informed employee should be available to assist the student in the reporting process. The Field Instructor and/or other responsible employee of the practicum organization should provide such guidance while ensuring that all state and/or practicum organization policies, regulations, laws, and ethical obligations are followed.

Professional Code of Conduct

Developing social work professionalism is a goal of field education, but regardless of one's advancement through field education, students are expected to adhere to [Case Western Reserve's Code of Conduct](#) and the Code of Conduct described in the [Mandel School Student Handbook](#). Adhering to these codes is a requirements to maintain good standing at the Mandel School:

- Adhere to the [NASW \(National Association of Social Workers\) Code of Ethics](#) and the [Code of Practice and Professional Conduct for Social Work Licensure in Ohio](#) (MSW) or the applicable code of the student's state social work board;
- Adhere to the Mandel School Code of Conduct as described in the [Student Handbook](#);
- Appreciate the value of anti-racism, diversity, equity and inclusion by demonstrating effective and nonjudgmental relationships and work with others who are different than oneself; and
- Adhere to confidentiality as it relates to human services, classroom activities, and field practicum.

Any student, whose performance within the field practicum site constitutes a breach of the NASW Code of Ethics, and/or the Mandel School Professional Code of Conduct, will be referred to the Dean's Consultation Committee and/or the Committee on Students. Students should carefully review the NASW Code of Ethics, which can be accessed on the [NASW Website](#).

All students are responsible for reading, understanding and complying with the required standards, NASW Code of Ethics and the Mandel School Code of Conduct.

The following Code of Conduct framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or in field placement) will be the basis for nonacademic termination policies (CSWE, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and

Procedures). Students must maintain respectful relationships with peers, faculty, Field Instructors, staff, clients and client systems, and other professionals.

Professional Commitment

- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics, as well as the Ohio Counselor, Social Worker and Marriage & Family Therapist (CSWMFT) Board or appropriate State Licensing Code, may result in a consultative review and/or administrative action by the Committee on Students.
- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

Professional Behavior

- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Uses sound judgment in decision-making.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
- Works and communicates effectively with others, regardless of level of authority.
- Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

Personal Behavior

Stress Management

- Demonstrates ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with academic and professional performance.
- Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts academic and professional performance.

Emotional Challenges

- Seeks and effectively utilizes personal and/or professional supports for problems that interfere with academic and professional performance.

- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
 - Compromising scholastic and other performance;
 - Interfering with professional judgment and behavior: Jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the Code of Ethics by the NASW and the State of Ohio Social Worker, Counselor and Marriage and Family Therapist Board).

Harassment

- There will be **zero tolerance** for any form of harassment, which includes the following:
 - Conduct that intimidates, threatens, or endangers the health or safety of any person.
 - Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
 - Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.

Student Dress Code

The Mandel School respects individual expression and self-determination; however, appropriate attire in the field practicum setting is an essential element of professionalism and demonstrates respect for colleagues, clients, organizations, communities and self. Students must follow the same dress code that is required of organization staff. Field practicum organization policies including, but not limited to, dress, tattoos, and/or piercings, must be strictly adhered to by students.

Ethics, Use of Technology and Social Media

The use of technology in the profession of social work profession has expanded greatly in recent years and has enabled social workers to help more people in need. There are many positive aspects to these developments but use of technology is not without risks and should always be done with the utmost caution and forethought. **The Mandel School requires students to carefully review the NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice**, which can be located on the [NASW website](#).

This document outlines a uniform set of standards for professional social workers to use as a guide to the use of technology in practice. The standards were developed using the NASW Code of Ethics and the ASWB Model Social Work Practice Act, and incorporate a humanistic framework to ensure that ethical social work practice can be enhanced by the appropriate use of technology (NASW, ASWB, CSWE & CSWA, 2017). The document is an excellent resource for students in field education. Students are encouraged to discuss these standards with their Field Instructors in supervision. All students must review, understand and adhere to the technology policies of the practicum organization, as well.

Social Media Policies

Students are expected to understand and adhere to the social media policies of the field practicum organization. The Standards for Technology in Social Work Practice specifically address the need

for social media policies, to “inform clients regarding their social worker’s professional use of social networking sites, email, text messaging, electronic search engines, smartphone applications, blogs, business review sites and other forms of electronic communication” (2017). A carefully constructed social media policy that social workers and agencies share with clients can enhance protection of private information and maintain clear boundaries.

Students are expected to maintain professional boundaries at all times in field education. Personal contact with clients of field practicum on social media is prohibited by the School and most field practicum organizations. Students are encouraged to seek direction from the Field Instructor and/or Field Faculty Advisor should they have questions regarding appropriate use of social media as it relates to the field practicum setting or clients.

Students are encouraged to review their personal social media presence and privacy settings as a broad audience may have access to their posts, pictures, personal information and/or interactions with others. It is important to recognize that anyone could be a client and there is the expectation that when using social media students will project a professional image that aligns with the values and ethics of the social work profession.

Transportation and Reimbursement

Depending upon the nature of services provided by the field practicum organization, students may be required to transport clients as part of their field experience. Some organizations provide organization vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the organization should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. An Insurance Rider may be required. Students are encouraged to contact their insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or organization clientele involving personal vehicles or the transportation of clients.

Students are responsible for their own transportation costs to and from the practicum organization and may be required to pay for parking. The organization is responsible to reimburse students for mileage and travel expenses incurred as part of required field education assignments. Students should discuss the reimbursement policies of the organization with the Field Instructor or other appropriate organization personnel prior to beginning placement.

Conflicts of Interest

To avoid any conflict of interest, students are not permitted to complete the field placements in an agency, institution or organization that is owned, or partly owned, by a family member. Additionally, a student’s family member may not serve as a Field Instructor or Task Supervisor for the student. Students are obligated to notify their Field Faculty Advisor if a family member, quasi-family member or personal friends are employed in any capacity with the practicum organization or institution. This disclosure may not automatically preclude a placement, but is necessary to build in safeguards to maintain appropriate boundaries between the parties.

Nondiscrimination Statement

The Mandel School's Field Education Department does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support and evaluation of students and all other activities related to its program.

Disability Accommodations

The Mandel School and Case Western Reserve University do not discriminate on the basis of disability in admission or access to its programs and activities. The Mandel School is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need resources or accommodations in order to achieve this objective.

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, students should contact the Office of Disability Resources (ESS, Sears 470). The staff there will work with each student to verify the need for specific accommodations. When an accommodation is approved, the Office of Disability Resources will provide the student with the appropriate information to share with the Field Faculty Advisor. Once receiving an accommodation, the student should make an appointment to meet with the Field Instructor and Field Faculty Advisor privately to discuss the support that may be required within the field practicum setting or in field education courses.

Accommodations must be shared by the student and discussed with the Field Faculty Advisor and Field Instructor in order to apply to field education courses or field practicum activities and requirements. The Field Faculty Advisor and Field Instructor will work collaboratively with the student to develop a plan to best meet the identified competency-based learning needs. Information regarding the nature of a student's disability is confidential and is not shared by the Office of Disability Resources with the Field Faculty Advisor or Field Instructor.

Accommodations cannot be implemented retroactively; therefore, it is in the best interest of the student to notify the Field Faculty Advisor and Field Instructor of approved accommodations in a timely manner. For additional information regarding disability resources and the process of obtaining an accommodation, please contact the [Office of Disability Resources](#).

Productivity Requirements

Students should not be held to any productivity standard in their field practicum. Productivity standards of the organization should not be used as grounds for successful completion of the Learning Agreement and evaluations. If concerns regarding a productivity standard do arise, the student and/or Field Instructor should consult with the Field Faculty Advisor.

Difficulty In Practicum

There are several ways in which the Mandel School supports students who experience difficulty in field practicum. The major effort is through consultation, advising and support. In the field practicum setting, students experiencing difficulty are encouraged to discuss concerns directly with the Field Instructor and Task Supervisor (when applicable), and in the School setting, the Field Faculty

Advisor, Assistant Dean of Academic Affairs, Field Education and External Relations, or Associate Director of Field Education.

When a Field Instructor has attempted to work with a student around a practice or performance concerns and has seen little progress in resolving the identified concerns, the student's Field Faculty Advisor should be contacted immediately for additional consultation. The Field Faculty Advisor will work with both the student and Field Instructor, sometimes jointly, to clarify the concerns and suggest strategies to work towards resolution.

The Mandel School has a responsibility to the profession and to the future clients of their students to maintain high professional standards. Though infrequent, there are occasions when the Field Faculty Advisor and Assistant Dean of Academic Affairs, Field Education and External Relations may conclude that a student is not able to provide competent, ethical service to clients or other constituents. When a determination of this magnitude is made, the Assistant Dean of Academic Affairs, Field Education and External Relations will consult with the Dean's Consultation Committee and if deemed appropriate, the Committee on Students.

Students' Concerns

When students encounter difficulties in field practicum, the first step is for the student to raise the issue with the Field Instructor. If the Field Instructor is external to the practicum organization, the student should also raise the issue with the Task Supervisor. The Mandel School encourages student self-advocacy and a problem-solving approach. However, if the student's efforts do not lead to a resolution of the problem, the student should notify the Field Faculty Advisor to receive guidance, support, and coaching, as well as to discuss additional problem-solving strategies. When appropriate, the Field Faculty Advisor will assist in addressing the concerns in a collaborative and problem-solving approach.

Remediation Process

When there are serious concerns about a student's field performance, the Field Faculty Advisor should be notified by the student and the Field Instructor. The Field Faculty Advisor has the responsibility to coordinate a meeting to collect information and help develop a plan of action. The result of this meeting often takes the form of a written Remediation Plan with specific tasks and/or time sensitive performance expectations. All parties should review the plan and the timeframe for reassessment of the identified concerns. Issues addressed by a Remediation Plan might include, but are not limited to the following:

- Failure to prioritize duties, responsibilities, and complete activities.
- Unsatisfactory progress towards completing competency-based learning activities, required practicum hours or in acquiring the required social work competence
- Inadequate concern and sensitivity for human needs
- Violating professional boundaries with clients/client groups and/or staff
- Inability to integrate theoretical concepts into practice
- Failure to demonstrate the ability to effectively regulate a range of emotions
- Demonstrating inflexibility in working with agency and School personnel
- Failure to work as part of a collegial network

- Failure to seek appropriate resources to help insure that personal issues do not interfere with field performance
- Failure to communicate in a professional, effective and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals the student may come in contact with in the field practicum and related settings
- Failure to present in a professional manner
- Demonstrating inappropriate attitudes toward diversity
- Demonstrating inadequate professional awareness, insight and social consciousness
- Inadequate professional responsibility to practicum site
- Excessive tardiness or absenteeism or failure to notify the field practicum site in a timely manner of absences
- Terminating the field practicum without the advanced written permission of the Field Education Department
- Failure to demonstrate professional assertiveness
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice
- Advocating for change in an inappropriate, unprofessional and/or unproductive manner
- Inability to follow organization policies, procedures, and directives
- Violation of NASW and State Licensing Board Codes of Ethics and/or the Mandel School Code of Conduct

In some cases, an extension of time in the field practicum may be indicated to appropriately address the concerns raised in the Remediation Plan. If performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete may be requested at the end of the semester, in accordance with Mandel School Incomplete policy. The Incomplete form must include the Remediation Plan with tasks and/or time sensitive performance expectations and a non-negotiable due date for the completion of all requirements. The Field Instructor and Field Faculty Advisor must agree to the plan. The Assistant Dean of Academic Affairs, Field Education and External Relations provides final approval of all Remediation Plans and requests for Incomplete grades. The Incomplete form is not approved until signed by the student's Field Faculty Advisor. Students must comply with all conditions and dates specified in the Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "NP" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a request for an Incomplete are not permitted to register for the subsequent field period. Evidence of successful completion of all field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the Mandel School Student Handbook. The Request for Incomplete form can be located on the [Office of the Registrar webpage](#).

Severe circumstances or student behaviors may warrant an immediate suspension of field hours or dismissal from Practicum. Field practicum organizations are able to terminate students from practicum at their discretion, although these decisions should only be made in severe circumstances. Termination is regarded as a last resort when problem-solving efforts have not resolved concerns. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the organization. This may include turning in keys and organization property, removing personal items, etc. and is completed in cooperation with the organization. It is the responsibility of the student and Field Instructor to complete the final evaluation in ELC and a Final Time Report to account for the number of hours completed.

The Assistant Dean of Academic Affairs, Field Education and External Relations may temporarily or permanently suspend or remove students from practicum as a result of serious performance, behavioral or conduct concerns. A decision to suspend field hours or remove a student from practicum is made in consultation with the Field Faculty Advisor, Field Instructor and practicum organization. Students suspended or removed from practicum may be referred to the Dean's Consultation Committee and/or the Committee on Students for further consultation and action.

Any circumstance involving student falsification of field hours, activities or field education documentation will result in an immediate referral to the Dean's Consultation Committee and/or the Committee on Students.

Field Education Withdraw

Field education is distinct from most other courses in that field practicum entails not only the educational objectives of the student, but also professional responsibilities to clients, organization, and community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of the Field Instructor to balance the educational needs of the student with those of the practicum organization and those they serve.

Students withdraw from courses for many reasons, including educational considerations, serious illness, personal crisis and performance problems. Should a student need to withdraw from field education for any reason, the student should notify the Field Faculty Advisor and the Field Instructor to discuss the intent to withdraw. Together, the student, Field Faculty Advisor and Field Instructor must develop a plan to temporarily suspend or terminate practicum in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be successfully completed before moving onto subsequent field periods. The student should consult with the Mandel School Registrar and follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar's Office.

Change of Field Faculty Advisor Request

Students requesting a change in their assigned Mandel School Field Faculty Advisor must make the request in writing to the Assistant Dean of Academic Affairs, Field Education and External Relations. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The Assistant Dean of Academic Affairs, Field Education and External Relations or designee will consult with the student and Field Faculty Advisor

prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Faculty Advisor will meet to discuss the possible need for a change of advisement before the student submits the written request to the Assistant Dean of Academic Affairs, Field Education and External Relations. This step must occur before a written request for a change will be considered.
2. The student must submit a written request for a change in Field Faculty Advisor to the Assistant Dean of Academic Affairs, Field Education and External Relations.
3. If the request for a change is granted, the Assistant Dean of Academic Affairs, Field Education and External Relations or designee will inform the student, the current Field Faculty Advisor, and the newly assigned Field Faculty Advisor of the change. The current and new Field Faculty Advisors will consult with each other regarding the advisement that has occurred. Approved changes in Field Faculty Advisors can only be implemented at the conclusion of a term, as Field Faculty Advisors serve as the instructors for field education courses. Instructors may not be changed while a course is in progress.
4. If the request for a change is denied, the Assistant Dean of Academic Affairs, Field Education and External Relations or designee will notify the student and Field Faculty Advisor of the decision and the rationale for preserving the original assignment.
5. An appeal of the decision must be made to the Office of the Associate Dean in writing within five days of notification.

Students should be aware that a request for a change of Field Faculty Advisor will be impacted by the availability of an alternate Field Faculty Advisor who is teaching the upcoming field course that the student requires. **If no alternate Field Faculty Advisor is teaching the students required field course, a change cannot be made and an alternate plan will be determined.**