

Walden University

**Master of Social
Work (MSW)**

Field Education Manual

2013–2014

WALDEN UNIVERSITY
A higher degree. A higher purpose.

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Master of Social Work Field Education Manual

This *Field Education Manual* is designed to assist students in comprehending the requirements, procedures, and policies for their social work field placements. The field director will approve all field sites and field instructors. This manual identifies the roles and responsibilities of the field director, university faculty field liaison, field agency, field instructor, and student. It also describes the field placement process, the evaluation process, and the policies regarding the field placement experience.

Mission and Goals

The University Mission Statement

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

The College of Social and Behavioral Sciences Mission Statement

The College of Social and Behavioral Sciences provides culturally and contextually relevant education programs based on the scholar-practitioner model. The programs are designed to appeal to a diverse array of learners to enhance their professional opportunities and ability to act as social change agents.

The School of Social Work and Human Services Mission Statement

The School of Social Work and Human Services is dedicated to preparing adult learners as scholar-practitioners by expanding their knowledge of real-world social problems and preparing them as social work and human services professionals who provide ethical, evidence-based services to individuals, families, groups, organizations, and communities. Students are educated by an experienced faculty of doctoral-level scholars with a breadth of personal and professional experience in serving the needs of populations, human service organizations, and communities. Graduates will be equipped with interdisciplinary knowledge of contextually and culturally relevant assessments, intervention strategies, and evaluation methods that will enhance their service and change-agent skills in areas such as practice, collaboration, and advocacy for underserved and never-before-served global populations.

The School of Social Work and Human Services envisions a future in which our programs are viewed by our disciplines as leaders in preparing professional helpers and change agents at all levels of post-secondary education both domestically and internationally. We will be leaders in our professions and our professional organizations through modeling 21st century teaching and learning approaches and through scholarship appropriate to each educational level, and our graduates will apply their acquired and generated knowledge to solve critical social problems in such a way as to promote positive social change for individuals, families, organizations, and communities.

The Master of Social Work Mission Statement

The Master of Social Work (MSW) program will cultivate the development of social work scholar-practitioners by expanding their knowledge of real-world social problems and preparing them as social workers who provide ethical, evidence-based services to individuals, families, and groups. The curriculum is grounded in the strengths and empowerment theoretical models to facilitate the students'

acquisition of knowledge and skills needed for advanced clinical practice as professional social workers. Graduates of the MSW program will be equipped with knowledge of the contextually and culturally relevant engagements and assessments, intervention strategies, and evaluations that enhance their skills in areas such as practice, collaboration, and advocacy for underserved populations.

Program Description

The goals of the Master of Social Work (MSW) program are derived from the mission statement of the program and the school. The MSW degree is designed to prepare students to serve individuals, families, and groups as clinical social workers. All students in the program will complete coursework, clinical skills training, and supervised field experiences and will receive support designed to prepare them for ethical and competent practice as professional social workers. Walden University graduates will be prepared to design culturally and contextually relevant clinical social services in their practice and provide mentoring and supervision to, advocacy for, and collaboration activities with their varied client populations.

Program Goals

At the end of this program, each graduate will be able to:

1. Demonstrate the development of a professional orientation and identity as a social worker.
2. Apply legal and ethical standards in clinical social work practice.
3. Apply principles of advocacy that promote cultural understanding and positive social change.
4. Utilize evidence-based research and critical-thinking skills to inform clinical social work practice in meeting the needs of diverse clientele.
5. Synthesize and apply theories of human growth and development to develop culturally responsive social work practices.
6. Demonstrate knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, and groups.

Field Education

The purpose of field education is to provide opportunities for students to apply and demonstrate their social work knowledge, values, and skills in relation to identified client needs and the agency's purpose. As students learn from the professional demands of agency life, the knowledge, values, and skills acquired from all areas of the curriculum are translated into performance and professional competence. Field instruction provides opportunities for students to gain new knowledge and understanding in all areas of the curriculum through agency-based practice; for example, field education provides an opportunity to experience differences and agreements between theoretical perspectives and the realities of daily practice and to integrate theory and practice.

The Council on Social Work Education (CSWE) has created Educational Policies and Standards (EPAS) that include the criteria for Field Education.¹ This area of the curriculum is considered the "signature pedagogy" of the program. Field education is considered the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner; connects the theoretical and conceptual contributions of the classroom with the practical world of the practice setting; and is systematically designed, supervised, coordinated, and evaluated based on criteria to demonstrate student achievement of program competencies.

This agency staff member supervises the student in the field placement. This individual is usually employed by the agency and holds an MSW degree from a CSWE-accredited social work program. It is preferred that she or he has a minimum of 2 years of post-MSW experience. The Field Instructor will evaluate the performance of the student through field evaluations and site visits. The field evaluation are providing at the end of their first quarter of field (midterm field evaluation, Appendix) and an evaluation at the end of each quarter (Appendix . .

Field Education Roles and Responsibilities

Quality field instruction requires the close collaboration of the agency, field liaison, field instructor, student, and social work program. Each has a distinct role and specific responsibilities in field education. To enhance the coordination and execution of those roles, the responsibilities of each are identified below.

Field Director

This Walden University faculty member is responsible for the overall functioning of the field education program. The field director develops agency placements, agency affiliation agreements, and approves student placements.

¹ <http://www.cswe.org/File.aspx?id=13780>

The field director is administratively responsible for the design, coordination, and guidance of the field education component of the social work curriculum. In collaboration with agencies, field instructors, students, field liaisons, and members of the social work faculty, the field director is responsible for:

1. Developing and maintaining the *MSW Field Education Manual*. This manual provides the context and guidance for field education and should be widely referenced by all involved in a field placement.
2. Selecting agencies that meet criteria appropriate for field placements and approving agency staff members as field instructors.
3. Arranging for the educational component of the field instruction to be provided by a professional with an appropriate social work degree in those situations where the field instructor does not have the required social work degree.
4. Coordinating and finalizing assignment of students to field agencies.
5. Orienting field instructors to the design and objectives of both field education and the overall social work curriculum and to methods by which the two can be integrated.
6. Supervising field liaisons.
7. Assuring that field education policies and procedures are correctly implemented and that the educational objectives of field education are not compromised.
8. Continuously assessing the quality of the field education program.

Field Education Coordinators

These Walden University staff members are responsible for working closely with students to process field applications to ensure that all necessary paperwork and approvals are completed before a student enters field placement. The field coordinators work with the field director in the development of agency placements.

The field coordinators work closely with the field director to complete the following:

1. Managing and implementing the field application process.
2. Responding to student questions about the field placement.
3. Supporting students with locating field sites.
4. Reviewing and approving with the field director student field applications each quarter.
5. Responding to students, site instructors, and agency directors' questions about the field placement.
6. Troubleshooting with the field director, field instructors, and liaisons any student problems that emerge at field placement sites.
7. Educating students, directors of sites, and site instructors about field policies and expectations.
8. Working with the field director to facilitate orientations for students and site instructors.
9. Collaborating with the Central Office of Field Placement (COFE) on affiliation agreements and field-related legal needs.

Field Liaison

This Walden University faculty member is responsible for integrating the field placement experience with classroom learning. The field liaison teaches the field seminar class and acts as the liaison between the university and the agency. The field liaison holds the MSW credential and may provide required oversight of students at the agency if an MSW is not on site.

He or she serves as a liaison between the social work program and the field agencies by:

1. Communicating with the field sites twice each quarter to: (a) identify appropriate learning opportunities for the student; (b) consult with the student and field instructor on the progress of the placement; and (c) review student records.
2. Consulting with field instructors and students regarding existing field-related problems, including appropriate problem-solving activities.
3. Evaluating the student's performance and assigning a grade for field education.
4. Assessing the student for appropriateness in the social work profession, including adherence to the professional code of ethical conduct.
5. Providing evaluative information to the field director on the quality of the agency's field education and recommending revisions in the agency's field education program.
6. Teaching field seminar courses to social work field students to help them understand the integration of social work theory and practice.
7. The field liaison must complete a self-paced tutorial on the requirements of the social work program.
8. Providing required MSW oversight of students at the agency when an agency does not have an MSW on staff.

Field Agency

An agency's decision to accept a social work student comes with certain obligations to invest agency resources and the time necessary for quality field education. Agencies are responsible for:

1. Structuring the work load of field instructors so that sufficient time is available for supervising students.
2. Developing assignments and adhering to expectations that are appropriate to the educational objectives of social work field education at the foundation level and advanced clinical level.
3. Providing students with necessary work space, resources, and support services.
4. Accepting students for placement without regard to race, ethnicity, sex, age, sexual orientation, religion, political beliefs, or disability.
5. Allowing students to explore and experience all aspects of agency structure, policy, and program relevant to student learning objectives.
6. Orienting students to agency policies, procedures, and programs and informing students of significant revisions in each.

7. Providing clear procedures to ensure the safety of the student, and implementing a process to support the student if safety issues arise.
8. Ensuring that students provide background check and drug screenings documentation if they are required by the agency.
9. Keeping affiliation agreements up to date.
10. Providing opportunities for students to experience contact with all client systems during the generalist practice year and opportunities for advanced clinical practice during the concentration year.
11. Designating a field instructor who will assess and evaluate student performance

Field Instructor

The primary role of the agency field instructor is that of an educator. This agency staff member supervises the student in the field placement. This individual is usually employed by the agency and holds an MSW degree from a CSWE-accredited social work program. It is preferred that she or he has a minimum of 2 years of post-MSW experience. The Field Instructor will evaluate the performance of the student through field evaluations and site visits. The field evaluation are providing at the end of their first quarter of field (midterm field evaluation) and an evaluation at the end of each quarter.

All field instructors are required to participate in the university orientation on social work field education requirements. Field instructors must complete the *Field Instructor Profile* and submit a resume.

This is both a demanding and potentially rewarding role that involves the following varied responsibilities:

1. Identifying student learning needs in collaboration with the student and field liaison, reflecting relevant competencies and practice behaviors at the foundation and advanced levels.
2. Selecting learning materials and activities relevant to the student's learning needs and objectives, including: (a) the appropriate type and number of cases; (b) inter- and intra-agency meetings and community task groups; (c) assigned readings, including grant proposals written by the agency; (d) agency projects, including those that involve participation with other agencies and/or community groups; (e) group and community intervention, including activities such as assessment of community needs, functioning as a liaison between the agency and a community group, and facilitating/organizing an advisory group; and (f) educational conferences.
3. Assuring that the student is properly oriented to agency policies, procedures, norms, and the organizational structure.
4. Assuring that the student is behaving in a manner consistent with the professional code of ethics.
5. Interpreting the objectives of the field education program to other agency personnel, and eliciting support for those objectives and acceptance of the student as a beginning-level professional social worker.

6. Providing weekly supervisory conferences for students, a minimum of 1 hour, focused on identified learning needs and objectives.
7. Assessing student performance relative to beginning-level knowledge and skills, and providing structured, constructive evaluative feedback to the student and faculty liaison, including completion of the Student Evaluation forms ([Appendix B](#) and [Appendix C](#)).
8. Addressing any concerns or areas for student development with the university faculty field liaison and collaborating with the student and faculty field liaison on developing a plan to address these concerns.
9. Providing information to the student regarding safety and review specific agency policies regarding safety; and providing the student with supervision and support if safety issues arise.
 - 10. Attending the required Field Supervisor Training webinars below in order to become an approved Walden University Social Work Field Supervisor: Orientation for New Field Supervisors
 - Supervision for New Field Supervisors
 - The Field Supervisor as Teacher: Integrating Theory and Practice
 - Student Safety in the Field: The Role of the Field Supervisor
 - Ethics for Field Supervisors

MSW Student Responsibilities

A productive field placement requires that the student actively participates in the design and implementation of the student's field experience. Students must complete their applications for field placement and it must be approved by the field director no later than two quarters prior to going into the field. To maximize the opportunity presented by field education, the student should fulfill the following responsibilities:

1. Collaborate with the field instructor and field liaison in identifying learning needs and specifying learning objectives related to competencies and practice behaviors at the foundation and advanced levels.
2. Engage in practices and behaviors that are consistent with the National Association of Social Workers (NASW) Code of Ethics and the CSWE EPAS standards.
3. Actively explore learning opportunities within the agency and participating with the field instructor in the selection of appropriate learning materials and activities.
4. Comply with agency and field placement policies, procedures, and standards, including background checks or drug screens if the agency requires them.
5. Use supervision and supervisory conferences appropriately, including participating in selecting content for conferences and using supervision to openly address needs, concerns, and issues.
6. Attend and participate in agency staff meetings and professional meetings or conferences recommended by the field instructor.
7. Integrate field and classroom learning by applying theory and concepts to field assignments and thoughtfully participating in all meetings of the field seminar.

8. Continually assess the quality of the field experience and field education, and keep the field instructor and faculty field liaison informed of concerns regarding the placement. Concerns should not be left until the final evaluation. The student shares responsibility for avoiding this situation and assuring that concerns are addressed as soon as they are identified. The student and field instructor will notify the field liaison and field director immediately of any serious issues or issues that could become serious.
9. Attend a Residency before being placed in a field agency.
10. Participate in field orientation before going into a field agency.

MSW Student Rules of Conduct at Field Placement

MSW students are expected to abide by the following rules while at their field placement:

1. To arrange life and work schedule to permit a field placement schedule that is consistent from week to week and that meets the requirement for 250 hours per academic term.
2. To familiarize themselves with and abide by the policies and regulations of their field placement agency and those of the Walden University Social Work Program. This includes adhering to the policies and requirements outlined in this manual, HIPAA requirements, *Code of Ethics*, and any other requirements specific to the placement site.
3. To follow Walden's processes for applying and interviewing for placements.
4. To perform in a responsible, professional manner maintaining commitments to the agency, the field instructor, and the clients.
5. To not utilize agency computers for personal reasons.
6. To not utilize personal cell phones during internship hours unless expecting an urgent message. If an urgent call is expected, authorization to take the call should be obtained from the field instructor.
7. To not utilize personal cell phones to contact clients or to do agency business.
8. To not complete classroom work during field hours unless special authorization from the field liaison and field instructor is obtained.
9. To arrive on time and to stay for the full duration of the scheduled shift. A student's grade in field will be affected by persistent absenteeism or tardiness.
10. To ensure that appearance and demeanor reflect a professional manner; consult with field instructor regarding agency dress code.
11. To develop, in conjunction with the field instructor and field liaison, a learning contract which identifies the activities and expectations to meet the learning objectives and outcomes based upon competencies and practice behaviors identified by the Walden University Social Work Program. To take an active role in planning and implementing the learning experiences in the field experience using the opportunities at the field site to integrate theory and practice, increasing the level of knowledge and self-awareness, and to share course syllabi with the field instructor.
12. To communicate educational needs and interests to the field instructor and to notify the field liaison if they are not receiving at least 1 hour per week of supervision.
13. To discuss with the field instructor and/or field liaison areas of concern or confusion about the field learning experience.
14. To attend and be prepared for scheduled supervisory meetings with the field instructor.

15. To notify the field instructor of any necessary absences from field as is expected in professional employment.
16. To maintain a timesheet that documents attendance at field placement.
17. To make up any missing field time during the same quarter to ensure that required field education hours are met.
18. To participate in any scheduled three-way conferences with field instructor and field liaison.
19. To adhere to the *NASW Code of Ethics* in all practices.
20. To participate in the evaluation process with the field instructor by reviewing, signing, and confirming delivery of the evaluation forms.
21. To handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and professional performance.
22. To seek and effectively use help for problems that interfere with scholastic and professional performance.

Field Instruction Courses

Field instruction courses are designed to enable students to learn:

1. A full range of the practice of social work with individuals, families, and groups.
2. To evaluate relevant policies and procedures that govern service delivery in an agency.
3. To incorporate social work values, ethics, knowledge, and practice principles in all professional interventions.
4. Self-awareness and the ethical integrity required for competent professional performance with clients, within the social work profession, and in society.
5. To use scientifically grounded interventions and knowledge in their practice and in the evaluation of their professional work.
6. To recognize the contributions to society of human diversity and the implications of this diversity for social work practice.
7. To identify and propose strategies to counteract institutional and personal prejudice and discrimination based on race, ethnicity, gender, sexual orientation, age, and disability.
8. To accept responsibility for continued learning and for contributing to the development of the social work profession.
9. To identify and demonstrate behaviors that are reflective of EPAS standards.

Communication With Field Placements

The Walden University Social Work Program uses technology services to ensure appropriate and thorough communication among the student, field instructor, and field liaison. This technology includes the use of the Blackboard classroom management systems, web video calling, and teleconferencing between different stakeholders in the field placement. The university field liaison will meet virtually with the agency field instructor during the quarter and will monitor the student in the field seminar courses.

Application for Field Placement

All students in the Master of Social Work program must apply for placement in a field agency by completing the application for field placement. Students are required to submit a copy of their resume and certificate of liability insurance with their application. Once the application is approved by the field office, students will be notified via email.

Field Hours

The academic term consists of 11 weeks. Students are encouraged to spend 21–24 hours per week at their field placement sites to ensure that they can meet the 250-hour requirement in one academic term. Students should communicate with their field instructors to determine the appropriate number of hours to be at the site each week to fulfill the hourly and professional development requirements. Each student should participate in at least 1 hour of supervision per week with the field instructor. During supervision, students should prepare an agenda that reviews any questions regarding work with clients, documentation, integration of social work theory to practice, and professional growth that leads to an identity as a social work practitioner.

Student Absences From Field Instruction

1. Agreed-upon days and times in the placement are expected for the entire scheduled field instruction period. Students are expected to attend all agreed-upon days and times in the placement schedule for the entire field instruction period.
2. Students are to notify the field instructor when they must be absent; if the absence is expected to last more than 1 week, they must also notify the field liaison.
3. All absences are to be made up in a manner mutually agreed to by the student, the field instructor, and the field liaison.
4. A minimum of 250 field hours must be completed for a student to receive a passing grade in field education. If a student fails to meet the 250-hour requirement the student will not receive a passing grade for field education and will have to retake the course.
5. Absences due to observance of religious holidays, attendance at professional meetings, or participation in professional conferences may be excused with the prior approval of the field instructor and field liaison. The field instructor will determine the number of field hours credited for attendance at professional meetings or conferences.
6. Students are not allowed to bank field hours in hopes of completing their field placement earlier. Students must remain at the field placement until the end of the academic term.
7. If a student is absent from the field without notifying the field instructor more than one time, the field placement will be terminated and a grade of Unsatisfactory will be given. The field liaison will communicate with the field instructor to discuss transition plan so that clients can be covered.

Continuing Field Placement Between Quarters

Students must have university supervision at all times while participating in the field placement. Students who wish to remain active at their field placement site during the interim week between quarters must receive permission from their faculty field liaisons. The faculty field liaison will ensure that students maintain contact with him or her or a member of the field staff during the interim week. This contact may be made either through the classroom or using other technologies (e.g., web video calling or teleconferencing). Students completing placement must have met the hour requirements and have the final documents submitted by the end of the quarter, so students should not plan to use the week between quarters to complete field experience hours.

Field Placements at Student's Current Place of Employment

It is recommended that students not be placed in agencies where they are employed. The familiarity of a student's workplace often creates issues for students who are in a placement to learn new skills while trying to satisfy employer and work demands.

In exceptional circumstances, students may be **allowed one employer-based placement**. The following policies apply to employer-based field placements:

1. The student must have an assignment in a unit or program of the agency that is different from his or her regular employment. This unit should be a unit where the student has never worked.
2. The field instructor must not have supervised the student prior to the field placement and must not be a current supervisor.
3. The student must have been employed for 1 year prior to the field placement.
4. The field placement must have an educational focus.
5. An agency that is providing a field placement for an employee must meet the same criteria as other field agencies.

Issues Arising in Field Placements

The field placement is quite different from other university courses. While a field placement in a community agency is organized around educational objectives determined by the MSW curriculum, it also involves professional responsibilities to clients, agencies, and the community. As a result of the involvement of these many stakeholders, it is imperative that field liaisons and field instructors recognize early and respond quickly to student's performance problems. When problems occur, it is crucial that the field instructor, student, and field liaison attend to a number of issues: the rights of clients to adequate professional service, the educational needs of the student (including access to corrective and supportive services, as appropriate), and the gatekeeping function of the social work program and professional community.

Students are required to contact their field liaison if they experience a significant issue or problem during the field experience. The field liaison will contact the field instructor to discuss the matter and attempt to resolve the problem. Upon resolution, the field instructor should document the problem and its resolution. The field liaison should also document the procedures for resolving the problem, and the field instructor, the student, and the field liaison should sign the document acknowledging that each understands and agrees to the procedures for resolution. Each individual should have a copy of the signed document. A copy of the document should also be forwarded to the field director. Upon the completion of the field placement, the field instructor and field liaison should complete the appropriate documentation indicating that all requirements for addressing the problem have been fulfilled.

If the problem or issue is unable to be resolved in this manner, the field liaison should consult with the field director, and they will meet with the field instructor to resolve the matter. As previously outlined, appropriate documentation needs to be completed to ensure that the student, field instructor, field liaison, and field director are in agreement with the resolution to the problem. Upon completion of the field placement, appropriate documentation should be signed by all individuals involved, stating that the requirements for addressing the problem have been fulfilled. After consultation with the field liaison, the field director will make the final decision as to whether a student should be removed from placement and if another placement should be located for the student.

Evaluation of the Student's Performance

Evaluation of the student's performance in the placement agency should be an ongoing process.

The student is to receive continual assessment of and feedback about her or his performance throughout the field placement. Performance expectations are detailed in the field evaluation forms for each course. These forms are given to the student and the field instructor at the time of placement by the social work program ([Appendix B](#) and [Appendix C](#)). These expectations serve as the basis for the field placement contract that is developed by the student and the field supervisor. If, at any point, a student's performance is evaluated by the field instructor as less than satisfactory, the field instructor shall notify the field liaison immediately. A final conference, between the field instructor and the student, is to be held prior to the end of the quarter to evaluate the student's field education performance. The student is expected to participate actively in the evaluation conference.

Credit for Life Experience

No credit toward field hours will be given for previous work and/or life experience. The social work program does recognize the richness of contributions from students with previous professional social work experiences and appreciates the value this brings to the classroom.

Liability Insurance

Each student is to obtain professional liability insurance prior to beginning the placement. Students must obtain their own malpractice insurance policy, even if they are covered by the site's insurance

policy. Students may obtain the required insurance through NASW Assurance Services² or through any other agency that provides coverage. Students are required to be insured at the onset of the field placement until the end of placement. In those instances where the insurance certificate that was sent with the application expires during the field experience, the student will need to send a current insurance certificate to the field director. Students must have a current insurance certificate on file to participate in the field placement and will not be allowed to go into the field without proof of liability insurance.

Requesting Accommodations in Accordance With the Americans with Disabilities Act

Disability Services

The Social Work Program at Walden University will not discriminate on the basis of disability and is committed to providing all qualified students with disabilities equal access to its programs, services, and activities in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973.

In post-secondary education, it is the student's responsibility to self-identify disability status and register with Disability Services prior to requesting accommodations.

To register with Disability Services, submit documentation of disability along with Walden University's *Accommodation Request* form to Disability Services to: disability@waldenu.edu. The process and form are available at: http://ecampus.waldenu.edu/c/Student_Faculty/StudentFaculty_436.htm

Students with disabilities requesting accommodations with field education should register with Disability Services prior to registering for field education and should clarify their specific accommodation needs. In most cases, field education sites have their own systems for ensuring equal access for employees/interns with any disabilities. Walden's Disability Services will help address any gaps in those systems.

² http://www.naswassurance.org/student_liability.php?page_id=12

Basic Principles of Personal Safety/Risk Management Strategies for Social Work Interns

The MSW program wants to make students aware that there are certain inherent risks in any situation requiring contact with the public. Social work is a profession that works with people with both strengths and challenges, who often live in troubled environments. To reach people in need, agencies are located in areas that provide reasonable access to clients served. Students entering the field need to be aware that most, if not all, field settings entail safety risks for staff and students alike. Such risks are not solely student risks, but risks that social workers must acknowledge throughout their careers. While fulfilling the field placement, the students must also be attentive of the need for personal safety and act accordingly to minimize these risks. During the orientation to the agency, students should discuss safety issues with their field instructors. Students with any safety concerns or questions should contact the field education office to discuss these issues and seek guidance. Students will receive safety training during their field seminar and residency. Below are some guidelines that will give a quick overview for personal safety.

1. Remember, each person is ultimately responsible for his or her own personal safety. Each individual should pay attention to his or her instincts. They can be an important guide to danger.
2. Interns and/or students should always inform the field instructor and faculty field liaison of incidents where they feel personal safety is threatened.
3. Interns and/or students should be alert to all parties in the immediate environment.
4. Interns and/or students should carry themselves in a confident manner and be purposeful in actions.
5. Be friendly; however, do not disclose a great deal of information about oneself or family.
6. At all times, consider safety. Use observational skills to practice safety.
7. Be aware of the physical setting where clients will be seen. Where is the desk located? Always have a pathway to the door. Do not seat the client between oneself and the door.
8. Don't place excessive items on the desk. Paperweights, staplers, or scissors can all become weapons.
9. If appropriate, leave the door open when meeting with clients.
10. Find out if the agency has a buzzer system or other methods to communicate with staff when an individual worker is having problems.
11. Keep the field instructor/other staff informed when and where clients will be seen.
12. Never remain alone in a building seeing clients.
13. Never work in the building alone. The field instructor or other staff should be on site and available when students are engaged in field activities.
14. Be aware of the environment when entering and leaving the agency. If suspicious circumstances are observed, notify the supervisor or wait for others to enter or leave the building..

Sometimes social workers find themselves working with clients who become agitated. This can be especially true with mandated clients who are required by court order to receive social work services. Below are a few tips for dealing with agitated clients. More information on this topic is also covered in

Guidelines for Dealing with Agitated Clients

If a client becomes agitated or confrontational:

1. Maintain an appropriate distance. Sometimes, one tends to move closer to an individual and this can escalate a situation or put one in danger of being assaulted. Give them space to walk out of the area or to remove oneself from the area. If needed, ask the field instructor or another staff in authority for assistance. (This allows the student to disengage with the person, get out of danger, and make agency staff aware of the volatile situation.)
2. Encourage the person to have a seat if they are standing. Pacing can increase the agitation. The student may wish to stand until assistance arrives or may choose to sit after the client sits.
3. Do not touch the person, even if attempting to simply pat them on the shoulder to reassure them.
4. Watch carefully and remain alert. Clenched fists, hands that are opening and closing in a frenzied manner, darting eyes, or a wide-eyed panic-stricken look and tensed jaw muscles can provide indicators that the person is very agitated. If aggressive behaviors continue to escalate despite efforts to assist the client in calming down, identify an opportunity to leave this volatile situation to get help.
5. When faced with verbal confrontation, maintain a calm voice. Do not engage in an argument. Speaking softly will sometimes allow the person to lower his or her tone in order to hear what is being said.
6. Provide an honorable avenue of escape for the client by letting he or she know that it is acceptable to end the session early. Know when to terminate a session. Do not become so focused on the task that warning signs of a potentially dangerous situation are ignored. Offer to reschedule the appointment. Ask the client to wait in the waiting room while contact is made with the field instructor for direction as to how to proceed in assisting the client.
7. Realize that an individual who is under the influence of alcohol or other drugs has an increased risk of unstable or volatile behavior and impaired judgment. Learn to identify signs of being under the influence: glassy eyes, dilated pupils, staggering, odor of alcohol or marijuana, irrational or illogical behavior, acting uncharacteristically different, extremely depressed or elevated mood. It is not useful to attempt to resolve issues with a client in this condition. It is recommended that the session be terminated and rescheduled.
8. If threatened with violence, disengage immediately until assistance is forthcoming from the field instructor or local police, if necessary.

Appendix A: Field Placement Learning Agreement

<p>Academic Year and Quarter:</p>	<p>Area of Focus:</p> <p>Please check:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children, Youth, Women, and/or Families <input type="checkbox"/> Aging and Families <input type="checkbox"/> Forensic Social Work <input type="checkbox"/> Medical Social Work <input type="checkbox"/> Mental Health <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other _____ 	
<p>Student Name:</p> <p>E-mail:</p> <p>Phone number:</p>	<p>Field instructor:</p> <p>E-mail:</p> <p>Phone number:</p>	
<p>Agency Address:</p>	<p>City:</p>	<p>Zip:</p>
<p>Telephone:</p>	<p>Telephone:</p>	

II. THE AGENCY AND THE COMMUNITY

(Agency)

A. Describe the agency's mission:

B. Describe the organizational structure:

C. List the services provided to community:

D. Describe the general demographics (ethnicity, race, socioeconomic status, age) of the agency's clients:

(Community)

E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socioeconomic status, age) of the community (if different from D above):

G. Describe the community's need for resources (in addition to what the agency provides):

GENERAL TIME MANAGEMENT

A. List the days and hours of the field placement:

B. List the day, time, and length of individual field instruction:

C. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

FIELD EDUCATION ASSIGNMENTSCircle/check those learning activities to which the student **will be** exposed during the field work placement period.**A. Check all direct practice field education assignments**

<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter-/Multidisciplinary Team Meetings	<input type="checkbox"/> Short-Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long-Term Intervention

 Other (specify)**B. Check all macro practice field education assignments**

<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter-/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)	<input type="checkbox"/> Resource manual
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)	

C. Check other learning experiences

<input type="checkbox"/> Seminars, In-Service Training/Conferences	<input type="checkbox"/> Other (specify)
--	--

STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your field instructor:

FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

A. Detail your expectations of your student in supervision:

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

C. Detail your plan for monitoring and evaluating this experience:

Walden University's Policy on Electronic Signatures:

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Appendix B: Foundation Year Field Evaluation

Field Evaluation—Foundation Year

Student:

Faculty Field Liaison:

Agency:

Field Instructor:

Quarter:

Summary of Student's Primary Responsibilities:

Please rate students on each of the following competencies using the following scale:

- 1 – Fails to demonstrate minimal competency
- 2 – Demonstrates inadequate level of competency
- 3 – Demonstrates minimal level of competency
- 4 – Clearly demonstrates competency
- 5 – Demonstrates a high level of competency

1. Identifies as a professional social worker and conducts oneself accordingly (EPAS 2.1.1)

a. Advocates for client access to the services of social work	1	2	3	4	5
b. Practices personal reflection and self-correction to assure continual professional development.	1	2	3	4	5
c. Attends to professional roles and boundaries.	1	2	3	4	5
d. Demonstrates professional demeanor in behavior, appearance, and communication.	1	2	3	4	5
e. Engages in career-long learning.	1	2	3	4	5
f. Uses supervision and consultation.	1	2	3	4	5

2. Applies social work ethical principles to guide professional practice (EPAS 2.1.2)

a. Recognizes and manages personal values in a way that allows professional values to guide practice.	1	2	3	4	5
b. Makes ethical decisions by applying standards of the National Association of Social Workers <i>Code of Ethics</i> .	1	2	3	4	5
c. Tolerates ambiguity in resolving ethical conflicts.	1	2	3	4	5
d. Applies strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4	5

3. Applies critical thinking to inform and communicate professional judgments (EPAS 2.1.3)

a. Distinguishes, appraises, and integrates multiple sources of knowledge.	1	2	3	4	5
--	---	---	---	---	---

b. Analyzes models of assessment, prevention, intervention, and evaluation.	1	2	3	4	5
c. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	1	2	3	4	5

4. Engages in diversity and difference in practice (EPAS 2.1.4)

a. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1	2	3	4	5
a. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	1	2	3	4	5
b. Recognizes and communicates his or her understanding of the importance of difference in shaping life experiences.	1	2	3	4	5
c. Views self as a learner and engages those with whom he or she works as informants.	1	2	3	4	5

5. Advances human rights and social and economic justice (EPAS 2.1.5)

a. Understands the forms and mechanisms of oppression and discrimination.	1	2	3	4	5
b. Advocates for human rights and social and economic justice.	1	2	3	4	5
c. Engages in practices that advance social and economic justice.	1	2	3	4	5

6. Engages in research-informed practice and practice-informed research (EPAS 2.1.6)

a. Uses practice experience to inform scientific inquiry.	1	2	3	4	5
b. Uses research evidence to inform practice.	1	2	3	4	5

7. Applies knowledge of human behavior and the social environment (EPAS 2.1.7)

a. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	1	2	3	4	5
b. Critiques and applies knowledge to understand the person and the environment.	1	2	3	4	5

8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)

a. Analyzes, formulates, and advocates for policies that advance social well-being.	1	2	3	4	5
b. Collaborates with colleagues and clients for effective policy action.	1	2	3	4	5

9. Responds to contexts that shape practice (EPAS 2.1.9)

a. Discovers, appraises, and attends to changing and emerging societal trends to provide relevant services.	1	2	3	4	5
b. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1	2	3	4	5

10a. Engages individuals, families, groups, organizations, and communities (EPAS 2.1.10a)

a. Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.	1	2	3	4	5
b. Uses empathy and other interpersonal skills.	1	2	3	4	5
c. Develops a mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5

10b. Assesses individuals, families, groups, organizations, and communities (EPAS 2.1.10b)

a. Collects, organizes, and interprets client data.	1	2	3	4	5
b. Assesses client strengths and limitations.	1	2	3	4	5
c. Develops mutually agreed-on intervention goals and objectives.	1	2	3	4	5
d. Selects appropriate intervention strategies.	1	2	3	4	5

10c. Intervenes with individuals, families, groups, organizations, and communities (EPAS 2.1.10c)

a. Initiates actions to achieve organizational goals.	1	2	3	4	5
b. Implements prevention interventions that enhance client capacities.	1	2	3	4	5
c. Helps clients resolve problems.	1	2	3	4	5

d. Negotiates, mediates, and advocates for clients.	1	2	3	4	5
e. Facilitates transitions and endings in his or her relationships with clients.	1	2	3	4	5

10d. Evaluates individuals, families, groups, organizations, and communities (EPAS 2.1.10d)

a. Critically analyzes, monitors, and evaluates interventions.	1	2	3	4	5
--	---	---	---	---	---

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Appendix C: Concentration Year Field Evaluation

Student:

Faculty Field Liaison:

Agency:

Field Instructor:

Quarter:

Summary of Student's Primary Responsibilities:

Please rate students on each of the following competencies using the following scale:

- 1 – Fails to demonstrate minimal competency
- 2 – Demonstrates inadequate level of competency
- 3 – Demonstrates minimal level of competency
- 4 – Clearly demonstrates competency
- 5 – Demonstrates a high level of competency

1. Identifies as a professional social worker and conducts oneself accordingly (EPAS 2.1.1)

a. Proficiently demonstrates a professional use of self with clients/constituents and colleagues.	1	2	3	4	5
b. Understands and identifies professional strengths and challenges.	1	2	3	4	5
c. Competently assesses and utilizes supervision and consultation as needed and/or required for licensure.	1	2	3	4	5

2. Applies social work ethical principles to guide professional practice (EPAS 2.1.2)

a. Applies ethical decision making to promote social and economic justice.	1	2	3	4	5
b. Understands ethical and legal implication that may impact practice.	1	2	3	4	5
c. Recognizes and manages personal values in a way that allows professional values to guide practice.	1	2	3	4	5
d. Makes ethical decisions by applying standards of the NASW <i>Code of Ethics</i> and as applicable the IFSW/IASSW <i>Statement of Principles</i> .	1	2	3	4	5
e. Applies strategies of ethical reasoning to arrive at principled decisions.					

3. Applies critical thinking to inform and communicate professional judgments (EPAS 2.1.3)

a. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom.	1	2	3	4	5
b. Engages in reflective practice (e.g., regularly questions and reflects on one's own assumptions and consider how these might affect practice).	1	2	3	4	5
c. Identifies and articulates clients'/constituents' strengths and vulnerabilities.	1	2	3	4	5
d. Effectively communicates professional judgments to other social workers and to professionals from other disciplines, in both oral and written format.	1	2	3	4	5

4. Engages in diversity and difference in practice (EPAS 2.1.4)

a. Identifies the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1	2	3	4	5
b. Demonstrates the necessary self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	1	2	3	4	5
c. Engages in culturally competent advanced practice with diverse populations.	1	2	3	4	5
d. Researches and applies knowledge of diverse populations to enhance client/constituent well-being.	1	2	3	4	5

5. Advances human rights and social and economic justice (EPAS 2.1.5)

a. Uses knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning.	1	2	3	4	5
b. Critically analyzes practice in relation to advancing human rights and social and economic justice.	1	2	3	4	5

6. Engages in research-informed practice and practice-informed research (EPAS 2.1.6)

a. Critically evaluates evidence-based and "best practice" treatment interventions.	1	2	3	4	5
b. Applies evidence-based and "best practice" treatment interventions.	1	2	3	4	5

7. Applies knowledge of human behavior and the social environment (EPAS 2.1.7)

a. Applies advanced theoretical and practice knowledge and skills.	1	2	3	4	5
b. Uses bio/psycho/social/spiritual/structural theories in formulating assessments.	1	2	3	4	5

8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)

a. Communicates to stakeholders the implication of policies and policy change in the lives of clients/constituents.	1	2	3	4	5
b. Applies advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services.	1	2	3	4	5

9. Responds to contexts that shape practice (EPAS 2.1.9)

a. Applies practice in various settings with autonomy, competence, and leadership.	1	2	3	4	5
b. Identifies how relational, organizational, and community systems may impact clients/constituents.	1	2	3	4	5

10a. Engages individuals, families, groups, organizations, and communities (EPAS 2.1.10a)

a. Demonstrates skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.	1	2	3	4	5
b. Establishes an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes.	1	2	3	4	5

10b. Assesses individuals, families, groups, organizations, and communities (EPAS 2.1.10b)

a. Competently and proficiently collects, organizes, and interprets client data.	1	2	3	4	5
b. Develops mutually agreed-on intervention goals and objectives.	1	2	3	4	5
c. Selects appropriate intervention strategies.	1	2	3	4	5
d. Critically applies diagnostic classification systems.	1	2	3	4	5

10c. Intervenes with individuals, families, groups, organizations, and communities (EPAS 2.1.10c)

a. Develops and pursues actions to achieve organizational goals.	1	2	3	4	5
b. Competently implement prevention interventions that enhance client capacities.	1	2	3	4	5
c. Advocates for clients in the resolution of identified challenges.	1	2	3	4	5
d. Adeptly facilitates transitions and endings.	1	2	3	4	5
e. Collaborates effectively with other professionals /stakeholders to coordinate interventions.					

10d. Evaluates individuals, families, groups, organizations, and communities (EPAS 2.1.10d)

a. Contributes to the theoretical knowledge base of the social work profession through practice-based research.	1	2	3	4	5
b. Evaluates one's own practice and support the evaluation of one's agency/practice setting.	1	2	3	4	5

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Appendix D: Application for Field Placement

WALDEN UNIVERSITY

MSW APPLICATION FOR FIELD PLACEMENT

Please thoroughly complete the information below. Please note that attendance at Residency is **REQUIRED** prior to beginning Field Placement. This application is due **TWO QUARTERS PRIOR TO THE BEGINNING** of your Field Placement, based upon the quarter you began in the program. Please adhere to the following due dates:

Fall: October 1st

Winter: January 6th

Spring: April 1st

Summer: July 1st

Note: If you are requesting to complete your placement at your current worksite, please also complete the Field Worksite Application Addendum

Please e-mail the following documents in a zip folder to field.coordinator@waldenu.edu: (1) Field Application, (2) Résumé, and (3) Liability Insurance Certificate.

Save the zip folder as Your Last Name, First Name, Field Education Course

(For example: JacksonSebrena_FieldEducationI or JacksonSebrena_FieldEducationIII)

Applying For: _____Field Education I & II _____Field Education III & I

IDENTIFYING INFORMATION

Name: _____

First

Middle

Last

Mailing Address: _____

(Street)

(City)

(State)

(Zip Code)

Date of Birth: _____ Walden Student ID #: _____

Walden E-mail Address: _____

Cell Phone: _____ Work Phone: _____ Home Phone: _____

EMERGENCY CONTACT

In Case of Emergency while in Field Placement, please contact:

Name: _____

First

Middle

Last

Cell Phone: _____ Work Phone: _____ Home Phone: _____

Mailing Address: _____

(Street)

(City)

(State)

(Zip Code)

Relationship to you: _____

GENERAL INFORMATION

Program Status: ___ Full-time ___ Part-time ___ Advanced Standing

Qtr./Yr. Started MSW Program: Fall _____ Winter _____ Spring _____ Summer _____

Year _____

Are you requesting a placement at your current Work Site? _____ Yes _____ No

If yes, additional information will be requested by the Field Coordinator

Undergraduate Degree: _____

Indicate if you plan on participating in one of the Elective Clusters, please indicate by placing a check mark next to the one you are interested in:

- Military Social Work
- Crisis and Trauma
- Addictions
- Children, Families, and Couples
- Forensic Populations and Settings
- Medical Social Work

Field placement interest: Indicate below in order of preference (1–5) your field interests from the following selection, with 1 being your top choice, etc.:

_____ Child Welfare _____ Addictions/Substance Abuse _____ Mental Health

_____ Gerontology _____ Health Care _____ Schools

_____ Other _____

In what geographical area would you like to complete your placement?

Identify 3 agencies in your community that you would be interested in being placed?

1. Agency Name: _____

Agency Website: _____

Agency Phone Number: _____

2. Agency Name: _____

Agency Website: _____

Agency Phone Number: _____

3. Agency Name: _____

Agency Website: _____

Agency Phone Number: _____

Will you have a car available for your placement? _____ Yes _____ No

Please note that students who do not have a car available will have limited placement options.

List any special conditions or limitations to be considered in arranging your field placement.

Have you ever been arrested? _____ Yes _____ No

If yes, please give a detailed description of the incident and outcome of the case. Attach an additional sheet, if necessary.

Acknowledgment of Risk in the Field Placement

This document is designed to inform you of the potential risks associated with a field placement. It is the Social Work Department's belief that you have a right to be informed of risks associated with this aspect

of your educational and professional preparation, and that with proper knowledge and preparation, risks can be minimized.

1. **Liability Insurance:** Professional liability coverage is required for Field Placement. Coverage is available through membership in NASW or from other companies. An important aspect of professional practice is to understand the limits of your knowledge/skills and to avoid situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss it with your agency instructor.
2. **Client Office Visits:** You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
3. **Institutional Settings:** Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your instructor. It is acceptable to have your instructor or another staff person accompany you when visiting such clients.
4. **After-Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place; note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your instructor or someone else when going to your car after dark. **Don't take risks.**

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my instructor and/or a field faculty member if any concerns arise. _____ Initial

I hereby give my permission to the Walden University Social Work Field Office to disclose to potential field instructors and agency instructors any information about me that will assist in the planning of appropriate field education or would be relevant to my performance of social work practice activities. _____ Initial

I understand that some field agencies may require that I submit to specific testing prior to beginning field. These tests may include, but not be limited to: drug test, TB screening, etc. _____ Initial

I also acknowledge that I am fully responsible for the compliance of all deadline dates and the acquisition and understanding of all policies, procedures, and performance objectives applicable to this field placement. Failure to comply with any of the above will result in my termination from the

placement. I also hereby state that all the information given on this application is truthful and accurate.

_____Initial

I understand that I must attend a Residency and participate in the required Field Orientation prior to beginning the first field placement. _____Initial

I understand that I, as a student, will be terminated from the program if I am unable to secure a field placement after three (3) interviews, each of which results in an agency denying me for placement.

_____Initial

I understand that I am required to purchase professional liability insurance prior to enrolling in field placement seminar courses. _____Initial

I understand that if I am absent from field without notifying my field instructor more than one time, my field placement will be terminated and a grade of Unsatisfactory will be assigned. _____Initial

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Student Name and E-mail Address

Date

Director of Field Education Name and E-mail Address

Date

Appendix E: Worksite Application Addendum

APPLICATION ADDENDUM

FOR WORK-SITE PLACEMENT

Dear Applicant,

If you are currently working at an agency where you would like to complete your field placement, you must make sure that all of the attached paperwork, along with your field application, is turned in to the Walden Social Work Field Office by the due dates listed on the field application. Remember, completing the paperwork is not a guarantee that your proposal will be approved. Listed below are the requirements that must be met.

AFFILIATION AGREEMENT

Students may only be placed at an agency that has an affiliation agreement with Walden University Social Work Program. If the social work agency where you are currently employed does not have an affiliation agreement, your agency must contact the social work Field Director to discuss establishing an Affiliation Agreement.

FIELD REQUIREMENTS

All students who request completion of the field placement at the current place of employment must demonstrate that field hours will not be completed in their current position, their field experience duties will be different from their work duties, and their field instructor is not their current employment supervisor. This is in accreditation standard 2.1.6 that states, "...Student assignments and field instructor must differ from those associated with the student's employment." In addition, you may only complete one of your field placements at your place of employment (foundation or concentration).

APPLICATION

The application to complete field placement in your current place of employment is attached to this form. Be sure to fill out the information completely. Missing information will cause delays in the placement process.

Today's Date: _____

Student Name: _____ Phone #: _____

Student's Work Title: _____

Agency: _____

Agency Address: _____

(Street)

(City)

(State)

(Zip)

Agency Administrator's Name: _____ Phone: _____

E-mail: _____

Current Supervisor: _____ Phone: _____

Supervisor's E-mail: _____

Describe student's present work assignment (or attach job description):

Proposed Field Placement Duties: (to be prepared in collaboration with proposed Field Instructor)

Proposed Field Instructor: _____ Phone: _____

Field Instructor's E-mail: _____

Field Instructor's Title/Position: _____

Is Field Instructor Approved by Walden's Social Work Program? Yes____ No____

Does Field Instructor have an MSW? Yes____ No____

Does the Field Instructor have a social work license? Yes____ No____

If yes, License type? _____ State issued _____ Date first
Issued? _____ Expiration _____

Describe how students regular work assignments will be reduced to assume student role:

(Please attach a schedule delineating the student's work and field placement hours)

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Agency Administrator	E-mail	Date
----------------------	--------	------

Present Supervisor	E-mail	Date
--------------------	--------	------

Proposed Field Instructor	E-mail	Date
---------------------------	--------	------

Student	E-mail	Date
---------	--------	------

FOR FIELD OFFICE USE ONLY

___ Approved ___ Not approved

Evaluation Call Completed ___ Date Completed _____

Notes:

Signature

Date

Appendix F: Agency Application

Walden University Social Work Program Agency Application

Agency Name: _____

Address: _____
Street City State Zip Code

County: _____ Country: _____

Phone: (____) _____ Fax: (____) _____

Website: _____

Agency Type: (Select the one that most applies)

- | | |
|--|--|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Healthcare |
| <input type="checkbox"/> Aging/Gerontology | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Alcohol, Drug, or Substance Abuse | <input type="checkbox"/> International |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Corrections/Criminal Justice | <input type="checkbox"/> Public Assistance/Welfare |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Occupational |
| <input type="checkbox"/> Domestic Violence/Crisis Intervention | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Family Services | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Group Services | <input type="checkbox"/> Social Policy |

Other: _____

Geographic Area(s) Served by Agency (please list cities/states):

Agency Description: Please answer the following questions. Also feel free to attach an agency brochure.

1. Agency's primary function: _____

2. Population served: _____
3. Age ranges of clients: _____
4. Role of Social Worker: _____
5. Other helpful information about your agency: _____

Special Placement Information:

Will a student need transportation? Yes No

Is travel reimbursed by the agency? Yes No

Is a stipend available? Yes No

If yes, how much is the stipend? _____

Is video or audio taping permitted? Yes No

What are the agency's hours? _____

Are weekend and evening hours available for working students? _____

Is the agency accessible by bus? Yes No

Are students required to complete a drug test? Yes No

If yes, does the agency cover the cost? Yes No

Are students required to complete a criminal background check? Yes No

If yes, does the agency cover the cost? Yes No

Are students required to complete medical tests? Yes No

If yes, what tests are required? _____

Does the agency cover the cost of the tests? Yes No

Please include any other information that students may need to know about the agency.

Agency Contact:

Name: _____

Title: _____

Credentials: _____

E-mail: _____ Phone: _____

Appendix G: Field Instructor Application

Walden University

Social Work Program

Field Instructor Application

Name: _____

First

Middle

Last

Preferred Name: _____

E-mail: _____

Cell Phone: _____

Agency Phone: _____ Direct Line: _____

Work Fax: _____

Agency/Program Name where mail can be delivered to you:

Agency Address: _____

Year MSW Granted: _____ Granting Institution: _____

Other Graduate Degrees: _____

Professional Credentials (ACSW, BCD, etc.): _____

License Type _____ License Number: _____

State Issued: _____ Date Issued: _____

Expiration Date: _____

Previous Supervision Experience:

Number of Years as a Social Work Field Instructor _____

Number of Students _____

University: _____

Special area of skills, experience, expertise:

My signature below indicates that:

I will complete the required Field Supervisor Training webinars below in order to become an approved
Walden University Social Work Field Supervisor _____ Initial

- Orientation for New Field Supervisors
- Supervision for New Field Supervisors
- The Field Supervisor as Teacher: Integrating Theory and Practice
- Student Safety in the Field: The Role of the Field Supervisor
- Ethics for Field Supervisors

I will provide at least 1 hour per week (minimum) of scheduled supervision to my assigned student(s). I understand that weekly supervision may be conducted in groups but I will meet with students individually at least once per month _____ Initial

I will review agency safety policies with my assigned student(s) _____ Initial

I agree to assist my student(s) in developing their Educational Agreement Form and will complete the evaluation protocol _____ Initial

I will abide by Council on Social Work Education *Field Policies* and the National Association of Social Workers *Code of Ethics*.

Please click on the following links to [CSWE Field Policies](#) and the [NASW Code of Ethics](#) to endorse that you have read this information.

I will abide by the Walden University Social Work Program Field Policies

Please click on the following link to the Social Work Field Manual to endorse that you have read this information

Walden University's Policy on Electronic Signatures:

Walden University manages the application processes in a nearly paperless environment, which requires reliance on verifiable electronic signatures, as regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their e-mail address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Signature	Email	Date
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****Please attach a copy of your current résumé to this application****

Appendix H: Field Site Orientation Checklist

Student/Field Site Orientation Checklist

Please discuss the following topics with your Field Supervisor.

Discussion topics:

- Agency vision/mission statement, goals/objectives, philosophy, history, outcome/evaluation data
- Map of building, tour of physical setting, restrooms, break/conference rooms, storage/supply rooms
- Introduction to staff
- How to use the telephone system
- Location of mailbox, supplies, copy machine, postage
- Mileage logs
- Staff meetings (i.e., when are meetings held, which meetings am I able to attend)
- Computer operation, log-in, regulations, access codes
- Review of fieldwork site social networking policies and guidelines
- Timesheets
- Security of clients, building, staff
- Id cards, parking permits
- Keys
- Required agency physical, TB testing, sexual registry search, criminal conviction search, driving record
- Confidentiality, HIPAA requirements, drug screening
- Personal safety
- Agency policy and procedures
- Dress code policy
- Weekly schedule, preferred protocol for unexpected absences/late arrivals
- Smoking rules
- How to protect your property against theft
- Lunch break: times, places
- Review of the State Mandatory Reporting and Duty to Warn Provision

Other Topics:

Appendix I: Monthly Time Log

FIELD PLACEMENT MONTHLY TIME LOG

Student's Name: _____

For the month of: _____

Field Instructor: _____

Agency Name: _____

	Date	Start Time	Lunch	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
SAT					
SUN					
WEEKLY TOTAL:					

Weekly Supervision: _____

Date

Time

	Date	Start Time	Lunch	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
SAT					
SUN					
WEEKLY TOTAL:					

Weekly Supervision: _____ - _____

Date

Time

	Date	Start Time	Lunch	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
SAT					
SUN					
WEEKLY TOTAL:					

Weekly Supervision: _____ - _____
Date Time

	Date	Start Time	Lunch	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
SAT					
SUN					
WEEKLY TOTAL:					

Weekly Supervision: _____ - _____

Date

Time

Signature of Field Instructor: _____

Signature of student: _____

Liaison initials: _____

MONTHLY TOTAL

YEAR TO DATE TOTAL

Appendix J: Social Work Affiliation Agreement

THIS AGREEMENT (the "Agreement") is made and entered into on this ____ day of _____, 2013, by and between WALDEN UNIVERSITY, LLC ("Walden") and _____ ("Field Placement Site").

RECITALS

WHEREAS, Walden offers a graduate program in Social Work, ("Program") and seeks to partner with field placement sites for educational field internships for the students enrolled in such graduate program (the "Students"); and

WHEREAS, field education shall include the Field Placement Site's student education program conducted at the Field Education Site ("Field Education Program")

WHEREAS, the Field Placement Site is willing to make available its educational and professional resources to such Students; and

WHEREAS, Walden and the Field Placement Site mutually desire to contribute to the education and professional growth of Walden Students.

NOW, THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth it is understood and agreed upon by the parties hereto, as follows:

I. TERM AND TERMINATION

This Agreement shall commence on _____ and shall continue for a period of one (1) year (the "Initial Term"). Upon expiration of the Initial Term of this Agreement, this Agreement and the Term shall renew for successive one (1)-year periods (each a "Renewal Term"). Notwithstanding the foregoing, either party may terminate this Agreement for any reason or no reason, upon thirty (30) calendar days' prior written notice to the other party. In the event of termination before any participating Student(s) has completed the then-current term, such Student(s) shall be permitted to complete the then-current term subject to the applicable terms of this Agreement, which shall survive until the date of such completion.

II. WALDEN RESPONSIBILITIES

A. Walden shall be responsible for the assignment of Students to the Field Placement Site. Walden agrees to refer to the Field Placement Site only those Students who have completed the required course of study as determined by Walden.

B. Walden shall provide a Faculty Field Liaison, who is also the course instructor and will act as liaisons between Walden and the Field Placement Site, as appropriate. Each will respectively be responsible for maintaining communication with the Field Placement Site, as appropriate, including but not limited to:

(1) Confirming any contact information for Students to the Faculty Field Liaison, as defined below, prior to the Student assignment; and

(2) Supplying the Field Placement Site with information regarding the Student's current level of academic preparation as may be required by the Field Placement Site.

C. Walden shall provide the Field Placement Site with information regarding the particular requirements relating to Field Education Programs including required hours and supervision requirements.

D. Walden maintains general and professional liability insurance with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. Walden shall provide the Field Site with proof of coverage upon request.

III. FIELD PLACEMENT SITE RESPONSIBILITIES

A. The Field Placement Site shall assign a staff member to serve as the coordinator for the Field Education Program at the Field Education Site (the "Field Coordinator"). The Field Coordinator shall be responsible for:

(1) Planning and coordinating the education arrangements between the Field Education Site, the Student and Walden;

(2) Serving as a liaison between the Field Education Site and Walden; and

(3) Developing and administering an orientation program for Students which will familiarize the Students with the Field Education Site and all applicable policies and procedures.

B. The Field Education Site shall assign a qualified staff member having the appropriate and required credentials to serve as the field instructor (the "Field Instructor") for each Student. The Field Education Site shall provide planned and regularly scheduled opportunities for educational supervision and consultation by the Field Instructor. The Program requires a minimum of one (1) hour of individual or triadic, face-to-face supervision per week. These supervisory hours must be performed by the Field Instructor and may not be delegated.

C. The Field Education Site shall provide learning experiences for the Students that are planned, organized and administered by qualified staff in accordance with mutually agreed upon educational objectives and guidelines.

D. Field Education Site shall provide Student with an orientation familiarizing student with all applicable State and Federal laws and regulations that pertain to practice at the Field Education Site, including those pertaining to Standards for Privacy of Individually Identifiable Health Information (the

"Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), which govern the use and/or disclosure of individually identifiable health information.

E. Field Education Site shall assure that the Student practices within the guidelines of The National Association of Social Worker's Code of Ethics. Field Education Site shall provide resources to Student for exploring and resolving any ethical conflicts that may arise during field training.

F. Field Education Site shall complete, with the Student, all written evaluations of the Student's performance according to the timeline established by Walden. Evaluations will be submitted to the Course Instructor (Faculty Field Liaison) in the required form.

G. The Field Education Site reserves the right to dismiss at any time any Student whose health condition, conduct or performance is a detriment to the Student's ability to successfully complete the Field Education Program at the Field Education Site or jeopardizes the health, safety or well-being of any patients, clients or employees of the Field Education Site. The Field Instructor and/or Field Education Site Program Coordinator shall promptly notify the Faculty Field Liaison of any problem or difficulty arising with a Student and a discussion shall be held either by telephone or in person to determine the appropriate course of action. The Field Education Site will, however, have final responsibility and authority to dismiss any Student from the Field Education Program.

H. If available, the Field Education Site agrees to provide emergency health care services for the Students for illnesses or injury on the same basis as that which is provided to Field Education Site employees. With the exception of emergency care, the Students are responsible for providing for their own medical care needs.

I. The Field Education Site shall ensure adequate workspace for the student to perform planned professional roles and activities, including a suitable desk, phone, etc. Field Education Site shall permit the use of instructional resources such as the library, procedure manuals, and client records as required by the Field Education Program.

J. The Field Education Site maintains general and professional liability insurance (or comparable coverage under a program of self-insurance) with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. The Field Education Site shall provide Walden with proof of coverage upon request.

IV. STUDENT RESPONSIBILITIES

A. The Students shall provide their own transportation to and from the Field Education Site as well as any meals or lodging required during the internship.

B. The Students shall agree to abide by the rules, regulations, policies and procedures of the Field Education Site as provided to Students by the Field Education Site during their orientation at the Site.

C. The Students shall agree to comply with the Standards for Privacy of Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), which govern the use and/or disclosure of individually identifiable health information.

D. Student shall arrange for and provide to Field Education Site any required information including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs.

E. Students shall be instructed that they are required to purchase and maintain a policy of health insurance, as well as a policy of professional liability insurance with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. Student shall provide the Field Education Site with proof of coverage upon request.

V. MUTUAL RESPONSIBILITIES

A. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the parties acknowledge and agree that the Field Education Site has an educational interest in the educational records of the Students participating in the Program and to the extent that access to Student's records are required by the Field Education Site in order to carry out the Field Education Program.

B. HIPAA. The parties agree that:

(1) The Field Education Site is a covered entity for purposes of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and any regulations and official guidance promulgated thereunder (collectively, "HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act ("HITECH") (together referred to as the "HIPAA Privacy Regulations");

(2) to the extent that Students are participating in the Field Education Program:

(a) Students shall be considered part of the Field Education Site's workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of the Field Education Site.

(b) Students shall receive training by the Field Education Site on, and subject to compliance with, all of Field Education Site's privacy policies adopted pursuant to the Regulations; and

(c) Students shall not disclose any Protected Health Information, as that term is defined by 45 CFR §164.105, to which a Student has access through Program participation that has not first been de-identified as provided in 45 CFR §164.514(a);

(3) Walden will never access or request to access any Protected Health Information held or collected by or on behalf of the Field Education Site that has not first been de-identified as provided in 45 CFR §164.514(a); and

(4) No services are being provided to the Field Education Site by Walden pursuant to this Agreement and therefore this Agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103.

C. The Field Education Site and Walden will promote a coordinated effort by evaluating the Program annually, planning for its continuous improvement, making such changes as are deemed advisable and discussing problems as they arise concerning this affiliation.

D. The Field Education Site and Walden agree that Students will have equal access to their respective programs and facilities without regard for race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, veteran status, sexual orientation or other legally protected status.

E. The terms and conditions of this Agreement may be amended by written instrument executed by both parties.

F. This Agreement is nonexclusive. The Field Education Site and Walden reserve the right to enter into similar agreements with other institutions.

G. This Agreement shall be governed by the laws of the State of Minnesota.

H. This Agreement shall supersede any and all prior agreements between the parties regarding the subject matter hereof.

I. Any notice required hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the U.S. mail (postage prepaid).

J. Each party agrees to indemnify and hold harmless the other from all loss or liability resulting from the acts or omissions of the respective party and/or its employees or agents arising out of the performance or the terms and conditions of this Agreement.

K. This Agreement sets forth the entire understanding of the parties hereto and supersedes any and all prior agreements, arrangements and understandings, oral or written, of any nature whatsoever, between the parties with respect to the subject matter hereof.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement, effective the date first above written:

Walden University's Policy on Electronic Signatures:

Walden University manages the application processes in a nearly paperless environment, which requires reliance on verifiable electronic signatures, as regulated by the Uniform Electronic Transactions Act. Legally, an “electronic signature” can be the person’s typed name, their e-mail address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Field Education Site Authorized Administrator Electronic Signature

Printed Name: _____

Position held at the Field Site: _____

By checking the box below and providing my e-mail address as an authentication, I am providing an electronic signature certifying that the below statement is true.

I agree to adhere to the information provided in this Agreement.

Field Education Site Administrator e-mail address: _____

Field Education Site Administrator phone number: _____

Today’s Date: _____

Walden University Field Education Director Social Work Program Electronic Signature

Printed Name: _____

By checking the box below and providing my e-mail address as an authentication, I am providing an electronic signature certifying that the below statement is true.

I agree to adhere to the information provided in this Agreement.

Field Education Director’s e-mail address: _____

Today's Date: _____

Appendix K: Grievance and Termination Procedures

GRIEVANCE AND TERMINATION PROCEDURES

GRIEVANCE AND APPEAL RIGHTS OF STUDENTS

Field Placements

If a student is dissatisfied with his or her field placement, the student should convey this information to the field instructor and/or to the faculty field liaison. The faculty field liaison will review the concerns presented and, if there is appropriate justification, a new placement will be sought. This decision would involve and result from a mutual assessment by the agency, the student, and the faculty field liaison. The Field Coordinator will work closely with the faculty field liaison and the Field Director to make the final decision regarding a placement change.

Field Instructor Evaluations

If a student is satisfied with the grade assigned by the faculty field liaison but disputes an evaluation by the field instructor, the student should take the following steps:

Submit a written appeal to the field instructor. The appeal should detail why the student believes the evaluation should be changed. Submit the appeal to the field instructor and copy the field liaison. If the student is not satisfied with the results of the written appeal to the field instructor, the student may request a meeting with the Field Director. The Field Director will meet with the student and field supervisor to address the issue. .

Grade Appeals

MSW students who appeal a course grade are governed by Walden University policies. Please refer to the [Walden University Student Handbook](#) for policies and procedures for appeals.

Other Types of Appeals

Please refer to the [Walden University Student Handbook](#) for policies and procedures pertaining to all other appeals.

PROCEDURES FOR TERMINATION FROM THE Field Placement

As professional social workers, Walden University graduates will be utilizing their skills to help others make changes in their lives. They will sometimes be called upon to make serious decisions. They can be helpful to others, but they can also be harmful. A social worker who does not respect the values and ethics of the profession, who is incapable of mastering the work of the profession, or who does not take change-making seriously can harm clients. Good social workers must be able to understand and discipline their own emotional needs so as to avoid projecting these needs on others and using clients for their own gratification. They must have not only abstract knowledge but also the ability to translate knowledge into practical application.

Throughout students' involvements with the social work field placement, their suitability for the profession continues to be assessed. The normal expectation when a student is admitted to the social work field placement is that the student has the potential for success. Disagreements may occur and mistakes may be made, but these are usually part of the learning process. The faculty field liaison, field instructors, and students, working together, will generally be able to overcome "rough spots" in an atmosphere of mutual respect and concern.

It is not common for a student to be asked to leave a field placement, but it can occur. When there are serious concerns about a student's suitability for the profession, the field instructor may assess that the student should not continue in the placement. This may result from a single grave incident or from a pattern of behaviors. Both academic and field experiences are considered in determining that a student should not continue.

Walden University's field education director may require a student to leave the placement if:

- The student's performance in the field placement demonstrates, after adequate corrective efforts, little likelihood of successful completion. This may be a matter of knowledge, skills, or values.
- The student's attitudes or values are incompatible with the practice of professional social work (e.g., strong prejudice).
- The student persists in conduct in the field that endangers clients, the agency, the university, other students, or the student himself or herself ("unsafe practice").
- The student commits a serious violation of the NASW *Code of Ethics*, whether or not an NASW member.
- The student is consistently unable to form productive working relationships with clients, field instructors, or other students.

- The student's personal problems (e.g., relationship, substance abuse, mental illness) are so serious or recent as to preclude effective work in the field setting.
- The student engages in serious academic or other dishonesty or breach of confidentiality.

The first step when any problem becomes apparent will be a discussion among the persons most directly affected. When a problem is so persistent or serious that a student's continuance in the placement is in question, the student will be informed in writing by the field office of the area (s) of concern and corrective action necessary for continuance in the placement. The specific time frame allowed for the corrective action will be determined by the field office, in consultation with the field liaison and field supervisor.

If the student does not follow through on the corrective action plan, the Field Director will notify the Academic Director of Social Work Programs so that further action can be taken. The [Student Handbook](#) will be followed with the possibility of the student being terminated from field placement

A student who has been terminated from the social work field placement may be assigned a new placement if the problems that led to that decision are resolved. The burden is on the student to demonstrate that this is the case. A new field placement will require the student to reapply to field utilizing the field application process.