

# **Section IV**

## **Policies of Field Education**

## **IV. POLICIES OF FIELD EDUCATION**

### **A. The Field Education Program**

Policies of the field education are established by the faculty of the Social Work Program and administered by the MSW Director of Field Education. The field education curriculum area is a dynamic and constantly evolving aspect of the social work curriculum. Like all parts of the curriculum it is subject to formal self-study and evaluation on a regular basis. Such assessment of the effectiveness of the field education results from input of students, faculty and field instructors. In addition to formal evaluation mechanisms, all parties are encouraged to raise issues as they occur, and to seek resolution through policy or procedural changes where warranted.

Ongoing monitoring of the aggregate field experiences of Kean University students is achieved through faculty meetings (several times a year) and meetings of all field instructors with the faculty liaison (at least twice a year). All of these meetings devote some time to consideration of generic problems which arise in the field education.

Formal evaluation occurs through the following mechanisms:

Annual evaluation of field sites and supervisors: At the end of each academic year, students complete evaluations of their field education. These written assessments are reviewed by the MSW Director of Field Education, and shared with the field instructor when relevant. Field instructors may not review such evaluations until after final grades have been submitted for the particular student.

End of year evaluation of field sites and supervisors: As a component of the process of placement matching and selection for the following year, each spring the MSW Director of Field Education will devise means for obtaining formal written feedback from students and faculty regarding the current sites and field instructors. Based on that data, the MSW Director of Field Education will then discuss the potential of future field education with the agencies, and will negotiate changes in supervisors, learning tasks, or other aspects of the arrangements where warranted. At this point the MSW Director of Field Education may decide not to utilize a particular practicum site or field instructor again.

Kean University's Social Work Assessment Legates. The Legates are composed of the Assessment Liaison and Research Associate. They will revise and correct the field evaluation forms by using input from the faculty, and the field advisory committee. They will then institute modifications to the evaluation forms to be consistent with the goals of Kean University's Social Work Assessment Program.

## **B. Criteria for Selection of Field Agencies**

The criteria for selection of field agencies are outlined in the Memorandum of Agreement which is signed by the School and the participating agency. (A copy of the memorandum is included as an appendix to this document.) The memorandum states that the agency must:

1. Assign a qualified Field Instructor to the student. This involves assigning a Field Instructor who meets the criteria outlined by the Social Work program and providing the Field Instructor with sufficient release time and resources to carry out the responsibilities of this position;
2. Provide for adequate field instruction;
3. Assure participation of the Field Instructor in the coordination of the student's learning experience;
4. Provide for adequate working space and other resources as needed by the student for the performance of the field assignments;
5. Notify the Faculty Liaison or the Field Director of any changes in agency personnel or resources that would affect the student's learning opportunities;
6. Treat students in a nondiscriminatory way with regard to race, ethnicity, religion, gender, age, sexual orientation, or handicapping condition;
7. Conduct the programs and services of the agency in a manner consistent with the guidelines for professional conduct articulated in the NASW Code of Ethics.

The agency must support the values and mission of social work practice and meet accepted practice standards for the type of setting, including nondiscrimination in regard to client race, ethnicity, religion, gender, age, sexual orientation, or handicapping condition. Each field placement must be able to provide a range of activities appropriate to generalist social work practice.

## **C. Criteria for Selection of Field Instructors**

Supervision of students can be a very exciting, challenging and demanding activity. In most cases, assuming responsibility for a student is an addition to one's ongoing duties. Although other members of the agency may support the work of the student, the fieldwork supervisor is the key person responsible for the student's learning.

Field instructors are selected, based upon the following criteria:

1. Academic credentials, a social work degree from a CSWE accredited MSW program;
2. Two-year post-MSW social work experience;
3. An aptitude for conceptualizing and demonstrating practice knowledge and skills and the ability to stimulate the same in students.

4. Possession of, or willingness to obtain, knowledge about Advanced Generalist Practice.
5. The ability to provide direction and guidance with regard to the provision of services to systems of all types sizes.
6. Willingness and agency support to participate in the field instructors' seminars provided by the department.
7. Demonstrated ability to carry the supervisor role and/or experience in supervision.
8. Completion of data required by the department regarding field instructors.
9. Support from the agency to assume the responsibilities demanded by being a field work instructor.
10. Sufficient time and support from the agency to discharge the responsibilities of Field Instructor;
11. Adherence to the values and ethics of social work practice; and
12. Commitment to the growth and development of the student as a professional person, including the interest and ability to work in an educational partnership with the social work department.

#### **D. Assignments for First and Second Year Field Placements**

In the field each week, students must spend at least half their time working directly with client(s) and the relevant collaborative activities, planning and administrative tasks. Meetings with other agency staff, with community groups, or with multi-agency coordinating teams qualify as related client activities. The rest of the field time will be spent in weekly individual supervision; training and staff meetings, record keeping; and telephoning and letter writing. Assignments should be ready upon the student's arrival in the agency and should increase to half of their field hours by the middle of the term. Assignments will be based upon the educational plan developed by field instructor and the student.

First year students will spend a total of two days each week during the academic year in an assigned field agency. Second year students will spend three days each week during the academic year in an assigned field agency.

1. Fieldwork Assignments
  - a. Orientation

In order that students may function successfully within an agency it is recommended that the initial part of the internship be set aside for a period of orientation. The following is a possible range of orientation activities:

- Introduction to other professional staff/administrators within the agency.
- Location of items like files, forms, office supplies, photocopier etc.
- Opportunity to read case files, agency mission statement, policies and procedures, operations manual, rules and regulations etc.
- Brief history of the agency

- Types of services provided by agency.
- Possible meetings with significant members of the agency to discuss roles and responsibilities.
- Possible visits to satellite programs, community resources etc.

#### b. Use of Generalist/Advanced Generalist Practice Roles

In order to strengthen the relationship between fieldwork and the commitment of the school to Advanced Generalist Practice, it is proposed to identify the social work roles developed within the program and provide details of possible fieldwork activities associated with these roles.

#### First Year - Generalist Practice Roles

The field work assignment during the first year should focus on the four roles identified within the generalist approach to social work practice. The following is a description of the types of assignments associated with each of these roles. This is not an exclusive list and field instructors with field liaisons are encourage to identify areas of innovation:

#### 1) Enabler Role

An enabler in the generalist social work practice consults with client systems to provide opportunities and resolve challenges in social functioning and circumstances. An enabler encourages action by helping people to identify their needs, clarify their problems and develop the capacity to deal with them effectively. (Task-centered, Problem- solving)

##### a) Types of Assignments

- (1) Learning how to develop a purposeful relationship with an individual, family or group.
- (2) Developing a beginning assessment based upon person-in-environment (as opposed to the structure of the personality).
- (3) Encouraging the individual, family or group to begin making choices - emphasizing the client's right to self-determination.
- (4) Balancing considerations of both strengths and areas of pathology.
- (5) Evaluating outcomes of work with clients.

#### 2) Broker Role

In social work the term broker is used to refer to the role played by the generalist social worker when linking clients to services. To use this role effectively, a social worker must have thorough knowledge of available resources. Included in this knowledge are the eligibility standards used by each program or service, location of the service or program, and the individuals to be contacted by clients.

a) Types of Assignments

- (1) Identifying services used by clients within the agency.
- (2) Identifying eligibility requirements costs etc.
- (3) Developing relationships with service providers.
- (4) Preparing clients for the use of services.
- (5) Following-up on a client's use of services.
- (6) Developing a resource directory for personal use.

**3) Advocate Role**

The advocate contends for the rights and dignity of people requiring help. This includes working for services on behalf of single persons, families, groups or communities and working for changes in laws and practices on behalf of a whole class of persons or segment of society.

a) Types of Assignments

- (1) Recognizing an individual, family or group as part of a class of persons who may require broader societal changes to alleviate their condition.
- (2) Identifying the broad social problems experienced by clients within the host agency.
- (3) Involvement in an advocacy group on behalf of clients within the agency.
- (4) Contact with persons engaged in advocacy on behalf of clients within the agency.
- (5) Involvement with the legislature.

**4) Coordinator.**

The role of the coordinator is to seek out resources, make plans for their delivery, organize service provisions and monitor progress. The coordinator links resources between the client systems and resources at all levels.

a) Types of Assignments

- (1) Identifying shortfalls in the delivery of services to clients in the agency.
- (2) Writing proposals for overcoming shortfalls.
- (3) Making presentations with respect to aspects of service delivery.
- (4) Bringing clients together as in a group-providing education.

## **Second Year - Advanced Generalist Practice Roles.**

The second year prepares students to become advanced generalist practitioners. Four roles have been identified within the concentration: counselor/clinician, supervisor, manager and administrator.

### **1) Counselor/Clinician-first semester.**

Building upon the skills of the generalist practitioner the counselor/clinician focuses on direct work with individuals, families and groups. They are expected to provide conduct detailed assessments and therapeutic interventions at an advanced level.

#### a) Types of Assignments.

- (1) Conducting assessments of clients using DSM-IV, ecomaps, PIE and standardized instruments.
- (2) Engagement of clients in treatment and developing treatment plans/goal attainment scales.
- (3) Working with families, groups and individuals using task centered casework and social learning theory.
- (4) Incorporating skills from practice in the first year.
- (5) Using research to evaluate the outcomes of practice with individuals, families and groups.

### **2) Supervisor role - Second Semester.**

The supervisory role involves a process by which the social work student directs, coordinates, enhances and evaluates the on-the-job performance of assigned supervisees.

#### a) Types of Assignments

- (1) Supervise a unit or group of volunteers
- (2) Hold regularly scheduled unit meetings
- (3) Review all work done by volunteers
- (4) Monitor attendance, timeliness
- (5) Conduct individual meetings to address volunteer performance, i.e., quality of work.
- (6) Familiarize oneself with the agency manual and be able to quote it
- (7) Observe employee interaction with clients
- (8) Assist employees in utilizing resources and in developing new ones
- (9) Select and plan case assignments with employees for client(s)
- (10) Assist and instruct volunteers in the proper use of referral and the effective use of same in intervention efforts
- (11) Teach time management skills to volunteers
- (12) Teach stress reduction techniques to volunteers

- (13) Produce an instructional report utilizing the processes of guiding, directing, training, supporting, and evaluation of volunteers
- (14) Teach volunteers the six-stage problem-solving process: engagement, data collection, assessment, intervention, evaluation, and termination
- (15) Instruct volunteers in the practice of NASW standards for social work case management

### **3) Manager Role - Second Semester**

The manager role is defined as the responsibilities assumed by the student in which elements of the group are integrated and/or utilized so as to effectively and efficiently achieve organizational objectives.

#### **a) Types of Assignments.**

- (1) Monitor the effectiveness of service delivery to be aware of potential problems
- (2) Serve as a buffer between all levels of administration or between different groups and social systems and develop a plan to resolve issues
- (3) Serve to motivate staff to work toward agency goals using the six-stage problem-solving process
- (4) Organize a voter registration project
- (5) Develop opportunities/plans to bring speakers into the agency to present relevant issues
- (6) Oversee implementation of a program or project
- (7) Oversee implementation of aspects of a strategic plan

### **4) Administrator Role -Second Semester.**

The Advanced Generalist Administrator enables, enhances, maintains, intervenes in and evaluates the operation of multi-level systems by using a range of theories and practice interventions.

#### **a) Types of Assignments.**

- (1) Write a grant proposal
- (2) Plan a board/staff meeting, agenda, etc.
- (3) Plan or develop a budget and determine where cuts should be made
- (4) Initiate internal controls in the finance unit, intake, etc.
- (5) Review the billing procedures accounts receivable/payable
- (6) Develop a strategic plan
- (7) Develop an operations manual
- (8) Plan a computerized system to maintain office records

- (9) Research bids submitted by vendors and produce a report
- (10) Inventory all office equipment
- (11) Inventory all office equipment requiring repair
- (12) Research the work flow process by doing a time study agency wide. How can it be modified? Create a plan for change or maintenance of the status quo and justify it
- (13) Should positions be maintained or eliminated? Should there be downsizing toward revitalization? Justify the recommendations made.
- (14) Establish guidelines for evaluation of employees
- (15) Develop a more accurate evaluation form for each position
- (16) Develop a table of organization
- (17) Develop a special events fundraiser (e.g., annual campaign fundraiser; major gifts fundraiser; capital campaign fundraiser; or planned giving program)
- (18) Develop a fund raising project for the agency
- (19) Develop a plan to involve the community in the project
- (20) Organize a volunteer corps for specific tasks for a specific period of time
- (21) Sit in on staff grievances and write a report on the outcome as you think it should be
- (22) Review personnel attendance daily at the start of business and reassign employees accordingly if warranted
- (23) Monitor grants
- (24) Engage in or initiate pre-audit preparation
- (25) Interview job applicants
- (26) Develop a statistical reporting system for each area of the agency
- (27) Organize a consortium of community groups to function towards meeting a goal using the mission statement as a guide
- (28) Set standards for social work personnel practices and/or engage a speaker from NASW to make a presentation on this.

## H. Field Practice Learning Contract

A written contract for field practice is extremely helpful. In supervising a student, field instructors are encouraged to use a learning contract for their students.

### 1. Purpose

The contract is a tool to be used to facilitate the student's learning process. It helps to set boundaries for the student and can serve as a basis for meetings with the faculty liaison and the end of semester written evaluation. Learning contracts are developed in September and need to be completed within five weeks so that the student, the field instructor and the Social Work Department have a document that explains what the student and agency will be responsible for during the field experience. The learning contract should take into account the entire year's learning opportunities and be written in a time line where new responsibilities are added as the student progresses through the academic year. (*Example would be: September, the Student co-facilitates a group with field instructor, November, Student takes lead role, January the student expected to lead the group or convene own group.*) In the second semester of the first and second year, it is possible that this process may simply involve updating or adding an addendum to the learning contract from the previous semester. The agreement is one way of ensuring that learning objectives are identified, competencies are agreed on and field assignments to support learning are in place.

### 2. Structure

It is recommended that discussions begin with respect to the learning contract during the second week of the internship with a view to completion by the fifth week. This period of time will enable both the supervisor and the student to begin identifying learning needs.

### 3. Format

One possible format for the learning contract is as follows:

#### a. Objectives for learning.

The objectives for students learning are designed to identify areas where the student needs to develop their skills. Examples might include:

- To improve the student's skills in interviewing clients.
- For the student to familiarize themselves with the community served by the agency.
- For the student to become more knowledgeable about the administration of the agency.
- For the student to develop their skills in running a group.
- For the student to supervise a volunteer.

The objectives identified within the learning contract should be related to social work roles identified within the generalist and advanced generalist approaches to practice:

- In the first year - enabler, broker, advocate and coordinator.
- Second year - first semester - counselor/clinician.

- Second year - second semester - supervisor, manager and administrator.

b. Methods for Achieving Objectives.

In this section of the contract the supervisor and student identify the ways in which the objectives may be achieved through the student's work at the agency. Examples might include.

- Conducting interviews with individuals and families.
- Visiting the community and conducting a community assessment.
- Attending a community meeting.
- Attending and participating in case conferences.
- Working with an administrator of the agency for part of the internship.
- Setting-up and running a group with clients.
- Providing a training session or a multi-media presentation.

c. Outcomes

This part of the learning contract describes ways by which the student and the supervisor are able to know that the objectives for learning have been achieved. Examples might include:

- The student's process recordings are more purposeful, contain more information with respect to the person-in-environment and clients report increased satisfaction with the services.
- The student has completed a community assessment and presented it to members of the agency. It has been used to improve service delivery.
- The student has set up and run a group. Feedback and measures of group outcome show that the intervention was successful.
- The student has made an effective presentation. Written feedback from the participants indicated that it was successful.

When the learning contract is completed it should be signed by both the student and the supervisor and it will be reviewed by the faculty liaison at the school.

## **I. Process Recording**

### 1. Introduction

Process recording is an extremely valuable tool in the education of a social work student. It provides both the supervisor and student with a method for evaluating progress, identifying "blind spots" in the student's work with clients and way of relating theory to practice. Verbal and/or written feedback from the supervisor provides the social work intern with both feedback on their performance and ways to further strengthen and develop their skills. The use of process recordings in class at the school enables students to recognize the importance of the relationship between theory and practice.

Process recordings are only designed as part of the student's learning. As such, they should not contain any identifying information with respect to the client, they should not constitute part of the agency file, and they should be destroyed after use.

## 2. Frequency

At a minimum it is recommended that all students undertake two process recordings per week over the course of their internship.

## 3. Type of Activities Suitable for Process Recording.

In an advanced generalist program students are being educated to work with systems of all types and sizes. Students should therefore be encouraged to use process recording to evaluate their work in the different arenas in which they will practice. Examples might include:

- An interview with an individual or family.
- A group
- A case conference
- A community meeting
- An administrative meeting
- Contact with other service providers.

## 4. Format for Process Recordings

Experienced supervisors have often developed their own format for process recordings and this has served them well in the education of social work students. The following is one possible design for process recordings:

- a. A brief introduction to the recording identifying the purpose of the intervention, including possible discussion of the broader implications of the work.
- b. A record of the dialogue between the social worker and the client, members of the group or participants in the meeting.
- c. Comments by the social worker with respect to their emotional reactions, possible "blind spots", intentions, alternative ways of conducting the interview and theoretical implications.
- d. Written comments by the supervisor with respect to the content of the interview.

## 5. Informed Consent

Social work students should follow the professional practice of obtaining a general informed consent of clients in regard to conducting oral or written interviews.

## **J. Meeting with Faculty Liaison**

There are two models to facilitate the interaction among the field instructor, student, and faculty liaison.

1. **Model One:** Whenever possible this meeting should be conducted at the agency and include the student, the field instructor and the faculty liaison.
2. **Model Two:** The meeting with the field instructor and faculty liaison will occur at the agency. The meeting with the student and faculty liaison can take place at school.

It is anticipated that this meeting will take place during both semesters in the first and second year. The objectives for the meeting are as follows:

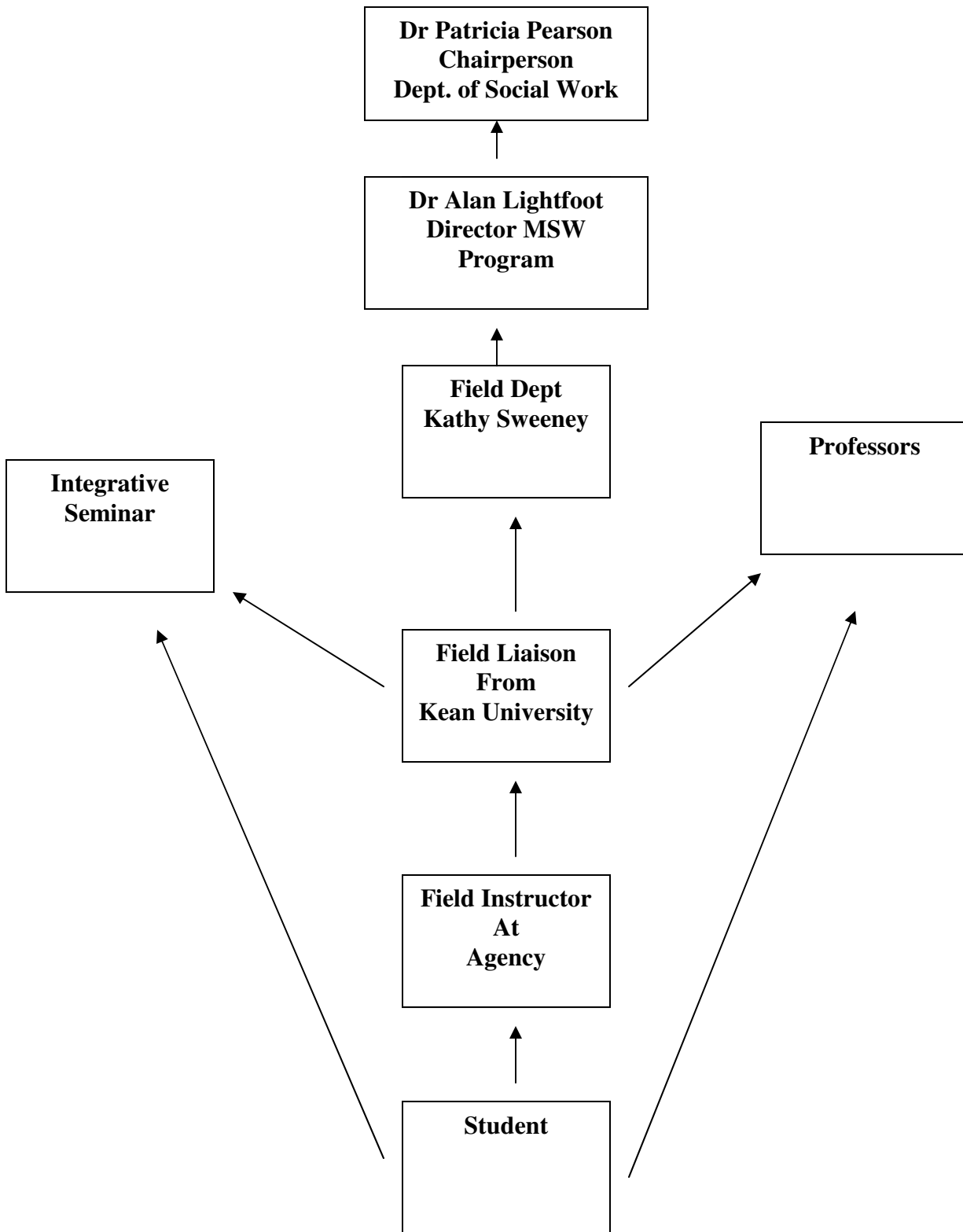
- \* To review the student's learning contract and identify areas of strength and difficulty.
- \* Review student's field hours to be sure they are doing required number of hours. Field Instructor, field liaison and student will revise the field schedule in order to bring student's hours up to date.
- \* For the fieldwork liaison to familiarize themselves with the agency.
- \* For the fieldwork supervisor, student and fieldwork liaison to identify learning needs and assignments with respect to the Advanced Generalist Practice approach to practice taught within the school.
- \* To review the progress of the student within the agency and identify any areas of concern and revise the learning contract if needed.
- \* For the student to present examples of their work within the agency.

## **K. Field Education Concerns.**

Students from time to time have concerns related to their academic learning in the field setting. At other times, such concerns may originate with a field supervisor, faculty liaison, faculty member or faculty advisor. The following procedure will be used for handling such concerns:

1. The student should first speak with the field supervisor regarding concerns.
2. If the concerns are not resolved, then the student should contact the faculty liaison, and a meeting be arranged for the student with the faculty liaison and if possible the fieldwork supervisor at the agency. At this point all the parties should explore the possibility of an informal resolution to the problem.
3. If a resolution is not achieved in step 2, the information should be presented by the faculty liaison to the Director of Field Work. In the event that there is still a concern, the matter can be referred to the Academic Standards Committee.

# Support System



## **L. Professional Ethics**

Students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, the National Association of Social Worker (NASW). Students will receive copies of this pamphlet in their orientation session at the beginning of the school year. All behavior in the field setting involving clients and staff must follow the standards detailed in the Code.

Students in the MSW program are expected to act in a mature and responsible manner. They must be aware of their obligations to themselves, to their fellow students, to faculty, to field instructors, and to participating agencies. They have a very special responsibility to clients with whom they work. The Code of Ethics is the model for expected behavior. In order to comply with the NASW Code of Ethics, students in field agencies must identify themselves to clients as being in training for a specific period of time. They should never be asked to represent themselves as one who has earned the social work degree or as staff workers of the agency.

## **M. Ethical Violations**

The Department of Social Work adheres to the National Association of Social Workers Code of Ethics. In the event of an ethical violation by the student, this matter should be immediately reported by the field work supervisor to the student's faculty liaison for appropriate action.

## **N. Evaluation of Student Performance**

Evaluation is an integral part of the teaching-learning experience, from beginning to end. It is both ongoing and periodic in nature, verbal and written, informal and formal.

Ongoing evaluations occur in regular instructional conferences as the field instructor offers feedback on the student's performance and keeps the student posted on his or her progress. It begins in the process of contracting. It is sustained by ongoing feedback and periodically summarized at strategic points in time.

Periodic evaluations are more systematic, formal, and comprehensive. They involve setting time aside for assessing progress to date and developing plans for the future. They are scheduled at midyear and at the end of the practicum year.

The formal evaluation of the student's performance in the field is designed to serve a number of important functions:

- To decide whether the student's performance within their internship has achieved a satisfactory standard given their level of experience within the program.
- To identify areas of strength and weakness with regard to their future learning needs.
- To document their experience of social work practice.
- To identify the strengths and limitations of the internship experience with respect to the objectives of an advanced generalist program.
- To provide the students with a basis for the evaluation of their performance.

**The evaluation is due two weeks prior to the end of each semester of the internship.**

There are two evaluations per year: End of Fall Semester Evaluation (Dec), End of Semester Spring Evaluation (April)

All supervisors will receive an evaluation form prior to that date. In order that supervisors and students may prepare for the evaluation the following is a summary of the areas covered in the written evaluation:

- Identification of learning objectives established for the student in the internship.
- Types of learning experiences in which the student was involved.
- Percentage of time spent on the following types of assignment: individuals, families, groups, communities, organizations, and social institutions.
- Explanation of how the student's skills progressed and identification of special problems.
- Ways in which the student was able to use the supervisory experience.
- Methods by which the field instructor was able to evaluate the student's progress.
- Development of professionalism.
- Respect for the values and ethics of the profession.  
The types of populations served by the student.
- Performance of the student in the following roles: First Year- Enabler, Broker, Advocate and Coordinator. Second Year - First Semester - Counselor/Clinician Second Year - Second Semester - Supervisor, Manager and Administrator.
- First Year - Recommendations for further work during next semester/second year.
- Final Rating - Satisfactory/Unsatisfactory
- (IMPORTANT NOTE: If it is anticipated that this report is going to contain an unsatisfactory recommendation with respect to the student's performance, discussions with the faculty liaison and the student should have taken place prior to the completion of the report and where possible earlier in the semester.

### **1. Final Evaluation of Fall Semester**

The midyear evaluation occurs early in December toward the close of the fall semester. It is the first formal written evaluation, updating and firming up earlier verbal assessments. It is based on the field education contract and the ongoing use of the contract to monitor progress toward objectives. The report should represent what was handled in the evaluation conference and not include any new material. It is a summation and should contain no surprises. The field instructor documents the results of the conference in the evaluation report and submits a recommended grade.

Both field instructor and student sign the report. The student's signature signifies that it has been read by the student; it does not necessarily indicate approval. In case of irresolvable differences, the student may write an addendum, sharing that with the field instructor.

The signed report is forwarded with the updated contract for review by the faculty liaison by mid-December. The review completes the information required by the liaison to assign the grade. No grade is assigned until the evaluation is received. The liaison signs the report and returns it to the Practicum Office for placement in the student's folder.

## **2. Final Evaluation**

The final evaluation conference is scheduled two to three weeks prior to the close of the field education year. The conference follows the same format and procedures as the midyear evaluation. Based on the evolving yearlong contract the final evaluation allows for a more comprehensive and definitive assessment. For the first level MSW student it points the way to learning experiences at the advanced level. The evaluation assists in the integration of total learning, allowing them to identify areas for continuing professional growth as social work practitioners.

As in the midyear evaluation, the report is signed by field instructor and student. It includes the field instructor's recommended grade, credit granted - CG for satisfactory performance and NC for no credit/unsatisfactory. It is forwarded for review by the faculty liaison at the end of April, along with the updated contract. The liaison assigns the grade, CG or NC, signs the report and returns it to the Director of Field Education for placement in the student's folder.

For first level MSW students, the final evaluation assists in the decision about the field placement assignment for the advanced level. First level students are also expected to make their copy of the evaluation available to the advanced level field instructor in the placement interview.

## **3. Preparation for the Evaluation**

The field education contract is the basic working document in preparing for the evaluation. When the contract has been clear and specific about objectives, activities and methods of evaluation and has been kept up to date, it can be extremely useful in preparing for and participating in the evaluation conference. For example, when the contract has specified more than one source for evaluation, the use of several kinds of information from multiple sources and situations can likely increase the usefulness and reliability of an evaluative judgment. In addition to using the contract, students best prepare for the evaluation conference by reviewing materials which can assist them to track their movement and progress, e.g. written process and taped recordings of the practice, summary record and reports.

Field instructors conduct a similar review of the contract, sample student materials and consult their notes from instructional conferences. They can usefully approach a complex and difficult task by being mindful their double responsibility - assisting students to evaluate their own practice while simultaneously exercising their professional judgment to rate student performance.

## **4. Unsatisfactory Performance**

Unsatisfactory performance rarely refers to a singular event. Rather it occurs over enough time to allow the field instructor to observe at least a beginning pattern of sub-par performance. The field instructor is to bring this to the student's attention as soon as it is identified. If there is insufficient growth within a reasonable time period, the field instructor is to notify the liaison.

The field instructor, liaison and student should meet to specify unsatisfactory aspects of performance and develop a plan for improvement. If the student does not improve, an unsatisfactory grade is assigned.

The following assumptions are made in the assignment of the no credit grade.

1. The student has been alerted by the field instructor to the unsatisfactory performance.
2. The areas of deficiency have been clearly defined.
3. The Student has had adequate opportunities to demonstrate satisfactory achievement.
4. The student has been given help to improve his or her performance.

### **O. Student Advisory Committee**

In order to further help students with academic or field problems a “Student Advisory Committee” (SAC) has been developed. Any professor, field liaison or professional staff person may refer the student to the committee for extra help and ways for the student to overcome some of the issues that are affecting their performance. Field instructors can contact the liaison who will complete and submit a SAC referral form. A copy will be submitted to the student and another to the committee indicating the issue of concern. A meeting time is set up (*Tuesday, Wednesday or Friday afternoons have been designated as possible meeting times for MSW students*) and the student, the referring person, and two committee members will meet to address the issues. Ways to help the student improve their academic and /or professional performance will be explored and a plan set in motion. This Committee exists to help the student make necessary changes and improvements before the problem becomes unmanageable or before they would normally be referred to the Academic Review Committee. We encourage this remedial process in order to avoid late discussions on student poor performance.

### **P. Grading of Field Education**

#### Grading Process and Criteria

During the fall semester a mid-term evaluation will be completed by the field instructor and returned to the MSW Program. At the end of the fall semester a fall evaluation will be completed by the field instructor and returned to the MSW Program.

The major portion of the student's field grade is dependent upon the end-of-semester evaluations completed by the student, field instructor, and the faculty liaison.

The final decision regarding an assigned grade rests with the faculty liaison who will consider the student's ability to learn, observe, integrate knowledge, and behave professionally and responsibly in addition to the student's particular level of skill performance. The assignment of

grades is guided by the benchmark of the expected outcomes articulated in the field practicum objectives for each year.

The grades for field placement performance, credit granted, or fail/no credit, are given at the end of each of the four semesters by the field consultant assigned to each student. The agency field instructor is asked to recommend a grade with submission of the evaluation form. All evaluations must be received before the grades are recorded or the student will receive a grade of Incomplete. That grade will be changed upon receipt of the evaluation form.

In the event of a student's failure in field, the student will be presented to the Academic Standards Committee for a decision about continuance. If a student is allowed to repeat the semester, the Field Office will work out the plans for continuation of field, in the same agency or a new one, depending on the individual circumstances.

There are no letter grades for Field Experience. A student receives **“CG” -Credit Granted** or **“NCG” No Credit Granted** and the grade is finally assigned by the faculty liaison.