THE INTENT OF FIELD EDUCATION IS TO INTEGRATE THE THEORETICAL AND CONCEPTUAL CONTRIBUTION OF THE CLASSROOM WITH THE PRACTICAL WORLD OF THE PRACTICE SETTING.

COUNCIL OF SOCIAL WORK EDUCATION
Educational Policy & Accreditation Standards

ALL BSW/MSW FIELD EDUCATION STUDENTS ARE RESPONSIBLE FOR REVIEWING AND COMPLYING WITH ALL INFORMATION CONTAINED WITHIN THE ASU SCHOOL OF SOCIAL WORK FIELD EDUCATION MANUAL.
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I. INTRODUCTION

Message from the Director of ASU School of Social Work

Hello,

I want to extend a warm welcome to you as you embark on your field education experience. The School of Social Work at the Arizona State University is one of the largest and the most diverse Social Work programs in the United States.

We have more than twenty one hundred students currently enrolled in our BSW and MSW programs in Phoenix, Tucson, and Online. You will find that field instructors and field liaisons are dedicated and committed to Social Work values, social justice, Social Work ethics, human relationships, professional integrity, and social work competencies.

As you progress through your field internship, I strongly encourage you to actively engage in your educational experience. Be proactive about your field education learning experience. When you have challenges, please reach out to your professors, field liaisons, and the field education team for support and guidance. Please use this Field Manual as a guide and resource for your internship. Again welcome, I look forward to meeting you in person at a future graduation ceremony, I wish you all the best in your field education experience.

James Herbert Williams, PhD
Director and Arizona Centennial Professor of Social Welfare Services
Welcome to Field Education!
You have reached the point in your education where you will begin working with real people in real situations applying course content and theory to everyday experiences. It is an exciting time and there are often many considerations and feelings around securing and having a successful internship.

This Field Manual contains information about Field Education from the mission of the School to the Field Learning Contract, the Mid Semester Evaluation, and the End of Semester Evaluation. We also discuss the role of the student, the role of the Field Instructor and the role of the Field Liaison.

As you embark on this most important part of your educational journey, we encourage you to own your educational opportunity. Use your learning contract as a springboard to develop a fully engaged experience. Know that everyone has struggles along the way; it is part of the learning process. When you struggle, reach out to your Field Instructor and your Field Liaison for support and guidance. They have been through this before and will be excellent resources along the way. Always know you can reach out to the Field Education Office as well.

Please utilize this manual a resource to answer any questions.

Cynthia Peters, MSW
Manager of Field Education
History and Mission of the School of Social Work

Few professions offer more diverse employment opportunities than social work. It is a profession dedicated to enhancing the human capacity to solve complex social problems to create a more humane and just society. One of the cornerstones of social work practice is the focus on the strengths, as opposed to the shortcomings, of individuals, families and communities so that these can be deployed to find creative solutions for complex social problems. The profession is characterized by a steadfast commitment to social justice in the service of empowering individuals, families and communities to meet their needs.

Social workers serve as counselors, coordinators and case managers, administrators in public and private human service agencies, public policy analysts, global rights advocates, and juvenile and adult justice system workers. Areas of service include adoption, bereavement, housing, human resources, public affairs, and child, adolescent, and family counseling, among many others.

In the fall of 1961, the Arizona Board of Regents authorized the founding for the Graduate School of Social Service Administration, as it was then called, at Arizona State University. The first dean of the School, Horace Lundberg, was hired in 1962, and in the following year, five new faculty members were hired to develop a casework-oriented Masters of Social Work program. The School awarded 14 MSW degrees at its first graduation in 1965.

Although undergraduate social work courses had been offered in the Department of Sociology since 1946, it was not until 1976 that the newly accredited undergraduate major, the Bachelor of Social Work (BSW), was merged with the MSW program to create the School of Social Work. A doctoral program followed in 1982. In July of 2006, the School moved from the Tempe campus to its downtown Phoenix location, and merged with the ASU West Campus social work program to form one school in 2008. Our MSW Online Program was launched in Fall 2015.

To serve the needs of southern Arizona, the School's Tucson campus began in 1972 offering only MSW extension courses. The component became official in 1978. Today, direct practice MSW students can complete their professional degree entirely in Tucson. The Tucson BSW program began in 1995 as a pilot program under a Title IV-E partnership between the ASU School of Social Work, Arizona Department of Economic Security, and the ASU College of Extended Education. It became a permanent BSW program in October 1999 and moved in January 2001 to the Community Resource Center campus developed by United Way of Tucson and Southern Arizona and the City of Tucson. In 2013, MSW students in the Policy, Administration and Community Practice (PAC) concentration could complete their full course of study in Tucson.

In 2018, the ASU School of Social Work was awarded an eight-year accreditation period through 2024 by the Council for Social Work Education, the premiere accrediting body for all social work programs. The review was granted without revision, which means the extensive evaluation passed all benchmarks on the initial review.

ASU continues to have a rigorous program with high standards and competencies, which serves our students well.

Mission of the School of Social Work

The School of Social Work prepares social work practitioners committed to social justice and to serving and empowering individuals, families, and communities. It contributes to the development and dissemination of social work knowledge and skills, and affirms professional values and ethics. The School emphasizes understanding and respect for the unique social, political, and cultural diversity of the Southwest.
The School of Social Work demonstrates commitment to its Mission by:

- Preparing competent and effective practitioners who can apply professional and critical thinking skills using an ecological and strengths perspective framework; contribute to individual group, family, and community empowerment; and work with and within agencies and state, federal, and tribal governments.
- Preparing professionals who affirm social work values and ethics.
- Preparing professionals who understand the forms and mechanisms of oppression and discrimination that lead to poverty, racism, nativism, sexism, heterosexism, classism, ableism, ageism, and religious oppression, and who therefore advocate for social, economic, and cultural justice.
- Preparing professionals who understand and respect social and cultural diversity at the local, national, and international level.
- Preparing professionals who are committed to serving American Indian, Latino/a, African-American, Asian American and other minority communities who are oppressed.
- Contributing to the development of social work knowledge by promoting student and faculty research in general, and, more particularly, research relevant to the social problems most prevalent in Arizona and the Southwest, and related to national and international communities.
- Serving Arizona citizens by disseminating professional knowledge through cooperative partnerships with schools, neighborhoods, communities, social service agencies, and their constituencies.

The School achieves its mission by:

1. Providing innovative educational programs that produce effective social work professionals, leaders and scholars dedicated to creating a more just and humane society;
2. Conducting research that illuminates the causes and consequences of social injustices, seeks effective solutions to complex social problems, and provides effective means to implement these solutions in social policies and social work practice; and
3. Engaging in service that promotes social justice, enhances quality of life and creates a more humane society.

School of Social Work Vision Statement:
Leaders in promoting social justice and enhancing quality of life through innovative education, research and service.
I. FIELD EDUCATION

Mission of Field Education

Field Education is offered concurrently with academic study. Students intern at a social service agency and complete an internship placement under the guidance and supervision of an experienced professional social worker called a Field Instructor. This vital interaction is designed to reinforce our students’ academic study with real life experience. It permits testing theory in practice settings and provides students with field experience that is vital for academic and professional development. Affiliated social service agencies, governmental departments, schools, hospitals, etc. in Arizona, the U.S. and abroad are utilized for field instruction. These agencies provide our students with a wide range of social service settings for Field Education.

Signature Pedagogy

The Council of Social Work Education has declared that field education is the signature pedagogy for social work as cited in the 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs:

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.”
## Campus Locations

ASU School of Social Work has four campus locations:

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Downtown Phoenix</strong></td>
<td>UCENT 411 N. Central Avenue, Suite 800</td>
<td>(602) 496-0800</td>
<td>(602) 496-0960</td>
</tr>
<tr>
<td></td>
<td>Phoenix, AZ 85004-0689</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mail Code: 3920</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tucson</strong></td>
<td>Tortolita Building 340 N. Commerce Park Loop, Suite 250</td>
<td>(520) 884-5507</td>
<td>(520) 884-5949</td>
</tr>
<tr>
<td></td>
<td>Tucson, Arizona 85745-4286</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>West</strong></td>
<td>College of Public Service and Community Solutions 4701 W. Thunderbird Rd., FAB N 101C</td>
<td>(602) 543-1609</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glendale, AZ 85306</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td>UCENT 411 N. Central Avenue, Suite 800</td>
<td>(602) 496-0063</td>
<td>(602) 496-0960</td>
</tr>
<tr>
<td></td>
<td>Phoenix, AZ 85004-0689</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mail Code: 3920</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone (602) 496-0063</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fax (602) 496-0960</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Staff

Field Education Team

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**Field Education Roles “Who’s Who”**

The Field Education Office is devoted to the support, identification, matching, overseeing and approval of Field placement sites where students will complete their Field Education experience. The Field Education Team provides support to the student throughout their internship process. Here is a brief description of the Field Education roles:

**Manager of Field Education** - manages and oversees the Field Education Office, trains Field Education Staff, Field Instructors and Field Liaisons. Maintains connections with Field Directors regionally and nationally through membership in CSWE and other associations of Directors of Schools of Social Work for both Online and On Campus Programs.

**Field Education Coordinator** - Coordinates either BSW Field Education in Phoenix or BSW and MSW Field Education in Tucson, which includes the responsibilities of the Field Education Specialist, listed below. Responsible for maintaining connections with Field Directors/Coordinators regionally and nationally through membership in CSWE and other associations of Directors of Schools of Social Work.

**Field Education Specialist** - works as part of a team in providing support services to social work students seeking internship placement in-state and online. The Field Education Specialist is involved in assuring that internship placement information is accurately reflected on the department’s data management systems and in multi-media, assists with training efforts, and provides direct services to students, Field Instructors, Agencies and Field Liaisons regarding Field concerns and problem resolution. Recruits new agencies and establishes Affiliation Agreements. Carries a Liaison caseload.

**Data Analyst** - Maintains the operation of the Intern Placement Tracking (IPT) system, providing assistance to students, Field Instructors, Liaisons and Staff. Responsible for technology support in the Field Education Collaborative. Creates, edits and revises graphics, videos, electronic and written materials for Field Education. Maintains and updates the Field Education section of the website and integrates Field Education tasks and materials in the Blackboard Organization sites.

**Administrative Assistant** - serves as initial point of contact for visitors; receives and screens incoming phone calls; processes Agency Affiliation Agreements; assists prospective Field Instructors with registration for our online Field Instructor Certification Training and tracks their completion; coordinates in-person Field Liaison Trainings; provides assistance to the Field Education Office staff.

**Field Liaison** - The School assigns Social Work Faculty, Staff, and community Social Workers to act as “Field Liaisons.” The primary function of the Field Liaison is to serve as a connector between the University and the Field Agency and to oversee the Field Education experience provided at the Affiliated Agency. All Field students are assigned to a Field Liaison to work with them throughout their internship experience. The Field Liaison's responsibility is to ensure that a student within her/his assigned agencies is involved in quality educational activities that relate to the school’s curriculum standards. A new Field Liaison is assigned for each internship.

**Field Instructor** - Field Instructors are professional Social Workers who are employed by the Affiliated Social Service Agencies where students complete their Field placement internships. Field Instructors are School of Social Work volunteers. They complete required certification training prior to hosting student interns at their agencies. Field Instructors are committed to the professional development of new Social Workers, and devote their time and expertise to our students’ professional development. They are responsible for providing the field student with opportunities for contacts with
various client systems and oversee the student’s performance with assigned tasks. They provide weekly supervision and instruction.

**Off-site Field Instructor** - Meets the requirements to be a Field Instructor, however, he/she may or may not be employed by the affiliated agency. Volunteers to supervise interns and perform all the tasks of a Field Instructor. Generally utilized when an agency does not have any BSW/MSW’s employed. Works closely with the Task Instructor assigned.

**Task Instructor** - An individual employed by the affiliated agency who is responsible for supporting the student’s learning. He/she may or may not be a social worker by training but provides supplemental instruction and guidance to the student’s activities at their internship site. Works closely with the Field Instructor assigned.

**Academic Advisor** - part of The School of Social Work Academic Services; provides critical guidance regarding the student’s program of study, courses, and academic policies and procedures. Confirms student registrations for Field Internships.

**Master Instructor** - (Online) is the primary instructor for each online course.

**Academic Associate** - (Online) is a co-instructor in an online class. In SWG540, an Academic Associate will stay with a student through the full semester (15 weeks) to guide a student through the process of securing a Foundation Year field placement.

**Success Coach** - (Online) Supports students in meeting their goals, navigating ASU resources, and identifying strategies for academic success.
Field Education Requirements

ATTENTION: All BSW/MSW students are responsible for reviewing and complying with all information contained within the Field Education Manual. In addition, students must comply with all Social Work professional expectations, all University and Agency policies and protocols which will guide and support students in their role as Social Work Interns. This includes:

- ASU School of Social Work Field Education Policies and Procedures - available upon request
- ASU School of Social Work Standards of Professional and Ethical Behavior
- NASW Code of Ethics
- CSWE Educational Policy and Accreditation
- ASU Policy on Discrimination, Harassment, and Retaliation

Eligibility for Field Education

Masters Students are required to have a 3.0 GPA to be eligible for Field.
Bachelors Students are required to have a 2.75 GPA to be eligible for Field.

Registration for Field Courses

Students entering field need to register for the following courses:

<table>
<thead>
<tr>
<th>Foundation Year</th>
<th>Course</th>
<th>Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSW Professional Program</td>
<td>Field Instruction I (1st semester)</td>
<td>SWU 412</td>
<td>SWU 310 with C or better</td>
<td>SWU 410, SWU 413</td>
</tr>
<tr>
<td></td>
<td>Field Instruction II (2nd semester)</td>
<td>SWU 414</td>
<td>SWU 410, 412, or 413 with C or better</td>
<td>SWU 411, SWU 415</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year</th>
<th>Course</th>
<th>Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Foundation (FND)</td>
<td>Field Practicum I (1st semester)</td>
<td>SWG 541</td>
<td>SWG 540 (Online only)</td>
<td>SWG 510 with C or better</td>
</tr>
<tr>
<td></td>
<td>Field Practicum II (2nd semester)</td>
<td>SWG 542</td>
<td>SWG 510 with C or better and SWG 541</td>
<td>SWG 511 with C or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Year</th>
<th>Course</th>
<th>Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Advanced Direct Practice (ADP)</td>
<td>Advanced Practicum/DP I (1st semester)</td>
<td>SWG 641</td>
<td>SWG 542 with Y grade</td>
<td>SWG 603, 608 with C or better if completed</td>
</tr>
<tr>
<td></td>
<td>Advanced Practicum/DP II (2nd semester)</td>
<td>SWG 642</td>
<td>SWG 603 or 608 with C or better; SWG 641 with Y grade</td>
<td>SWG 604, 609, 613 or 617 with C or better if completed</td>
</tr>
</tbody>
</table>

Specializations for MSW-ADP: (1) Children, Youth & Families (CYF), (2) Health/Behavioral Health with Adults (HBHA), (3) Public Child Welfare (PCW)

<table>
<thead>
<tr>
<th>MSW Policy, Administration and Community (PAC)</th>
<th>Course</th>
<th>Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practicum/PAC I (1st semester)</td>
<td>SWG 643</td>
<td>SWG 542</td>
<td>SWG 623, 685 with C or better if completed</td>
<td></td>
</tr>
<tr>
<td>Advanced Practicum/PAC II (2nd semester)</td>
<td>SWG 644</td>
<td>SWG 623, 685 with C or better; SWG 643 with Y grade</td>
<td>SWG 681, 682 with C or better if completed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MSW Advanced Generalist (AG) Online Only</th>
<th>Course</th>
<th>Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist I (1st semester)</td>
<td>SWG 645</td>
<td>SWG 542</td>
<td>SWG 610 with C or better</td>
<td>SWG 614</td>
</tr>
<tr>
<td>Advanced Generalist II (2nd semester)</td>
<td>SWG 646</td>
<td>SWG 610 with C or better; SWG 645 with Y grade</td>
<td>SWG 614</td>
<td></td>
</tr>
</tbody>
</table>

For more information on courses and the course catalog click [here](#).
Preparation for Practice Training

ASU School of Social Work Field Education “Preparation for Practice Training” is a mandatory training for social work students to help them prepare for their field internship experience.

The goals of Preparation for Practice Training are as follows:

1. To provide full and part-time students with an orientation to the School of Social Work's Field Education.
2. To provide students entering field a common preparation for beginning field practicum that will enable them to better understand and respond to the expectations of the field placement agency.
3. To provide students with an orientation to:
   a. The School of Social Work and its mission within the University and Community.
   b. The profession of social work.
   c. The field practicum and multicultural practice.
   d. Safety training

Preparation for Practice Training is presented as an online training in Blackboard and is a course assignment for both online and on ground students. There are four modules in the training that consists of videos with various field related topics. There is a short quiz at the end of each module. All students must successfully pass the four quizzes with 100% as evidence of training completion and two hours of credit towards their field hours. It is due one week after the start of the semester.

The videos included in Preparation for Practice are the following:

- Welcome
- Introduction to Preparation for Practice
- Mission Statement and Signature Pedagogy
- Tools for a Successful Internship
- Role of the Student
- Role of the Field Instructor
- Role of the Field Liaison
- Intersection of Roles
- Problem Resolution
- Introduction to Intern Placement Tracking System (IPT)
- Agencies in Intern Placement Tracking System (IPT)
- Forms in Intern Placement Tracking System (IPT)
- Documentation
- The Learning Contract
- Curriculum
- Work Variance-Request to Utilize Employment for Field Education
- Professional Behavior
- Technology and Practice – Use of Social Media
- Mandated Reporting (pdf)
- Personal Safety Strategies
- Making the Most of your Field Experience
- Community
- Tips for a Successful Field Experience
- Tips for Student Success in Field Education
- Developmental Stages of Internship
Field Calendar

Important Dates
Students must refer to and adhere to the due dates listed on the Field Education Calendar for each semester. Click the link below and search for the specific semester calendar in which you will be completing your field internship: Field Education Calendar under General Field Placement Resources.

Here you can find the following:
- Preparation for Practice Due Date
- Start/End Date of semester
- First day of Field Education
- ASU Holidays
- Due Dates for all Required Forms (IPT Student Form, Learning Contract, Mid-Semester Performance Report, End of Semester Performance Evaluation)
- Field Liaison Site Visit Dates
- New Internship Paperwork Due (Online only)
- Date Final Grades Posted

Hours Requirements

Internship Hours per Semester:

240 hours each semester
for two consecutive semesters
totaling 480 hours per academic year.

**Some field placements require additional hours due to their specific pre-placement requirements or mandatory training. Be sure to confirm the time expectations when you interview with prospective field instructors.

Internship Start/End Date

Internships begin on the first day of the University semester (see Academic Calendar).

Students may not begin their internship prior to this date and must have received an internship confirmation email from the Field Education Office. Students are not covered by professional liability insurance until the first day of the University semester.

If an agency requires students to attend orientation/training prior to the semester start date, up to ten hours can be counted toward the internship, with the approval of the Field Instructor and the Field Education Office. If an agency requests a student to begin their internship before the semester start date, the student must be considered as a volunteer and be covered by the agency professional liability insurance.

Students cannot count their commute to and from the agency as internship hours.

At the end of the first semester, once a student has completed the semester hours and the performance evaluation, they may continue to clock up to 40 hours towards the next semester (with Field instructor approval) as the learning contract is in place and they are covered by liability insurance. Students must be registered for the next semester of field.
If the student is requesting to complete the internship more than two weeks ahead of schedule, the student must obtain approval from the Field Education Office at the mid-semester.

**DOCUMENTATION OF HOURS**

It is the student’s responsibility to complete daily recording and maintenance of Field hours completed at the internship. To ensure credit for hours in the internship, the student must have documentation of hours on mandatory Weekly Supervision Forms.

**Weekly Supervision Forms** - It is the responsibility of the student intern to complete this required form prior to meeting with the field instructor for weekly supervision. The form is used to track hours and supervision. Learning activities and opportunities are planned for the coming week and student progress on identified learning activities is documented. Students must keep a file of weekly supervision forms for field liaison review during the performance evaluation at the end of each semester.

**Attendance Logs** - This form is available as an option for documenting time and learning activities. Field Instructors and agencies may require additional documentation of hours electronically.

**REQUEST FOR GRADE OF INCOMPLETE**

If students are not able to complete the internship hours by the end of the semester, they must fill out a Request for a Grade of Incomplete prior to the end of the semester.

The grade of “I” (Incomplete) must be requested by a field student, who is doing otherwise acceptable work and, who is unable to complete a course because of unforeseen circumstances beyond the field student’s control. Unfinished work must be completed with the same Field Instructor except under extenuating circumstances. The field student has one calendar year from the date the mark of “I” is recorded to complete the course.

Field Education Policy SWK 710-14

**How to complete the Request for a Grade of Incomplete form:**

1. Student fills out form, stating reason for request and plan of completion and signs.
2. Field Instructor reviews and signs.
3. Field Liaison reviews and signs.
4. The form is submitted by the student to the Field Education Office for final approval and monitoring. The Field Education Office will submit grade of “I” for Incomplete.
5. Student must notify their Field Liaison upon completion of internship hours to schedule the performance evaluation and then the Field Liaison initiates a grade change request. The Field Education Office will submit a grade change from “I” to either “Y” for Pass or “E” for Fail.
**Absences (Holidays, Weather, Illness, Religious Observances)**

**Holidays**
Students obtain credit for holidays that are observed by both ASU and the field agency. However, students are required to make up the internship time from any other holidays that are observed by the field agency that occur on Field days. Spring Break is not considered a holiday. **Field Education Policy SWK 710-05.** Students can review ASU holidays here: [Academic Calendar](#).

**Weather**
If the agency is closed due to weather conditions, the student will receive credit for regularly scheduled hours. If the student is sent home due to inclement weather, the student will receive credit for the remaining scheduled hours for that day. If the agency is closed for more than two scheduled internship days, the student will notify the Field Liaison. **Field Education Policy SWK 710-02.**

**Illness**
It is the student’s responsibility to make arrangements to make-up the missed time by the end of the semester, or at some other period by special arrangement with the Field Instructor. Students may be eligible to request a *Compassionate Withdrawal* in special circumstances. Students should contact their Field Education Specialist and their Academic Advisor to discuss. **Field Education Policy SWK 710-06.**

**Religious Observances**
Students may observe religious holidays, but these are treated as absences to be made up. **Field Education Policy SWK 710-05.**
Internship Placement Tracking (IPT) System

ASU School of Social Work (SSW) utilizes the Intern Placement Tracking (IPT) system to track student field placements and retain historical field placement information. The web-based internship database system allows students to research and identify internship opportunities with affiliated agencies. Once an internship is confirmed, IPT provides a paperless, easily accessible method for completing forms and monitoring student progress for online and on campus students. Field Instructors and Field Liaisons are able to access this information to assist in monitoring placements. User information is password-protected; the only individuals who may view student information after a student has been confirmed for an internship includes: ASU Field Education Staff, the current Field Instructor and Field Liaison.

The IPT system includes detail pages as outlined below:

**Student Detail Pages**- The IPT Student Detail Page provides the ASU SSW Field Education Team with student contact information when students are entering field placements. From this page, a student can view their field assignments and other information. Students must verify their student information is accurate and provide emergency contact information, student ID number, and upload their resume and photo. The assigned Field Instructor will have access to their students’ detail pages.

**Agency Detail Pages**- Agencies, which ASU SSW is affiliated with to host interns, are listed as agencies with detail pages. The field office enters the data from the agreement and then Field instructors are to confirm accuracy of the data, describe the learning opportunity, list openings and provide an intern job description.

**Field Instructor Detail Pages**- The Field Instructor Detail Page contains the field instructor contact information, provides links to the agency/program page, links to their assigned students and access to required forms.

*IPT Tutorials* are available specifically for students, Field Instructors, and Field Liaisons to assist in the use of this system. Tutorials are sent to students after their Student IPT Form is received. Field Instructors and Field Liaisons receive tutorials after they have been approved.

The forms listed below are utilized to gather information needed for input into the IPT system:

**Calls/Requests for Interns**- Each semester, agencies/field instructors inform the school of the number of interns they are interested in hosting and at which academic levels based on the learning activities available and the credentials of the field instructors.

**IPT Student Form**- Students submit this form to the Field Education Office to inform the field office which semesters they will be in field. The information is then entered into IPT to create the Student Detail Page from which they gain access to IPT.

**Internship Confirmation Form**- Students must submit this form in order to inform the field office of their confirmed placement. It must contain signatures of the student and the Field Instructor. A student cannot begin their hours until this form is received by the field office and a confirmation email is sent to the student and their Field Instructor, indicating approval by the Field Education Office.

Should you have questions or difficulties with the IPT System, please contact the Field Education Office at **SSWField@asu.edu**.
## Field Placement Process

### Field Internship Placement Steps “Where do I begin?”

<table>
<thead>
<tr>
<th>Steps</th>
<th>On-Ground Student</th>
<th>Online Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Submit <strong>IPT Student Form</strong> to the Field Office.</td>
<td>Submit when received from field office (one to two semesters ahead of internship)</td>
<td>Foundation Year Students: submit form in Blackboard as a class assignment for SWG 540 Concentration Year Students: submit to the Field Office at least one semester prior to internship start</td>
</tr>
<tr>
<td>2 Acquire an <strong>AZ DPS Level One Fingerprint Clearance Card</strong></td>
<td>✓</td>
<td>✓ Check with internship site regarding pre-placement requirements, including fingerprinting (see step #10)</td>
</tr>
<tr>
<td>3 Receive Log in and Password to access IPT system and read the IPT Student Tutorial.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4 Populate your <strong>Student Detail Page</strong> in IPT - including address, birthdate, phone, and emergency contact. Upload your resume and photo.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5 Conduct an <strong>Agency Search</strong> for an internship from the IPT Agency List - sort by address (city, state), academic level (BSW or MSW), primary classification, and/or agencies that can accommodate evening and weekend hours (if needed). Use the search feature to pull any words of interest to help select.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6 <strong>Research</strong> your prospective agency - In IPT, read the Agency Description and Internship Description and visit the agency’s web site.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7 If the agency is listed in IPT, you <strong>may contact the agency</strong> contact person via email and phone. A cover letter is recommended. Clearly state your academic level, which semesters you would like to intern, your availability (specific days of the week, daytime/afternoons/evenings, weekends) and your interest in the opportunity or the related experience you bring. Attach your resume. (Go to step #9)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8 If the agency is <strong>not</strong> listed in IPT, students should research agencies in their prospective area about potential internship opportunities. A potential</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
agency will need to enter into an Agreement/Contract with ASU to host student interns. The agency will need to submit the following forms:
1. Agency Contact Sheet
2. Agreement Detail Sheet
3. Resume of qualified Field Instructor
4. Review SAMPLE ASU Student Placement Agreement or provide their own Affiliation Agreement

*Students are encouraged to take the forms aforementioned to the Interview (Step #10)

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<tr>
<td>9</td>
<td><strong>Prepare</strong> for the Interview: research the agency and bring your best professional self to the interview.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>10</td>
<td><strong>Interview</strong> - discuss expectations, schedule, preplacement requirements, learning opportunities available- consider bringing the learning contract, supervision available, locations, etc. (dress professionally and be on time).</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>11</td>
<td>Consider sending a <strong>thank you letter or email</strong> to interviewer/field instructor at the agency.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>12</td>
<td>Fill out <strong>Internship Confirmation Form</strong> signed by Field Instructor and student and return it to the Field Education Office.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>*Students seeking to intern at a NEW agency not affiliated with ASU will also submit the following forms:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Agency Contact Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Agreement Detail Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Resume of qualified Field Instructor</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>13</td>
<td>Student and Field Instructor will receive an email from the field office notifying that the placement has been approved.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>14</td>
<td>Students must complete <strong>Preparation for Practice</strong> Training prior to first placement- watch for information by email/Blackboard.</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>

We encourage you to have your resume reviewed by [Career and Professional Development Services](#). You may also obtain helpful tips on interviewing.
Second Year Students-
Second year students will need to submit a *NEW IPT Student Form to the Field Education Office.

In the second year (Concentration year), students must match their internship to their chosen Concentration of either Advanced Direct Practice (ADP), Policy, Administration and Community Practice (PAC), or the Online Advanced Generalist (AG).

**Note:** Within ADP you must choose an agency that provides direct service to children if your specialization is Children, Youth, and Families or Public Child Welfare or an agency that provides direct service to adults if your specialization is Health, Behavioral Health with Adults.
Field Placement Considerations

When searching for an internship there are many factors to consider such as the following:

- the location
- the level of opportunities the agency provides—it must match your academic level—check IPT
- the qualifications of the field instructor (can supervise BSW or MSW?)
- the type of learning activities available such as case management, counseling, prevention, micro, mezzo, macro
- the schedule of hours/days
- any special requirements/considerations
- preplacement requirements, such as the type of background clearance required, immunizations, etc. and length of time needed to complete these ahead of the internship
- populations served (ages, cultures, issues)
- the type of service delivery— in office, home visits, individual, group, family, education
- the type of agency such as public, government or private
- your interests and future goals
- your previous experience and strengths (consider expanding your learning rather than repeating what you have already experienced)
- avoid triggers (for example avoid Hospice if you have had a recent loss or avoid working in substance abuse treatment if you are in recent recovery)

Students are encouraged to seek advice from the Field Education Office placement staff by phone, email, or appointment.
Request to Utilize Employment for Field (Work Variance)

The policy of the School of Social Work is that an employment setting may be used as a field placement if all the regular School requirements are met as well as the Council on Social Work Education’s (CSWE) requirements. According to the CSWE Policy and Accreditation Standards (EPAS M 2.2.11):

“...Field Education program develops policies regarding Field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and Field Education supervision are not the same as those of the student employment”.

The Work Variance Request should **clearly demonstrate that the field practicum component differs from the student’s employment.** Students must document the distinctions, including separate supervision, responsibilities, and appropriate learning experiences. **Field Education Policy SWK712**

Students complete the “Request to Utilize Employment for Field Education” (**Work Variance Request Form**) and must include the following materials:

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<tbody>
<tr>
<td>1.</td>
<td>The “Request to Utilize Employment for Field Education” Form</td>
</tr>
<tr>
<td>2.</td>
<td>A letter briefly describing the internship learning activities that are different from the student’s employment. Include a schedule identifying the days and hours of the internship and the days and hours of employment.</td>
</tr>
<tr>
<td>3.</td>
<td>A current job description and current resume (6 months of employment required).</td>
</tr>
<tr>
<td>4.</td>
<td>A completed Proposed <em>Abbreviated</em> Field Learning Contract. Students may find their specific abbreviated learning contract <a href="#">here</a>.</td>
</tr>
<tr>
<td>5.</td>
<td>The resume of the professionally trained social worker who will serve as the field instructor. Please note: The field instructor must be different from the current supervisor.</td>
</tr>
<tr>
<td>6.</td>
<td>A letter of support from the current supervisor or agency director ensuring that the Field Education requirements will be met.</td>
</tr>
</tbody>
</table>

By submitting this form and supporting documents, the student acknowledges their awareness that only one work variance can be approved during their social work program. **Work Variances cannot be repeated for a second internship.**  
**Field Education Policy SWK 711-04**

*Audit:* The Field Education Office will conduct a minimum of two random audits per internship semester to assure that the integrity of the internship is maintained. Students are required to maintain weekly attendance and supervision records for review.

*If the social service agency is not currently affiliated with the School of Social Work, affiliation material must also be included.*

*All six pieces of the above documentation must be submitted at the same time in order to be accepted by the Field Education Office.*

*The proposal must be submitted at least eight (8) weeks prior to the semester for which the request is being made.*

**Employment Offered at Internship Agency While Student is In Placement**

Due to the dual relationship of employment while a student is in internship, a student is not able to accept an employment offer at the internship agency until the internship ends.
Pre-Placement Requirements

Most agencies have preplacement requirements, which must be completed prior to the internship start date. To determine what they are, check the Agency Detail page in IPT. It is imperative that you inquire at the time of the interview what is required and the typical length of time for completion. For example, some background checks can take months to complete.

Field Education Policy SWK 710-13

*ALL COSTS INCURRED ARE THE RESPONSIBILITY OF THE STUDENT.*

Fingerprint Clearance

Arizona (In-State) Students

Arizona Field internship placements require a “Level 1” fingerprint clearance card. Field students should apply for this Level 1 Card as soon as possible since it may take 6-8 weeks for processing. [http://www.azdps.gov/services/fingerprint/](http://www.azdps.gov/services/fingerprint/) for Arizona Students.

Online (Out of State) Students

Check with your prospective agency regarding fingerprinting requirements.

Additional Background Checks and/or other pre-placement requirements may be required by the Agency – check with your prospective agency for specifics.

Medical Requirements

Each medical facility has different requirements, but they typically include immunizations, TB skin test, MMR, a health examination, drug screening, Health and Safety training modules, CPR/First Aid certification, HIPPA training, proof of health insurance, and criminal background clearance. These typically take two to three months to complete before the field internship start date.

My Clinical Exchange (mCE)

Some hospitals in Arizona, use a web based automated system called My Clinical Exchange (mCE) to operate, administer, and manage their Student Clinical Placements. This provides an effective and efficient way for students to complete regulatory learning modules and agency specific orientation content. All students with confirmed medical social work internships whose hospital use these systems must enroll and pay the monetary fee of $36.50 in order to complete the modules and other requirements.

Hospitals utilizing mCE:

- Banner Health
- Dignity Health
- Health South
- Honor Health
- Maricopa Integrated Health Services (MIHS)
- Mayo Clinic

How do I enroll in mCE?

In order to enroll in mCE, students interning at the Hospitals mentioned above must first interview with their prospective internship site. Once accepted, the student will submit their Internship Confirmation Form to the Field Education Office. The Field Education Office will email the student with a request to submit the Consent to Release Health and Immunization Information and next steps for enrolling in mCE.
What if I am completing my internship at a Medical Site that does not utilize mCE, but does have pre-placement requirements?
The student must first interview with their prospective internship site. Once accepted, the student will submit their Internship Confirmation Form to the Field Education Office. The Field Education Office will email the student with a request to submit the Consent to Release Health and Immunization Information and next steps for completing their specific agencies pre-placement requirements.
Confirmation of Field Placement

When the student and the agency/field instructor have mutually agreed on the placement they must both sign the Internship Confirmation Form and return to the assigned Field Education Specialist at the Field Education Office. Internship Confirmation form

The Field Education Specialist will review the Internship Confirmation Form and all necessary requirements.

Once all necessary requirements have been verified, an email confirming the placement will be sent to both the Student and Field Instructor. The placement is approved and entered on the Student Detail Page in IPT.

Once the internship is confirmed by the ASU Field Education Office and the academic semester has begun, the placement can begin and hours can be counted. At this time, students are covered by professional liability insurance. The Field Liaison will be assigned after the start of the semester.

**Agencies in the IPT system have Affiliation Agreements in place and do not require additional processing time.**

**NEW Affiliation Agreements/Student Placement Agreements (SPA’s) take 8 weeks to process**

**If the agency uses their own Affiliation Agreement (contract) called a Non-Standard Contract – this process can take 3-6 months to complete.**
Framework for Learning and Evaluation

The forms listed below must be electronically completed and signed in the IPT System by the student, Field Instructor and Field Liaison for students to receive a final grade.

**Learning Contracts** – the Council on Social Work Education requires that students develop competencies in various skills and abilities as part of the preparation for new social workers. Learning contracts provide structure to assist in attaining competency in the profession. The learning contract guides the field experience and provides a framework for the student’s learning. The ASU School of Social Work has developed learning contracts that reflect the classroom content in building skills and practice behaviors that social workers use in working with clients across regions. It is developed by the student with assistance by the Field Instructor and then reviewed by the Field Liaison. The learning contract is entered into the IPT system. It is recommended that students and agency Field Instructors use the learning contract to guide their weekly supervision meetings. Agency Field Instructors are expected to provide constructive feedback to support student learning and professional growth.

**Mid-Semester Performance Reports** – The mid semester report is completed by the Field Instructor at the mid-point of both semesters to evaluate the learning activities and the completion of hours as well as professional work habits. It is discussed with the student and signed by all parties.

**End of Semester Performance Evaluations and Grading**– At the end of each semester the Field Instructor evaluates the student’s performance within the context of the student’s stated evaluation criteria found in the learning contract. The evaluation keeps the School of Social Work informed about students’ ability to perform the professional practice behaviors identified by EPA 2.1 Core Competencies. The Performance Evaluation follows the same learning objectives as outlined in the student’s learning contract. Students and Field Instructors meet to mutually discuss and complete the performance evaluation and then the Field Instructor enters the final evaluation scores and comments. The Field Liaison meets with the student and Field Instructor for review of the evaluation and awards the grade of “Y” for **Pass/Satisfactory**, “I” for Incomplete, or “E” for **Fail**, recommended by the Field Instructor. Field Liaisons report student grades to the Field Education Office. The Manager of Field Education then enters the grades which are posted for students to view in their Grade Report.

**Corrective Action Reports** –
Required only if a field placement internship is jeopardized due to student behavior. The Field Liaison will facilitate the process of developing a corrective action plan in conjunction with the Field Instructor. The plan is to include specific behavioral expectations the student must meet if the internship placement is to be continued. A timetable, not to exceed 30-days, will be specified during which time the student must meet the performance expectations.

**All forms can be found** [here](#).

**Professional Learning Modules**
ASU School of Social Work Professional Learning Modules, available in Blackboard, have been developed to equip social work students with skills and knowledge for professional interaction in field settings.
III. DEGREE PROGRAMS

The Bachelor of Social Work (BSW) Program

The BSW program is offered at the Downtown Phoenix, West and Tucson campuses.

The School of Social Work at Arizona State University is committed to the preparation of professional social work practitioners who take pride in their practice, who place the highest value on excellence and who are willing to devote their careers to finding the most effective methods to understanding and serving those most in need. The School of Social Work prepares professional social workers who are committed to empowering individuals, families and communities. The school is fully accredited by the Council on Social Work Education (CSWE).

The BSW level practitioner is seen as a generalist with certain areas of special expertise. The curriculum focuses on such roles as advocacy, referral, casework and problem-solving functions. In addition, a major thrust and identity of the program is to prepare graduates for case management positions. These are skills that are handled competently and professionally by BSW graduates.

The principal objective of the BSW Program is to prepare students for beginning-level generalist practice in social work. Consistent with our mission, the program is also designed to prepare students for culturally sensitive practice, with special emphasis on populations of the Southwest. It also provides preparation for graduate education in social work.

Students locate field placements in a breadth of agency settings such as in public health, the Indian communities, child protective services, behavioral health agencies serving children and adults, services for the elderly, shelters for the homeless or victims of domestic violence, faith-based organizations, schools, government departments, hospitals, etc.

BSW Program Goals:

1. Prepare culturally competent, effective, ethical social work generalist practitioners who understand and respect human diversity, and who are committed to creating a more humane and just society.
2. Prepare graduates who understand the forms and mechanisms of oppression and discrimination and therefore advocate for social and economic justice.
3. Prepare graduates who understand and employ the tenets, values and ethics that serve as the foundation for social work practice.
4. Prepare graduates who are committed to lifelong enhancement of their personal and professional development through continuing education and as educated consumers of research.

BSW Program Objectives:

OBJECTIVE 1: Apply critical thinking skills within the context of professional social work practice.

OBJECTIVE 2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

OBJECTIVE 3: Practice without discrimination and with respect, knowledge and skills related to the client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
OBJECTIVE 4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice and a more humane society.

OBJECTIVE 5: Understand and interpret the history of the social work profession and its contemporary structures and issues.

OBJECTIVE 6: Apply the knowledge and skills of generalist social work practice with systems of all sizes.

OBJECTIVE 7: Use theoretical frameworks supported by empirical evidence to understand an individual’s development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations and communities.

OBJECTIVE 8: Analyze, formulate and influence social policies.

OBJECTIVE 9: Evaluate research studies, apply research findings to practice and evaluate one’s own practice interventions.

OBJECTIVE 10: Use communication skills differentially across client populations, colleagues and communities.

OBJECTIVE 11: Use supervision and consultation appropriate to social work practice.

OBJECTIVE 12: Function within the structure of organizations and service delivery systems and seek necessary organizational change to enhance human well-being.

OBJECTIVE 13: Understand and be aware of the responsibility to continue professional growth and development.

Culminating Project: BSW Capstone

SWU 415- Integrative Field Seminar:

BSW students complete a Capstone project, which includes three components:

1) a case scenario proposal
2) a videotaped demonstration of clinical skills, and
3) a self-evaluation worksheet demonstrating clinical knowledge.
The Master of Social Work (MSW) Program

The MSW Program is offered at the Downtown Phoenix, Tucson campuses and in the MSW Online Program.

The School of Social Work at Arizona State University is committed to the preparation of professional social work practitioners who take pride in their practice, who place the highest values on excellence, who are willing to devote their careers to finding the most effective methods of intervention, and who are committed to understanding and serving those most in need of help. The program prepares social workers for advanced direct practice (ADP), policy, administration and community practice (PAC), or Advanced Generalist (AG). The local program is designed to prepare social workers capable of responding effectively to the needs of special populations in the Southwest. The Master of Social Work Degree Program is accredited by the Council on Social Work Education (CSWE).

The School is committed to the University’s mission to be competitive with the best public research universities in the country. Faculty members have active research agendas that include a wide variety of topics including work with children, drug and alcohol abusers, the developmentally disabled, human services administration and planning and many other areas. Practice methods have a heavy research-oriented or empirical focus at the clinical and community levels of intervention.

MSW Foundation (FND) Level

The first year of the graduate program is one of foundation and is the same for all graduate students. The foundation-year curriculum is organized around a framework whereby social work research (1) generates knowledge, which then is utilized to (2) formulate policy, and (3) directly influences the advancement of social work practice. The mission and goals of the School of Social Work are integrated within our professional program objectives, CSWE standards and the MSW foundation-year curriculum. The primary goal of the graduate program’s professional foundation curriculum is to provide students with the knowledge necessary for implementing advanced approaches to practice. The foundation year includes basic courses in human behavior, generalist practice principles, organizational and community change, social policy and research sequenced in such a way to build a generalist perspective for students without a BSW degree. The professional foundation at the MSW level also prepares students for advanced study. It lays the foundation for practice in a variety of fields of practice and practice settings, under direct supervision, with varying sizes and types of systems using a generalist perspective anchored in an ecological strengths framework. It facilitates the development of a knowledge base and basic skills in the evaluation of social work practice. It further facilitates the development of analytical skills to evaluate social policies and services that affect clients.

OBJECTIVE 1: Apply critical thinking skills within an ecological and strengths perspective framework, including synthesizing and applying appropriate theories and knowledge of practice interventions.

OBJECTIVE 2: Practice within the values base of the profession and its ethical standards and principles. To practice with respect for the positive value of diversity (locally as it relates to the populations of the Southwest.).

OBJECTIVE 3: Practice without discrimination and with respect, knowledge and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

OBJECTIVE 4: Understand the forms of oppression and discrimination and apply strategies of
advocacy and social change that advance social and economic justice.

**OBJECTIVE 5**: Understand and interpret the history of the social work profession and social welfare in the United States and its contemporary structures and issues.

**OBJECTIVE 6**: Apply the knowledge and skills of a generalist social work perspective to social work practice with systems of all sizes.

**OBJECTIVE 7**: Critically analyze and apply knowledge of theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals, families, groups, organizations and communities.

**OBJECTIVE 8**: Analyze the impact of social policies on client systems, workers and agencies and demonstrate skills for influencing policy formulation and change.

**OBJECTIVE 9**: Evaluate research studies, apply research findings to practice, demonstrate skill in quantitative and qualitative research design and evaluate their own practice.

**OBJECTIVE 10**: Use communication skills differentially across client populations, colleagues and communities.

**OBJECTIVE 11**: Use supervision and consultation appropriate to advanced social work practice.

**OBJECTIVE 12**: Function within the structure of organizations and service delivery systems and seek necessary organizational change.

**MSW Concentration Level**

The second year of the graduate program is one of concentration, and students choose their area of concentration from one of the following three: 1) Advanced Direct Practice (ADP); 2) Policy, Administration, and Community Practice (PAC); or 3) Advanced Generalist (AG) for Online students.

The **Advanced Standing Program** is an intensive one-calendar-year program for qualified MSW students. Classes begin in May with Bridge Courses in the summer and then Advanced Standing students complete one internship placement in the Fall/Spring during their concentration year.

**1. Advanced Direct Practice (ADP)**

Students completing the advanced direct practice specialization will possess advanced competence in direct practice to become leaders in the provision of social services within their specialization. Leadership is defined as the ability to act in ways that are guided by a sense of vision, coupled with effective use of knowledge and skills to affect change, use of compassion and appropriate use of authority and power to achieve goals. The three ADP specializations (cited below) prepare students for professional practice with diverse populations in a wide variety of settings. Building on the foundation knowledge and skills obtained in the first year of the MSW Program, advanced practice in the second year is designed to prepare students for enhanced competencies in working with individuals, families, small groups and communities. Across all specializations the curriculum is guided by the social work values that emphasize evidence-based practice, client strengths, social justice and client empowerment. The curriculum is guided by an ecological-systems perspective as described below. In summary, the primary MSW curriculum goals are to educate and train advanced
social work practitioners who demonstrate the knowledge, skills, values and ethics of the profession and who are competent for specialized practice.

**OBJECTIVE 1:** Plan, implement and evaluate evidence-based interventions through the application of critical thinking skills, review of evidence, synthesis of information and development of a clear rationale for guiding practice.

**OBJECTIVE 2:** Demonstrate appropriate professional use of self and ethical problem solving in advanced practice.

**OBJECTIVE 3:** Evaluate and apply culturally-relevant theories and empirical evidence to assessment and intervention in area of specialization.

**OBJECTIVE 4:** Demonstrate culturally-responsive skills in individual, family and group assessment and interventions in area of specialization.

**OBJECTIVE 5:** Advance social justice using principles of cultural competence and empowerment to promote organizational and social change.

**OBJECTIVE 6:** Analyze the impact of social policies on social and economic justice and demonstrate skills for influencing policy in area of specialization.

**Specializations within ADP (H/BHA, CYF, PCW)**

1) **Health/Behavioral Health with Adults:**

The Health/Behavioral Health specialization prepares students for advanced social work practice involving the delivery of health and mental health services to individuals, families, small groups and the community. Social workers make up the country’s largest group of professionally trained mental health providers and the health field is a growing specialty. Course topics include alcohol and other drugs, mental health and mental illness, intimate partner violence, community violence, cognitive and physical disabilities, physical illness and other behavioral health concerns across the lifespan. Individual, couple and family psychosocial interventions are emphasized. *This specialization will prepare students to work in mental health outpatient clinics, psychiatric hospitals, day treatment centers, supportive work agencies, emergency rooms, oncology, hospice and other health settings.*

2) **Children, Youth & Families:**

The Children, Youth and Families specialization prepares students for advanced social work practice in the delivery of services to children, youth and families. One of the largest specialties in social work, this specialization prepares social workers to provide a broad range of services to individuals and families in all phases of the family life cycle. Advanced clinical skills for working with children with mental illness, behavior problems and trauma are emphasized in this specialization. Parent education and training, family therapy and in-home counseling, outpatient mental health treatment and the full spectrum of child and family services are included in the coursework. *This specialization will prepare students to work in outpatient mental health clinics, schools, youth development agencies, behavioral health hospitals, group homes, and other child and family service agencies.*

3) **Public Child Welfare:**

The Public Child Welfare specialization provides opportunities for Master of Social Work degree candidates in the Advanced Direct Practice concentration to acquire specific skills and knowledge in
preparation for working in child welfare -- a dynamic and challenging field. Course topics include areas of current significance for social work practice with families and children in the child welfare system such as substance abuse, family violence (child abuse, domestic violence and animal abuse) and serious mental illness within their ecological context. Students are expected to build sensitivity to various family forms and cultural patterns and to appreciate client strengths and resiliency despite multiple challenges. This specialization will prepare students to work in public child welfare positions with the Arizona Department of Child Safety (DCS) as well as with agencies that contract with DCS to provide services to their clients and with nonprofit agencies that serve children and families who face the difficult challenges of abuse and neglect.

**Culminating Project: ADP Capstone**

The purpose of the capstone course, SWG 621, is to provide an opportunity for students to demonstrate their knowledge of the overall master’s curriculum and their ability to integrate the various elements of that curriculum, including the Foundation Year. The MSW Advanced Direct Practice degree requires students to demonstrate competency for social work by applying core knowledge, skills and abilities in working with individuals, families and groups. Students demonstrate their competency by earning a grade of “A” or “B” in the capstone course. The final product from the capstone course is a case study, which will be submitted as the major final assignment in SWG 621.

The capstone project is designed to integrate the theoretical discussions that occur in class with the practical skills demonstrated in the field placements. The project begins with a thorough assessment of the client in his/her environment; identifying their strengths and current challenges. Using theoretical approaches taught in class and practiced in their individual field setting, the student then creates a course of action to assist the client in rectifying the presenting problem. The class requires a presentation of the case that includes the setting and role of the placement, the client’s current situation, policies that impact the micro, mezzo and macro level of the client, a plan of action including the theory and model chosen for this particular client and any possible ethical or cultural implications that need to be considered.

Next is a role play where the student demonstrates the skills they actually used with this client in implementing the chosen plan of action. The level of skills demonstrated are expected to be equivalent to those of an entry level employee. The student should be competent in basic interviewing skills as well as being able to confidently implement their chosen course of action. This does not have to be therapy, but needs to have a clinical purpose.

Lastly, the student submits a paper documenting their ability to write professionally and utilize needed research to demonstrate that their skills are evidenced based and in the best interest of the client.

2. **Policy, Administration, and Community Practice (PAC)**

The **Policy** curriculum teaches how to influence public policy in the direction of greater social and economic justice. Students learn social problem, policy analysis and advocacy skills, including how to place issues on the agenda, develop educational and persuasive campaigns, lobby, and monitor policies. There is an emphasis on state legislative and budgetary processes as well as broader social policy issues. Policy practice-focused field placements take place in advocacy organizations, the legislature, and professional associations. The type of activities students engage in include budget and policy analysis, research, development of position papers, tracking legislation, developing educational materials for advocacy, mobilizing support, testifying, and organizing hearings and days at the legislature.
The **Administration** curriculum teaches how to design and administer organizations and programs. Students learn about management theories, organizational philosophy and culture, organizational structure and design, managing diversity, staff development and training, and human resources law. Administration focused field placements take place in a social service agency where students work directly with administrators at the agency. The type of activities they engage in include: creating or modifying programs, conducting community/agency research, program evaluation, grant writing, development of policies and procedures, and working with boards of directors.

The **Community Practice** curriculum teaches how to promote involvement of citizens in their communities and consumers in agencies to create social change. Course content focuses on citizen participation as a means to overcome oppression and work toward social, economic, cultural, and political justice. Students learn about participation strategies, overcoming barriers to participation, the use of power, strategic analysis, negotiation, and media skills. Community-focused field placements take place in grassroots organizations, funding organizations, or groups/organizations that focus on asset-based community development. The type of activities students engage in include community organization/mobilization, conducting needs/assets assessments, grant writing, grassroots fundraising, and developing community leaders and programs.

**OBJECTIVE 1:** Critical Thinking: Apply critical thinking skills in the application of organizational and management theory, planning theory, political theory and citizen/consumer participation theory to professional social work practice in organizations and communities.

**OBJECTIVE 2:** Diversity: Demonstrate skills in culturally responsive program planning, agency management, and community and policy practice, particularly as it relates to the unique social and cultural diversity of the Southwest.

**OBJECTIVE 3:** Technical Skills: Demonstrate ability to use planning, policy analysis, administrative and community technical skills necessary for culturally competent professional social work practice.

**OBJECTIVE 4:** Social and Economic Justice: Demonstrate strategies and skills that advance social and economic justice.

**OBJECTIVE 5:** Policy Skills: Demonstrate analytical and advocacy skills for influencing policy formulation, implementation and change.

**OBJECTIVE 6:** Values and Ethics: Demonstrate ability to incorporate social work values and ethics in program planning, agency management, and community and policy practice.

**OBJECTIVE 7:** Organizational, Program and Community Change: Evaluate the impact of existing organizational and program design, social and agency policies, and community policies and practices on consumers, workers, and agencies and demonstrate skills for redesigning these to promote positive change.

**OBJECTIVE 8:** Needs Assessment and Evaluation: Demonstrate skills to assess needs of target populations and to evaluate the effectiveness of organizational, community and policy-level interventions.

**OBJECTIVE 9:** Practice Application: Demonstrate ability to apply planning, administration, policy and community practice knowledge and skills to practice situations.
OBJECTIVE 10: Use of Supervision: Demonstrate skills in supervision and consultation appropriate to advanced practice in planning, administration, policy and community work.

Culminating Project: PAC Portfolio Project

The portfolio is a collection of materials documenting the student’s activity and productivity in the field practicum, together with a critical synthesizing essay. The e-portfolio project will be introduced in SWG 685 in the Fall and then again in SWG 682 in the Spring. Students self enroll in the Blackboard Portfolio course to gain access and are provided with a tutorial on how use Digication.

Steps to Create the Portfolio

1. The portfolio presented for evaluation should include 3 to 5 projects, each in separate tabs or pages. Develop and collect products related to each of the projects on an ongoing basis. Examples include: memo analyzing a meeting the student attended, grant proposal, flyers created for events, curriculum, training materials, evaluation design or program plan, policy proposal, press release, analysis of community assets, letters, presentations -- anything that can be captured, uploaded, documented, or scanned and added to your portfolio website that demonstrates work the student was involved in while in the field. These items might represent original work, collaboration, or products to which you contributed. There are examples of previous PAC students’ e-portfolios on the Blackboard portfolio course, which you can view.

2. Add portfolio artifacts to your Digication site, organized by project. Artifacts can include documents, pictures, videos, and more. Specify the role you played within each project in the introduction section for each project, identifying which products the student originated, which the student revised or modified, which were collaborative products, and which were activities where the student observed or critiqued.

3. Include a copy of the PAC Project Planning Contract matrix that lists your field projects, clearly identifying which of those projects are in the portfolio (page 4 of the PAC Field Education Learning Contract).

4. Develop a critical synthesizing essay of up to 10 pages that illustrates integration of class and field and basic mastery of the PAC curriculum. Discuss how these projects are linked to the PAC field objectives, how PAC course concepts relate to the projects, and how a theory (or theories) can be used to describe, explain, or predict each field project’s processes and/or outcomes (using APA format for all in-text citations and References). Insert the synthesis into your portfolio in a text format; copy and paste from Word for readability.

The portfolio will be evaluated independently by two faculty members and graded pass/fail. If the faculty members disagree, a third faculty member will evaluate the portfolio. If the portfolio does not meet the standard to pass, you will be provided with feedback and will be required to revise and re-submit it.

3. Advanced Generalist (AG)

The Master of Social Work online program’s concentration in Advanced Generalist studies focuses on effective and culturally competent service practices across system levels, and strategies for change informed by research evidence.

This concentration combines the micro skills of advanced direct practice (casework or counseling) with the macro skills of policy, administration, and community organization. The coursework delves deeper into the skills of how to work with individuals, organizations, and communities. Students will learn how to develop resources for clients, work one on one with them or in groups to assess and then deliver appropriate interventions. They also learn how to become effective leaders and administrators, planners, researchers, community organizers, and how to advocate for their clients. The Concentration
year field internship for Advanced Generalist students typically occur at social work agencies which can provide learning at the macro, mezzo, and micro levels.

**OBJECTIVE 1:** Demonstrate Professional Values and Ethics: develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings.

**OBJECTIVE 2:** Engage Diversity and Difference in Practice: Increase understanding of how diversity shapes human experience and identity. Demonstrate that understanding with respect to varying populations and issues. Explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power.

**OBJECTIVE 3:** Advance Human Rights and Social, Economic and Environmental Justice: Establish professional identity through leadership by applying and developing strategies that promote social and economic justice, eliminate barriers to services, and advance human rights.

**OBJECTIVE 4:** Engage in practice-informed research and research-informed practice: Engage in critical thinking through the application and evaluation of research-informed practices.

**OBJECTIVE 5:** Engage in Policy Practice: Contribute to the advancement and dissemination of knowledge of social policy at the local, state, and federal level.

**OBJECTIVE 6:** Engage with individuals, families, groups, organizations and communities: Communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.

**OBJECTIVE 7:** Assess individuals, families, groups, organizations and communities: Assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.

**OBJECTIVE 8:** Intervene with individuals, families, groups, organizations and communities: Demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.

**OBJECTIVE 9:** Evaluate practice with individuals, families, groups, organizations and communities: demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness.

**OBJECTIVE 10:** Professional Growth and Development: Develop an understanding of the professional use of self on micro, mezzo and macro levels to implement self-care strategies and promote ongoing professional development.

**Culminating Project: AG Portfolio Project**

Graduation requirements for MSW Advanced Generalist students include completing all required course work with at least a 3.0 GPA and completing an applied project in the form of a professional portfolio. The portfolio offers students the opportunity to document their application of theory, research, and social work skills in their field practice. Students will create their portfolio when they are enrolled in SWG593 Applied Project. It is important to be familiar with the portfolio guidelines before you begin your Advanced Generalist field internship (MSW concentration-year field placement) as the portfolio
draws on a combination of theoretical coursework, research, social work skills, and field internship projects. Because it is an applied project course, the MSW degree with the concentration in Advanced Generalist studies requires students to demonstrate competence for social work by applying core knowledge, skills, and abilities in working with individuals, families, and groups. Students demonstrate their competency by earning a grade of “A” or “B” in this course. Students cannot pass the course without obtaining a grade of “B” or better.

Students can view the Portfolio Guidelines in Blackboard located in “Section V: Portfolio”. Students will also find the Portfolio guidelines, checklist, planning tool, and project worksheet, and a detailed video explanation in this section (SWG 593 Video with PowerPoint). Finally, students may also post questions in the “Portfolio Forum” in this section as well.
IV. FIELD AGENCY INFORMATION

ASU SSW welcomes agencies interested in partnering as field placement sites. The opportunity that affiliated agencies provide our students reinforce student’s academic study with real life experience. We value the commitment, time and expertise that is devoted to the professional development of new social workers.

Selection Criteria

Field Agencies must meet the following criteria in order to be approved placement sites for students:

1. The social/human service agency should be an established program that provides professional services to the community with a focus on populations that are seeking assistance with problem resolution or assisting with improvement of daily functioning.

2. A representative from the agency must agree to and sign the ASU Affiliation Agreement which outlines agency and school responsibilities. Agencies may submit their own affiliation agreement for review.

3. The agency may not have exclusionary policies or practices that discriminate.

4. The agency should provide ethical and professional social work services. Agencies and agency Field Instructors must follow the NASW Code of Ethics.

5. The agency understands the placement of practicum students is to develop skills in students and secondarily to enhance agency services. The agency should provide students with learning experiences and tasks that will support the development of social work skills and competencies. Increasingly complex tasks should be assigned as students gain competence.

6. The agency must have a BSW or MSW trained employee. (see Section V. Field Instructor Information)
   - If the agency does not have a qualified Field Instructor available who meets the Field Instructor requirements outlined in this manual, the agency may designate a Task Instructor to oversee the day-to-day activities of the student. Then, an offsite Field Instructor would need to be identified. The offsite Field Instructor and agency Task Instructor will collaborate with the student to ensure a quality learning experience. The field instructor and student will meet a minimum of one hour weekly in order to plan and implement the student’s learning contract.
   - The agency will not change agency Field Instructors without the consent of the School of Social Work Field Education Office.

7. The agency should provide the student with a physical place to work within the agency setting and with necessary supplies for their work.

8. The agency should provide an orientation for students covering rules, regulations, procedures, facilities, and equipment of the agency. Agency training on safety, use of social media, and confidentiality is recommended.

Home Visits

The agency must provide an agency representative to accompany the student at all times during client interactions in the client’s primary residence.

**Students enrolled in the Child Welfare Education Program and/or approved Work Variance Requests with demonstrated training and skill are exempt from this policy.

Field Education Policy SWK710-09
Affiliation Agreement

An affiliation agreement may also be referred to as a Memorandum of Understanding (MOU), Student Placement Agreement (SPA), or Contract.

ASU Student Placement Agreement

A representative from the agency must sign the ASU Student Placement Agreement (SPA), which outlines agency and school responsibilities. The SPA, once reviewed and approved by the agency, is an electronically generated document that will be sent to the person named as the authorized signer via ASU’s DocuSign system for final approval via electronic acceptance and signature. To process this agreement the agency will submit the following documents to the Field Education Office:

- Agency Contact Sheet
- Agreement Details Sheet
- Resume of qualified Field Instructor

Once the Field Education Office receives all of the necessary paperwork it can take up to 8 weeks to process.

Field Education Policy SWK 702

Non-ASU Student Placement Agreement

Governmental agencies or hospitals may submit their own Affiliation Agreement for review. Once received, the Field Education Office will review and send to the ASU Office of Clinical Partnerships (OCP) for legal review. This process can take up to 3-6 months to complete. Once an agreement is agreed upon by ASU OCP and the agency, the paperwork is ready to be processed in the online DocuSign System. The same forms mentioned above will also be required.

An Overview of the affiliation process can be found in this tutorial: Internship Placement Tutorial

Professional Liability Insurance

Arizona State University, by action of the Board of Regents, covers all students who are properly placed and supervised under its self-insurance program for purposes of professional liability. Professional liability insurance protects against claims arising from a student’s acts, errors or omissions in rendering services of a professional nature. It does not provide any coverage for a student’s automobile or any health/medical coverage if a student becomes ill or sustains an injury while performing field-related activities.

Field Education Policy SWK 710-01

Transportation

Student Commute
Students are responsible for their own transportation and cost to and from the agency. However, unless prevented by law or agency policy, it is expected that the agency assume the expenses for all agency delegated activities that include internship travel. The School of Social Work does not reimburse students for Field travel or mileage expenses.

Field Education Policy SWK 710-07

Transporting Clients
Students are not allowed to use their own vehicles to transport clients. Student interns may ride with an agency employee in a company vehicle if transporting clients as part of the service delivery. These activities must be noted on the student’s Learning Contract.

Field Education Policy SWK 710-08
V. FIELD INSTRUCTOR INFORMATION

Field Instructors are professional social workers who are employed by affiliated social service agencies where the students complete their field placement internships. They complete required certification training prior to hosting student interns at their agencies. Field Instructors are committed to the professional development of new social workers, and devote their time and expertise to our students' professional development.

Criteria for Field Instructors

The School of Social Work approves social workers as field instructors who meet the following criteria:

1. MSW with two years of post-graduate experience and LMSW preferred (not required). For BSW supervision, a BSW or MSW degree with two years of post-graduate experience.

2. Employment at an agency for a minimum of six months prior to becoming a field instructor.

3. Agreement to participate in our Field Instructor Certification Training. The course is approximately 1.5 hours online and is completed through ASU’s Continuing and Professional Education.

4. Agreement to utilize the Intern Placement Tracking (IPT) System to track student’s learning activities and progress reports.

Expectations of Field Instructors

1. Complete the required Field Instructor Certification Training which includes an orientation to the School's curriculum and Field Education requirements.

2. Assist the student with the development of a learning contract and performance expectations.

3. Provide instruction on a regular basis and a supervisory conference, ordinarily one hour a week.

4. Develop specific practice opportunities, which will enable the student to fulfill the expectation of the learning contract.

5. Provide feedback to student, on an ongoing basis, as to performance and skill acquisition.

6. Communicate to the student and to the field liaison about any unusual opportunities, conditions, or problems as soon as they are evident.

7. Involve the student in the preparation of the student performance evaluations during both semesters.

Off-Site Field Instructors & Task Instructors

Field Education Policy SWK 704

Field Education Policy SWK 705
**Off-Site Field Instructors** provide field supervision to students but are not necessarily employed by the field agency where the student is completing their field placement internship. An off-site Field Instructor may be sought when a student identifies a social service agency to complete their internship but the agency does not employ a BSW or MSW. The off-site Field Instructor is required to meet the same criteria and expectations listed above.

**Task Instructors** are employed by the agency where the student is completing their field placement internship but may or may not be a social worker. Task Instructors are designated by the agency to assist with the instruction of the Student and oftentimes utilized when the agency does not employ a professionally trained Social Worker or the Social Worker does not meet all the required criteria. Students with Task Instructors typically have an off-site Field Instructor. The Task Instructor provides daily assignments to the student and provides training on how the agency provides services as well as policies and procedures. The Task Instructor and Field Instructor communicate regularly to determine what the student should be working on according to learning contract objectives. The Field Instructor evaluates the student performance and completes all required forms however feedback from the Task Instructor is essential.

Task instructors are required to be assigned when the Field instructor is off-site, otherwise it is an agency choice. This determination is made by the agency based on the specific situation. An example where a task assignment is necessary would be at an agency in which the field instructor works different hours than the student intern.

For any questions regarding the necessity of assignment, contact the Field Education Office.

**Field Instructor Certification Training (FICT)**

All Field Instructors who meet the criteria are required to complete this **1.5-hour online** training through ASU Continuing and Professional Education (CPE). Field Instructors will receive an email from ASU CPE after they have been approved by the Field Education Office. Field instructors will receive 1.5 CEU’s from NASW upon completion of the course.

Field Instructors may opt out of this online Field Instructor Certification Training if they have received similar Field Instructor training through another accredited CSWE university. Field Instructors may submit a copy of their training certificate at the time they submit their resume.

**Recertification required every 5 years:** Field instructors are required to re-certify every five years by completing an online refresher certification course.

**Field Instructor Certification Training Topics:**

- Welcome
- Role of the Field Instructor
- Field Instructor Responsibilities
- Role of the Student Intern
- Role of the Field Liaison
- Intersection of Roles
- Introduction to Intern Placement Tracking System (IPT)
- Agencies in IPT
- Forms in IPT
- Field Documentation
- Learning Contracts
- Problem Resolution
• Curriculum
• Work Variance Request
• Making The Most of The Internship
• Tips for Successful Field Experience
• Field Instructor Certification Training Documentation

Resources for Field Instructors

Field Instructor Supplemental Reading
Includes:
1. Criteria to Evaluate Quality of Educational Supervision
2. Elements of Effective Feedback
3. Essential Social Work Knowledge, Values and Skills
4. Framing the Experience: The Developmental Stages of an Internship
5. Intern Orientation Topics
6. MSW Students' Satisfaction with Their Field Placements: The Role of Preparedness and Supervision Quality
7. The Primary Focus of Supervision
8. Best Practices for Field Instructors
VI. STUDENT INFORMATION

Expectations for Students

Students are expected to:

1. Follow all rules, regulations, and procedures of the agency.
2. Adhere to the ASU School of Social Work (SSW) Standards of Professional and Ethical Behavior.
3. Adhere to the NASW Code of Ethics and behave in accordance with professional values.
5. Fulfill commitments made to the agency.
6. Complete ASU SSW Preparation for Practice Training, located in Blackboard.
7. Complete ASU SSW Professional Learning Modules located in Blackboard.
8. Complete hours required in field and adhere to the schedule determined at the beginning of the semester with the agency Field Instructor as to when hours will take place.
9. Notify the Agency Field Instructor in advance of any anticipated absence from field work.
10. Arrange to make up any field work time lost due to illness, family crisis, or other barriers.
11. Demonstrate motivation to learn.
12. Demonstrate mature and professional behavior.
13. Strive to provide effective and evidence-based services to clients.
14. Prepare for meetings and client contacts.
15. Effectively prepare for and use supervision.
17. Actively engage with the agency Field Instructor in the development of the learning contract.
18. Bring relevant questions to the agency Field Instructor.
19. Be open to feedback provided by the agency Field Instructor and/or Social Work faculty. Incorporate feedback into practice.
20. Effectively document all activities and hours in field as well as follow documentation protocol of agency.
21. Adhere to The Social Media Guidelines as outlined in Preparation for Practice Training and agency requirements.
22. Adhere to HIPPA/Confidentiality Guidelines as the agency requires.
Scholarships/Stipends in Field Placements

The School of Social Work provides several opportunities for scholarships. For information regarding scholarship opportunities follow the link here.

CWEP Title IV-E, Child Welfare Education Project

This program began in 1988 and is funded by the Child Welfare Field Education and Student Support Program, a Title IV-E grant. It is a collaborative effort of the Arizona State University School of Social Work and the Arizona Department of Child Safety. The program provides financial support, specialized curriculum, and best practice field experience to MSW students.

The mission of the program is to prepare social work students to empower families and promote the safety, permanency, and well-being of the children involved in Arizona's public child welfare system. Students who are accepted into the program receive their in-state tuition, mandatory fees, and a stipend paid through the Title IV-E, Child Welfare Field Education and Student Support Project. For more information, follow the link here.

The Office of American Indian Projects (OAIP)

The Office was founded in 1977, based on the advocacy of the Inter Tribal Council of Arizona, the Indian Health Services, the Navajo Nation, the Phoenix Indian Center, and the Salt River Pima-Maricopa Indian Community. The purpose of OAIP is to develop the capacity of American Indian communities and programs. The vision of the project is to develop strengths in both individuals and systems within the social work arenas of American Indian communities, in conjunction with the emerging federal mandate for tribes to assume responsibility for the delivery of social services to American Indian people.

The mission of OAIP includes the development of a site where American Indian research and grant projects can be coordinated and monitored to ensure a focus that is beneficial to the tribes and one that reinforces a government-to-government approach. The mission also includes recruiting American Indian social work students and faculty, mentoring students, and providing American Indian people with a friendly reception. OAIP applies for and receives grants which enable students to intern in our American Indian communities and receive stipends for their work. For more information, follow the link here.

AmeriCorps

Survivor Link (AmeriCorps Program): Survivor Link is a partnership with the ASU School of Social Work and AmeriCorps. The Survivor Link program combines student field placement internship experience with domestic violence training to prepare students to act as a network of advocates to serve across the state of Arizona. Students take a required course, SWU 416 or SWG 545, and receive training and certification as a domestic violence advocate. The Survivor Link student-intern helps to educate the public about healthy relationships. Student-interns are trained to use an evidence-based intervention to help women identify danger in their intimate relationships and make an online safety plan. Participating in Survivor Link offers student-interns a chance to develop expertise and skills to address gender-based violence, participate in the domestic violence certificate program, and become involved in national service. Student-interns receive a stipend and upon successful completion of their service are given the Segal Education Award.

For more information, contact Survivorlink@asu.edu
Additional Stipends Available

The affiliated agencies, which have stipends available, have noted this on their IPT agency detail page in the Intern Placement Tracking (IPT) system. The box is labeled “Stipend” at the top right of this page and the agency will note “Yes” if one is available. The amount will either be listed in the details section and/or discussed at the time of the interview.

Resources for Students

All enrolled students at ASU have access to the following resources:

**ASU Career and Professional Development Services**- Career Services provides assistance with resume development, interviewing skills, and career professional development.

**ASU Counseling Services**- ASU Counseling Services offers professional confidential, time-limited, counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals.

**ASU Disability Resource Center (DRC)** - The Disability Resource Center provides services to qualified students with disabilities on all ASU campuses.

**ASU Student Advocacy and Assistance**- Student Advocacy and Assistance guides students in resolving educational, personal and other campus impediments toward successful completion of their academic goals. Student Advocacy and Assistance links students with appropriate university and community resources, agencies, and individuals, collaborates with faculty and staff in the best interest of the students, and follows through to bring efficient closure to student concerns.

**ASU Policy on Discrimination, Harassment, and Retaliation**- Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Contact the Dean of Students at ASU Student Advocacy and Assistance.

**Title IX of the Education Amendments of 1972** protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU does not discriminate on the basis of sex in the employment, education programs or activities it operates. ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. Enroll in mandatory training.

**University Academic Success Programs**- Comprehensive support services, including tutoring and writing centers are available at all seven campuses and for online students.

**Veteran Student Support**- Comprehensive support services for veteran students are available at the four campuses in the Phoenix metropolitan area, other campus locations (Tucson, Yuma, and Lake Havasau) as well as for online students at militaryonline@asu.edu.
VII. FIELD LIAISON INFORMATION

Criteria for Field Liaisons

The School of Social Work approves social workers as field liaisons who meet the following criteria:

1. **MSW FROM A CSWE ACCREDITED SCHOOL OF SOCIAL WORK.**
2. **MSW WITH A MINIMUM OF TWO YEARS OF POST-GRADUATE EXPERIENCE AND LMSW PREFERRED (NOT REQUIRED).**
3. **HAS SERVED AS A FIELD INSTRUCTOR FOR A MINIMUM OF ONE FULL INTERNSHIP PERIOD (TWO SEMESTERS).**
4. **AGREEMENT TO PARTICIPATE IN FIELD LIAISON CERTIFICATION TRAINING, ONLINE OR IN PERSON.**

Expectations for Field Liaisons

The guiding document for field liaison duties is **Field Education Policy SWK 709 Field Liaison Responsibilities.** Once field liaisons (faculty and community liaisons) receive their assignments, they are to contact field students and Field Instructors to introduce themselves and schedule initial site visits. Review the IPT Agency Detail Page to assure that the internship job description(s) is posted and accurately reflects the learning opportunities available at the site.

Initial Agency Site Visit or Online Contact

A. **Explain role of Field Liaison to student and Field Instructor**
   1. Ensures that the students are involved in the high quality education that our curriculum defines within their assigned agencies.
   2. Ensures effective communication between the School of Social Work, student, and Field Instructor and receives feedback on agency developments.
   3. Facilitates the development of the Field Instructor in his/her role of educator.
   4. Assists the student and Field Instructor in the development of the learning contract.
   5. Provides assessment of the educational experience offered at the internship placement.
   6. Participates in the evaluation of the student’s progress in field instruction, awards the course grade.
   7. Insures that the student is informed at mid-semester of their performance according to the learning contract

B. **Approve the Learning Contract**
   1. Review each learning objective and approve learning activities.
   2. Ensure that the learning activities relate to the objective, are measureable, and can be attainable within the duration of the internship placement.
   3. Clarify the evaluation criteria, assure appropriate documentation on the learning contract.
   4. Clarify the date/time of educational supervision, discuss the importance of maintaining regular supervision meetings.
   5. Ensure that the learning contract is posted in the IPT System and that all three required signatures are electronically signed.

C. **Discuss upcoming documentation, mid-semster report and end-of-semester performance evaluation**
Mid-Semester Agency Contact (via telephone or email)

A. Review mid-semester student performance report in the IPT system, assure all signatures are completed.
   1. If Student is not meeting minimum performance requirements, initiate corrective action plan and provide Field Education Office with a copy of the plan.

Helpful Hints:

   Student interns should have completed approximately 120 hours by mid-semester to stay on track to complete Field Education requirements.

   If performance issues are noted, the Field Instructor must complete the form ‘Corrective Action Report’, and review the report with both the Student and the Field Liaison. A copy of the report is submitted to the Field Education Office for follow-up.

   Remind students and field instructors that both are to meet before the end-of-semester site visit to complete the Student Performance Evaluation (end of semester evaluation).

Field Performance Evaluation Protocol: Students complete a self-evaluation of their performance and the field instructors complete a student performance evaluation independently and then both meet (with task instructor if applicable), to discuss performance scores and document examples of student activities. Negotiation of scoring as indicated by the specific performance measures noted on the learning contract (evaluation criteria) may occur and then the final draft is reviewed by the Field Liaison for approval.

End- of- Semester Visit (Review Student Performance Evaluation in IPT System prior to meeting.)

   1. Review learning contract activities earmarked for completion during this semester (See end dates on learning contract).
   2. Request that the student provide you with a short overview of the internship experience, challenges, highlights, etc.
   3. Review the student’s performance scores, discuss any scores noted as very high or low to determine disparities in scoring, being mindful of grade inflation.
   4. Assure that all three required signatures are entered on the form through the IPT document.
   5. Note the grade on the Liaison Grade Sheet for posting.

B. If an incomplete grade is being awarded, the student is required to submit a ‘Request for Grade of Incomplete Form’ to the Field Education Office outlining the plan of completion.

Helpful Hints:

   Maintain monthly contact with students via phone or email.

Field Liaison Training
Field Liaisons complete initial training to certify them as a Field Liaison. Included in this training are the responsibilities/ role of the field liaison to the student, the agency/field instructor, and the ASU School of Social Work. Topics included are learning contract development and approval, assessment of the educational experience at the internship, facilitation of the mid- semester report, and end-of-
semester performance evaluation protocol. Field policy interpretation, problem resolution protocol, and required documentation is also covered.

**Resources for Field Liaisons**

Field Instructor supplemental reading is available for field liaisons [Field Instructor Supplemental Reading](#).

**Liaison Mentorship**

All Field Liaisons are assigned to a mentor from the Field Education Office. The field specialist/coordinator who serves as the mentor is available to answer questions, collaborate on issues, interpret policy, troubleshoot IPT questions and support the liaison in their role. Each semester, the liaison receives a liaison calendar which outlines the dates and responsibilities for that semester.
VIII. PROBLEM RESOLUTION PROTOCOL

Corrective Action

The field instructor and student need to address any issues of concern throughout the internship as they arise. Performance expectations need to be clarified. The liaison is consulted at any time in the process by either the student or the field instructor. If a performance concern persists, a Corrective Action Report should be used to document the concerns, the steps taken to address it, and the plan for expected change in performance and the timetable for change to occur. It is most important that open communication be maintained. The Field Instructor and student share responsibility for identifying and dealing with problems as soon as they become evident.

If the concern is not resolved, the Field Liaison contacts the Field Education Office for assistance with problem resolution. Field Education Office representatives will meet with all parties to discuss the concern and plan the next steps.

If problem resolution cannot be reached, a discussion of either termination or release of the student from the internship will be held. If mutual determination is decided upon for release of the student from the internship; the student, liaison or field instructor must contact the Field Education Office for approval.

Termination From Field Placement/Standards Referral

If a student intern is terminated from the internship, the Field Liaison or Field Instructor will contact the Manager of Field Education to begin discussion of next steps, which includes the referral to the School of Social Work’s Academic and Professional Standards Committee.

Probation and Termination

Students are referred to the Academic and Professional Standards Committee for review when a student receives an E grade (failure) in the field practicum or when there has been a violation of the Academic Integrity and Professional Conduct code (see Section E) or lack of adherence to any other standards specified in the ASU School of Social Work Policies and Procedures Manual.

Both parties, the Field Instructor and the student are required to submit documentation which accompanies the referral to the Standards Committee. A formal hearing is held by the Standards Review Committee with the student and the liaison or representative from the Field Education Office in attendance. The hearing is a fact-finding measure to identify factors leading to the student’s termination in their field placement. The Committee, based on their findings, then provides written recommendations to the School of Social Work’s Director. The Director then writes a final decision to the student regarding academic status and recommendations as a result of the termination from the field placement.

Field Education Policy SWK 313
IX. SPECIAL CIRCUMSTANCES

Dual Relationship at Field Placement

Should there be a question about the existence of a dual relationship, the student has the responsibility to inform the Field Education Office to determine if the field placement can be approved. Arizona State University discourages and in most situations, will not approve placement of students in agencies where they have previously received services as a client, have been employed, or where family members or friends are employed or are receiving services. These recommendations exist to protect students, agency employees, and clients from conflicts that may arise due to dual relationships.

Change in Field Placement/Field Instructor During Academic Year

Change in Field Placement

When a student seeks to change a field placement assignment, the first step is for the student to request approval from the Field Education Office. If the change is approved, the student must appropriately terminate with their clients and the agency and notify their Field Liaison. When the student is confirmed at another field placement, they will submit a new Confirmation Form. The Field Education Office will determine, based on the circumstances, if hours can be carried over and how many. When approved, the Field Education Office sends a confirmation email to the student, field instructor and field liaison. The Field Education Office will then load a new learning contract and additional forms as needed in the IPT Student Detail Page.

Change of Field Instructor

When the Field Education Office is notified of a change in a field instructor either by the student, field instructor, or field liaison the other parties are to be notified. If the potential Field Instructor is not yet certified, the Field Education Office will notify them of the protocol for certification. If they are certified, the student will submit a new confirmation form with the new field instructor’s signature. The Field Education Office will send a confirmation email to the student, field instructor and field liaison and change the Field Instructor assignment in IPT on the student detail page and document in IPT.

Illness or Incidents Preventing Hours in Field

The student needs to contact the Field Instructor, Field Liaison and the Field Education Office to determine next steps based on the particular situation and length of absence. The student may be referred to the School of Social Work’s Academic Services to consider a medical withdrawal from the course if the hours are unable to be made up during the semester or with an incomplete grade.

Incident Which Impacts Student Safety

Students, Field Liaisons, or Field Instructors should document any incident which impacts the safety of a student while in field. The incident report is used to document the situation and steps to be taken to ensure student safety. Please contact the Field Education Office for this form.

Field Education Policy SWK 711-05
X. EVALUATION

Evaluation of Field Experience, Field Agency, Field Instructor, and Field Liaisons

In order to ensure quality experiences, the Field Education Office appreciates feedback from all of the stakeholders in the field experience. Students are able to provide feedback on the overall field experience, including the agency, the Field Instructor, and the Field Liaison. The Field Liaison has an opportunity to provide feedback about the agency and the Field Instructor. And the Field Instructor is given an opportunity to provide feedback about the Field Liaison. These satisfaction surveys are requested at the end of the internship experience.

- Student Feedback of Field Experience
- Field Liaison Evaluation of Field Agency
- Field Instructor Evaluation of Liaison Participation