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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INTRODUCTIONS
Message from the Director of ASU’s School of Social Work

Welcome to Field Education,

I am pleased to welcome you to Field Education; you are stepping into the home stretch of your Social Work degree. Arizona State University’s School of Social Work strives to provide exceptional field experiences for the next generation of social work practitioners.

Your experiences in Field will be built from the building blocks of knowledgeable mental health professionals who exhibit an expertise in every social service area of interest – from child welfare to gerontology to policy and everything in-between.

We have more than twenty-one hundred students currently enrolled in our BSW and MSW programs in Phoenix, Tucson and Online. As you traverse your internship, you will meet and work with Field Instructors and Field Liaisons committed to the values, ethics and integrity of the social work profession. Absorb these experiences -- be proactive, show initiative and an eagerness to learn.

I encourage you to discuss challenges as soon as they arise, your experiences in the field should prepare you for the rewarding but sometimes difficult career in which you are about to embark.

❖ Take care of yourself as much as you encourage your clients to take care of themselves.
❖ Take advantage of ASU’s mental health and wellness resources for students.
❖ Utilize the expertise of the Field Education Office and team.
❖ Remember why you are entering into this profession when things get difficult.

To our students: we are excited to have you learning with us and we can’t wait to see the incredible impact you’ll bring to the profession.

Elizabeth Lightfoot, PhD

Foundation Professor and Director, School of Social Work
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 an internship and gaining proficiency in social work practice.

The Field Manual contains valuable information which provides students and our agency partners with our policies and procedures. As well as information about our forms, roles, expectations and responsibilities of everyone involved in the Field Education process.

As you embark on this next step in 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 struggles along the way and that this is a part of the learning process.
❖ Use your resources - reach out to your Field Instructor and Field Liaison for support and guidance throughout your internship.

Don’t forget to reach out to the Field Education Office!

We’ve all taken this journey, felt the struggles and are here to support you in your success.

Cynthia Peters, MSW

Manager of Field Education, School of Social Work
Message from the Field Education Team

Welcome to Field Education,

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 in the pursuit of creating a more humane and just society. One of the cornerstones of social work practice is the focus on the strengths of individuals, families and communities we serve. Social Workers can be deployed to find creative solutions for complex social problems and the profession is characterized by a steadfast commitment to social justice in the service of empowerment.

Social Workers serve as counselors, coordinators, 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.

As you work towards your degree, always try to remember the reasons you’ve chosen social work as your professional path. There is no better time to begin practicing your social work skills and knowledge than today. We encourage students to utilize their own resources and support networks as well as take advantage of the connections built throughout your internship.

It begins with approaching Field and seeking placements with an open heart and an open mind. You might have come into this year with a vision and expectation of what your internship should look like and what it should yield as far as experience and learning. Adaptation, flexibility and patience are key skills in becoming a resourceful and empathetic Social Worker.

The Field Education Team stands by our commitment to support students by answering questions, sharing information, and providing guidance with respect to securing an internship. In return, we expect that same commitment from our students, to continue to adhere to deadlines, respond to requests in a timely manner, practice professional conduct with all parties, internal and external to ASU, and stay informed via the announcements on CANVAS. Our partnership with you is only as good as your response and can make a world of difference when seeking support or guidance from our office.

We want to wish you the best of luck in your current or future placement. We hope for continued growth in your social work skills, competencies, and ethical practice. Field is where it all comes together.

Take great care, stay healthy, stay safe, stay connected.

Meet Us Here!

The Field Education Team, School of Social Work
COVID-19 & Field Placements

The Field Education Office partners with over 2,000 agency organizations throughout the United States, U.S. territories and internationally. If your agency is allowing in-person engagements, you feel safe, and your agency has taken appropriate safety precautions according to local laws in regards to PPE, Social Distancing, etc. then you are allowed to go to your agency in person.

**Students must comply with agency policies for placement requirements, including vaccinations.**

*If a student has concerns, please talk to your Field Instructor and/or the agency HR representative.*

The Field Education office assumes that the agencies are following all local laws in regards to PPE and Social Distancing. If you are concerned that your agency is not following precautions to keep you safe please inform your Field Liaison and Field Education Specialist.

When your internship confirmation is sent to you and your Field Instructor there will be information about the required safety measurements their organization should be taking in response to COVID and what is expected of them.

If you become ill, you will need to notify your agency, Field Liaison, and the Field Education Office, and self-quarantine. Work with your agency to determine if you are well enough to complete work remotely and continue your hours. If you miss too many hours due to illness, you may need to consider taking an incomplete at the end of the semester to allow time over the break to complete your internship hours.

COVID-19 On-Campus Protocols for ASU Students

ASU’s [Community of Care plan](#) provides guidance regarding the many preventative measures that the university has implemented to help slow the spread of COVID-19 and create a safe and welcoming environment in which all students can live and learn. Prevention is key to protecting yourself, your peers and those who are most vulnerable in our community. It is important to remember that we need everyone to take personal responsibility for their actions and behavior. We remind all members of the ASU community to continue to adhere to public health protocols to mitigate the spread of COVID-19.

Respect the decision of others who are continuing to wear face coverings and/or physically distance, when possible. You may have friends, family members, and peers who have varying levels of comfort about how they wish to connect. During this time and always, it is important to not pressure people to connect socially in ways that may make them feel uncomfortable.

**Vaccinations**
Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all Health Services locations. Please make your appointment at myhealth.asu.edu. These vaccines are provided at no cost to you. You may also use vaccines.gov to find a location near you.

**Face Coverings and Other On-Campus Protocols**

All students and instructors are expected to follow ASU’s Community of Care Policy that requires **wearing face coverings while in certain indoor settings**. Those settings include all classrooms and teaching or research labs. In addition, face coverings will be required in close-quarter environments where physical distancing may not be possible. These include the following:

- All ASU clinical programs and centers that serve the general public, such as the ASU Health Centers, Child Development Laboratory, and Counselor Training Center (the “Programs”), whether on- or off-campus.
- Meeting rooms, workshop, design or production studios, and other indoor settings where social distancing is not possible.

**All other indoor areas designated by posted signage**

Additionally, consistent with CDC guidance, face covers may be required in some crowded outdoor settings or activities that involve sustained close contact with other people. Arizona State University also strongly recommends that everyone on campus wear a face cover when inside a University building, even where they are not required. Consistent with the governor’s executive order and the CDC guidelines, we are not making distinctions between the vaccinated and unvaccinated. This applies to all individuals regardless of their vaccination status.

Arizona State University also urgently recommends the following on-campus protocols for all students:

**Submit a daily health check** (a moment to evaluate how you feel); and

**If you are experiencing COVID-19 symptoms**, please stay home and get tested.

**COVID-19 Testing**

To assist individuals in monitoring their own health, we have testing available for anyone who wishes to know their health status related to COVID-19. You can [participate in COVID-19 testing](https://www.asu.edu), free of charge, simply by spitting in a tube; no appointments are necessary.

**Positive COVID-19 Test Results**

If you test positive for COVID-19 and disclose this to the Field Education Office, we are mandated to report your name and ASU ID number to the Dean of Students as soon as possible so we may provide support and care to you and your fellow students. The Dean of Students will then share the information with ASU Health Services to assist in determining next steps and to assess your contact with others. Determinations about what should occur—including quarantine and follow-up testing—will begin
immediately upon awareness of a positive case. Close contacts or high-risk exposures (e.g., less than 6-feet distance for a cumulative total of 15 minutes or more over a 24-hour period; physical contact with a person with COVID-19) may be asked to quarantine as a result of their possible exposure. The analysis of close contacts is done by ASU medical professionals based on information informed by the CDC and Maricopa County Public Health guidance, emerging science associated with transmission risk, and interviews with the positive/exposed student/staff/faculty.

**Vulnerability to COVID-19 Infection**
Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](https://sails.asu.edu) (SAILS) to discuss possible accommodations.
HISTORY & MISSION OF
ASU’S SCHOOL OF SOCIAL WORK

History of ASU’s School of Social Work
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, 5 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.

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, and the doctoral program followed in 1982.

In July of 2006, the School moved from the Tempe campus to its downtown Phoenix location. 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. 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 2008 the Downtown Social Work program merged with the ASU West Campus’ Social Work program to form one School.

Our MSW Online Program was launched in the Fall of 2015.

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 ASU’s 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 Land Acknowledgement:**

The Arizona State University School of Social Work acknowledges with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), Quechan, and Tohono O’odham peoples.

**School of Social Work Vision Statement:**

Leaders in promoting social justice and enhancing quality of life through innovative education, research and service.
WHAT IS FIELD EDUCATION?

Mission of Field Education

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

The goal of Field Education is to prepare students for competence in social work practice. Students learn and practice theoretical concepts, ethics and principles of which they apply when working in the field with individuals, families, groups, communities, and organizations.

Field Education is offered concurrently with academic study and students are expected to complete both internships at a social service agency 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.

What is Signature Pedagogy?

“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.” - CSWE 2015 EPAS
FIELD EDUCATION CONTACT
INFORMATION & LOCATIONS

**Downtown Phoenix Field Education Office**
The Westward Ho. Building
618 North Central Avenue, Suite 100
Phoenix, AZ 85004-0689
Phone (602) 496-0800
Fax (602) 496-0960

**West Campus Field Education Office**
College of Public Service and Community Solutions
4701 W. Thunderbird Rd., FAB N 101C
Glendale, AZ 85306
Phone: (602) 543-1609

**Tucson Campus Field Education Office**
Tortolita Building
340 N. Commerce Park Loop, Suite 250
Tucson, Arizona 85745-4286
Phone (520) 884-5507
Fax (520) 884-5949

**Yuma Campus**
2020 S. Ave. 8E
Yuma, AZ 85365
Phone 928-314-9573
*Campus with no Field Education Office*
FIELD EDUCATION TERMINOLOGY

The Field Education Office is responsible for the identification, affiliation, oversight and approval of all field placement sites where students will complete their Field Education experience. The Field Education Office is also 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.

The Field Education Office

Manager of Field Education - Manages and oversees the Field Education Office, and trains Field Education Staff, Field Instructors and Field Liaisons.

Field Education Coordinator - Coordinates either BSW Field Education in Phoenix or BSW and MSW Field Education in Tucson.

Field Education Specialist - Serves as the first point of contact for students searching, entering, and completing both internships. Field Education Specialists also recruit and vet potential agencies for affiliation and act as Field Instructors, Course Instructors and Field Liaisons.

Data Analyst - Provides technology support to all Field Education Office staff, students and partners. The Data Analyst also acts as a Field Instructor and Field Liaison.

Primary Instructor - Serves as the primary instructor for each online Field course.

Co-Instructor - Serves as the instructor for the SWG 540 course; Co-Instructors support Advanced Generalist (AG) students during the 15-week course in searching and securing their foundation internship.

**All BSW/MSW students are responsible for reviewing and complying with all information contained within the Field Education Manual. In addition, students are expected to comply with all Social Work professional expectations, as well as all University and Agency policies and protocols.**

Policies & Protocol Links

NASW Code of Ethics
CSWE Educational Policy and Accreditation
ASU Policy on Discrimination, Harassment, and Retaliation
ASU Student Code of Conduct
ASU School of Social Work (SSW) Standards of Professional and Ethical Behavior - available in Canvas Field Courses.
ASU School of Social Work Field Education Policies and Procedures - available upon request.
FIELD EDUCATION PLACEMENT
GUIDELINE

Eligibility for Field Education

Masters students are required to maintain a 3.0 GPA to be eligible for Field and graduation. Bachelors students are required to have a 2.75 GPA to be eligible for Field.

Students must receive a passing grade = C or better for any pre-requisite and/or co-requisite academic courses and a passing grade = Y for all Field Education Courses.

Registration for Field Courses

For more information on courses and the course catalog click Here.

<table>
<thead>
<tr>
<th>Foundation Year</th>
<th>Course</th>
<th>Field Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BSW Professional Program</strong></td>
<td>Field Instruction I (1st semester)</td>
<td>SWU 412</td>
<td>SWU 310</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</td>
<td>SWU 411, SWU 415</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Concentration Year</th>
<th>Course</th>
<th>Field Course No.</th>
<th>Pre-requisites</th>
<th>Pre or co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSW Advanced Direct Practice (ADP)</strong></td>
<td>Practicum/ADP I (1st semester)</td>
<td>SWG 641</td>
<td>SWG 542</td>
<td>SWG 603, 608</td>
</tr>
<tr>
<td></td>
<td>Practicum/ADP II (2nd semester)</td>
<td>SWG 642</td>
<td>SWG 603 or 608 SWG 641</td>
<td>SWG 604, 609, 613 or 617</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)*

| **MSW Policy, Administration and Community (PAC)** | Practicum/PAC I (1st semester) | SWG 643 | SWG 542 | SWG 623, 685 |
| | Practicum/PAC II (2nd semester) | SWG 644 | SWG 623, 685 & 643 | SWG 681, 682 |
**Hours Requirements**

**Internship Hours per Semester:**

240 HOURS each semester

2 consecutive semesters totaling 480 HOURS per academic year

**MSW Internship Hours for Graduation:**

480 HOURS each internship

2 academic years totaling 960 HOURS

**BSW Internship Hours for Graduation:**

240 HOURS each internship

1 academic year totaling 480 HOURS

**Some field placements require additional hours for varying reasons. Be sure to confirm the time expectations when you interview with prospective field instructors. If the agency requires additional hours, document all hours completed. Please note that the student will not receive field education credit for any hours exceeding 240 per 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 the 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.

**Field Calendar**

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](#).

**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:
   1. The School of Social Work and its mission within the University and Community.
   2. The profession of social work.
   3. The field practicum and multicultural practice.
   4. Safety training

Preparation for Practice Training is presented as an online training in Canvas and is a course assignment for both online and on ground students. Online students take the training while they are in their SWG 540 class. There are four modules in the training that consist 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.**

**Field Internship Placement Steps**

<table>
<thead>
<tr>
<th>Before Securing a Placement Student Checklist</th>
<th>On-Ground BSW &amp; MSW Student</th>
<th>Online MSW Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Register for the appropriate Field Education Course.</td>
<td>Register for 541</td>
<td>Register for 540</td>
</tr>
<tr>
<td></td>
<td>2 Review the <strong>School of Social Work Field Education</strong> Website. Review the Field Manual and Other Important Documents.</td>
<td>All Documents can be found <a href="#">here</a></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>3 Receive access and instructions to the Student Placement Database - Sonia.</td>
<td>Review Student Guide to Sonia</td>
</tr>
<tr>
<td></td>
<td>4 Complete initial paperwork assigned by the Field Education Office.</td>
<td>Complete: Initial Internship Form</td>
</tr>
<tr>
<td></td>
<td>If applicable: Request Affiliation Paperwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Begin searching for agencies in Sonia and reaching out to agencies. Connect with your assigned Field Education Specialist or Co-Instructor.</td>
<td>Your assigned Field Education Specialist will be listed in Sonia. Your co-instructor will be listed in your 540 Canvas course</td>
</tr>
<tr>
<td></td>
<td>Determine if a background check or <a href="#">AZ DPS Level One Fingerprint Clearance Card</a> is required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Review pre-placement requirements with your Field Education Specialist or Co-instructor for the agencies in which you are interested.</td>
<td>Determine if a background check, or state or county specific clearance is required.</td>
</tr>
<tr>
<td></td>
<td>Complete: Prep for Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete: 540 Canvas Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 Review and complete any assigned Canvas courses.</td>
<td>Register for 542 for the next semester.</td>
</tr>
<tr>
<td></td>
<td>8 Confirm registration for next semester field course.</td>
<td>Register for 541 for the next semester.</td>
</tr>
</tbody>
</table>

### Securing a Placement Student Checklist

<table>
<thead>
<tr>
<th></th>
<th><strong>On-Ground BSW &amp; MSW Student</strong></th>
<th><strong>Online MSW Student</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confirm you are registered for the correct Field Education Course. If Foundation: 412, 414, 541, 542 If Concentration: 641, 642, 643, 644, 645, 646</td>
<td>Confirm eligibility with Academic Services if you are not registered for an on-ground foundation or concentration field course but are planning to be in a placement.</td>
</tr>
<tr>
<td></td>
<td>Confirm eligibility with Academic Services if you are not registered for an online foundation or concentration field course but are planning to be in a placement.</td>
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<tr>
<td>2</td>
<td><strong>Selecting agencies in Sonia:</strong> All agencies listed in Sonia should have an active affiliation with the Field Education Office and have an MSW available to provide supervision.</td>
<td>During outreach to agencies, check in periodically with your assigned Field Education Specialist about your progress.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Selecting community agencies who are not in Sonia:</strong> If an agency is not in Sonia, they have the potential of becoming a New Affiliate with ASU. New Affiliate Agencies will need to enter into an Agreement/Contract with ASU to host student interns.</td>
<td>Request affiliation paperwork from your assigned Field Education Specialist. Prepare for a minimum of 8 weeks for processing.</td>
</tr>
<tr>
<td>4</td>
<td><strong>If offered an interview from an agency:</strong> Check the agency’s profile page in Sonia to find the agency’s website. Research the agency and bring your best professional self to the interview.</td>
<td>We encourage you to have your resume reviewed and receive helpful tips on interviewing by Career and Professional Development Services.</td>
</tr>
<tr>
<td>5</td>
<td><strong>During the interview:</strong> This is the time to discuss expectations, schedules, pre-placement requirements, supervision, locations and learning opportunities available. <em>Consider bringing the Internship Confirmation Form. Dress professionally and be on time!</em></td>
<td>We advise you to review the appropriate learning contract before the interview and discuss the learning contract with your interviewer.</td>
</tr>
<tr>
<td>6</td>
<td><strong>After the Interview:</strong> Consider sending a <strong>thank you letter or email</strong> to the interviewer at the agency.</td>
<td>Follow up with your assigned Field Education Specialist on how the interview went and if you have been offered the internship.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Once you have been offered an internship:</strong> Fill out an <strong>Internship Confirmation Form</strong> and return it to the Field Education Office.</td>
<td>Confirm that all parties have signed the form, including yourself as the student, your Field Instructor and the Task Instructor (if applicable).</td>
</tr>
</tbody>
</table>
To be Confirmed for a Placement:
Students, Field Instructors, and Task Instructors will receive an email that confirms them for placement.

This email will go to your ASU email address.

You can check Sonia to see if you have been connected to the agency.

Your Field Instructor’s access to Sonia will be separate from this email and will be sent directly to your Field Instructor.

Task Instructors will not have access to Sonia.

Selecting a Second Year Internship Concentration

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

Policy, Administration and Community Practice (PAC) concentration requires you to complete a collection of materials documenting your activity and productivity in the field practicum, together with a critical synthesizing essay. Portfolio details Here.

Tucson Campus students must match their internship to the Advanced Direct Practice (ADP) concentration requires you to choose an agency that provides direct service to specified populations depending on the specialization chosen. Specialization details Here.

If you are an online or West Campus MSW student, your concentration must be Online Advanced Generalist (AG). This concentration combines the micro skills of advanced direct practice (casework or counseling) with the macro skills of policy, administration, and community organization. Micro, Mezzo, Macro details Here.

Student Responsibilities & Expectations

Student Responsibilities:

☐ I understand that it is my responsibility to download and read the information in the Field Education Manual. This manual is located on the Arizona State University School of Social Work website (socialwork.asu.edu) under Field Education > Important Documents.

☐ I understand that my field placement is for two consecutive semesters (unless otherwise arranged and approved by the Field Education Team). If there are issues that arise which will affect my continued placement, I will contact my Field Liaison immediately.

☐ I understand I must disclose to the Field Education Team any prior or current relationship/affiliation with my Field Instructor or Agency. This includes, but is not limited to volunteering, employment and personal relationships.

☐ I understand I may not begin my Field Placement until the semester begins and I receive an Internship Confirmation Email from the Field Specialist/Field Education Team.
I understand that I must treat my field placement in a professional manner, which will include:
notification of absences or being late to my Field Instructor or Agency Supervisor, dressing in an
appropriate manner for my placement, being knowledgeable about agency policies, etc.

I understand my responsibilities in cooperating with my assigned Field Liaison; including phone
contacts, email responses and attending meetings.

I understand that I am not permitted to terminate the field placement without notifying my Field
Liaison or the Manager of Field Education.

I understand that there are certain risks inherent in field participation including, but not limited
to, risks arising from driving, unpredictable behavior of clients, and exposure to infectious
diseases including tuberculosis, COVID-19, HIV or other pathogens. I agree to assume those
risks.

My signature below verifies that I have read the above responsibilities and the Field Education
Manual. I understand that it is my responsibility to review, understand, and comply with the
policies and protocols included.

Student Expectations:

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, available in Canvas.

3) Adhere to the NASW Code of Ethics and behave in accordance with professional values.

4) Be familiar and comply with policies and procedures outlined in the

5) Fulfill commitments made to the agency.

6) Complete ASU SSW Preparation for Practice Training, located in Canvas.

7) Complete hours required in the 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.

8) Notify the Agency Field Instructor in advance of any anticipated absence
   from field work.

9) Arrange to make up any field work time lost due to illness, family crisis, or other barriers.

10) Demonstrate motivation to learn.

11) Demonstrate mature and professional behavior.

12) Strive to provide effective and evidence-based services to clients.

13) Prepare for meetings and client contacts.

14) Effectively prepare for and use supervision.

15) Develop self-awareness, self-discipline, and social work practice
   behaviors and competencies.

16) Actively engage with the agency Field Instructor in the development of the
   learning contract.

17) Bring relevant questions to the agency Field Instructor.

18) Be open to feedback provided by the agency Field Instructor and/or Social Work
   faculty. Incorporate feedback into practice.
19) Effectively document all activities and hours in the field as well as follow documentation protocol of the agency.

20) Adhere to The Social Media Guidelines as outlined in Preparation for Practice Training and agency requirements.

21) Adhere to HIPAA/Confidentiality Guidelines as the agency requires.

**Tips to Finding an Internship that’s Right for You**

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

- the location, availability of remote, evening and/or weekends if applicable
- the level of opportunities the agency provides -- it must match your academic level; check Sonia
- 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
- pre-placement 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) **Students cannot repeat a placement: refer to Repeating Placements in Field Education Policy SWK 711-04.**
- 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)

**Confirmation / Approval of Field Placement**

Students are encouraged to seek advice from the Field Education Office placement staff by phone, email, or appointment. When the student and the agency/Field Instructor have mutually agreed on the placement they must both sign the Internship Confirmation Form and return it 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 Sonia.
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 Sonia system have Affiliation Agreements in place and do not require additional processing time. NEW Affiliation Agreements/Student Placement Agreements (SPAs) take a minimum of 8 weeks to process. If the agency uses their own Affiliation Agreement (contract) called a Non-Standard Contract – this process can take a minimum of 3-6 months to complete.

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. Fall and Spring Break are not considered holidays. Students can review ASU holidays here: Field Education Calendar

**Religious Observances**
Students may observe religious holidays, but these are treated as absences to be made up.

**Jury Duty**
Students will be granted time from their field placement when summoned for jury duty. It is the student’s responsibility to report jury duty to the Field Instructor and make up the missed time.

**Field Education Policy SWK 710-05**

**Interruption of Practicum due to National or Local Events**
In the event of an interruption of the student’s social work practicum due to national or local events such as: weather conditions, communicable diseases, natural disasters, civil unrest, acts of violence, or work stoppage, resulting in limited but not permanent closure of a field placement site, the student will immediately notify the Field Liaison. The student may receive credit for regularly scheduled hours up to 16 hours. If the student is sent home, the student will receive credit for the remaining scheduled hours for that day.

**Field Education Policy SWK 710-02**

**Illness**
It is the student’s responsibility to make arrangements to make-up for 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**

**FIELD EDUCATION CONSIDERATIONS**

Internships begin on the **first day of the University semester** (see [Field Education Calendar](#)).

STUDENTS MAY NOT BEGIN THEIR INTERNSHIP PRIOR TO THE SEMESTER START DATES 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.

**Orientation Hours**
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’s professional liability insurance.

**Ending Internship Early**
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 mid-semester.**
**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. If the field student receives an Incomplete, they will not be allowed to register for the next field course until the Incomplete has been changed to a passing grade. If the student is already registered for the next course and takes an Incomplete, they will be administratively dropped from the course and may have consequences impacting their program of study, financial arrangements, and graduation date. 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. The student and Field Instructor discuss hours with Field Liaison
2. If the Field Liaison believes a request for incomplete is necessary, the student or the Liaison will load a Request for Incomplete Form into Sonia.
3. The student completes the form, stating the reason for the request and a plan of completion and signs the form.
4. The Field Instructor reviews, signs, and submits the form.
5. The Field Liaison then reviews, signs, and submits the form.
6. The form is then automatically sent to the Field Education Office for final approval and monitoring. The Field Education Office will submit a grade of “I” for Incomplete.
7. The student must notify their Field Liaison upon completion of internship hours to schedule the performance evaluation meeting.
8. Once the meeting with the Field Liaison has concluded, the Field Liaison will send a request for a grade change to the Field Education Manager.
9. The Field Liaison must indicate whether the student received a “Y” for Pass or “E” for Fail.

**Stipend Opportunities**

**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, SWG 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

**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.

**Additional Stipends Available**

The affiliated agencies, which have stipends available, have noted this on their agency detail page in the Sonia system. The box is labeled “Stipend” at the top right of this page and the agency will note “Yes” if one is available. The stipend might also be listed in the Internship Description under “Other”. The amount will either be listed in the details section and/or discussed at the time of the interview.
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 the student is as a learner, student assignments and Field Education supervision are not the same as those of 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

**If it is found the student is an employee of the agency but did not submit a Work Variance Request to the Field Team, the internship will be considered invalid.**

Students complete the “Request to Utilize Employment for Field Education”; Use the Work Variance Request Form to apply for a *work variance. 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, agency affiliation material must also be included. All 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 During Internship

Students are required to report to the Field Team any change in internship or employment status at the agency. 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. If a field student accepts an offer of employment while in an internship, the placement will be discontinued resulting in the student needing to locate an alternative placement. The number of hours the
student will need to complete, their plan of study and graduation date may all be impacted. If the agency is able to defer the employment offer or start date until the internship is completed, the student is free to accept.

**Repeating Placements**

Students *cannot* continue in the same placement for their second internship. This applies to BSW graduates entering the MSW Foundation internship or the Concentration internship as an Advanced Standing student. This also applies to MSW Foundation year students entering their Concentration year. Two separate and distinct internships expose students to new social service delivery systems and different supervision. It is an enriched learning experience that increases the students’ readiness for the profession.

Students seeking an exception to this policy must contact their assigned Field Specialist to determine eligibility and next steps.

**FIELD EDUCATION RESTRICTIONS**

**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 Internship 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 Sonia Student Detail Page.

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.

**Requesting a One Semester Placement (Block)**

Internships are designed to be completed during two consecutive semesters in one agency placement. A block placement is defined as two field courses (480 hours) completed in one semester. It is a full-time internship: approximately 40 hours per week over one semester (12 weeks in the summer semester or 15 weeks in Fall or Spring). MSW students who are interested in considering a block internship must
petition for a MSW Curriculum Variance. (BSW students are prohibited from completing block internships).

The process begins with the student requesting an MSW Curriculum Variance from their assigned Academic Advisor. When making this request, students must identify an internship that would accept a block internship. Students are encouraged to already have secured a placement and communicated this with their Field Education Specialist.

If approved by Academic Services, a petition is emailed to the student for signature, followed by signature approval from the Manager of Field Education and the MSW Program Coordinator.

**Curriculum Variances are not available to Concentration year (second year) students.**

**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

**Home Visit Policy**

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.

**Transportation Policy**

**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 assumes responsibility for any 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. Students cannot count their commute to and from the agency as internship hours.

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

Accumulating Hours
Students are allowed to accumulate no more than 40 hours between semesters. Internship hours cannot “roll over”, “bank” or use hours between one completed internship to the next completed internship. This includes if a student resigns or is terminated from an internship and is confirmed at a completely different internship agency.

INTERNSHIP PRE-PLACEMENT REQUIREMENTS

Most agencies have pre-placement requirements, which must be completed prior to the internship start date. To determine what they are, check the Agency Detail page in Sonia. 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
Fingerprint Clearance is only applicable if the agency requires it.

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, HIPAA 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 that use these systems must enroll and pay the monetary fee of $36.50 in order to complete the modules and other requirements.

**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 Medical Coordinator will then email the student with a request to submit the Consent to Release Health and Immunization Information and next steps for enrolling in mCE.

**Medical Sites that do not utilize mCE**
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 Medical Coordinator will email the student with a request to submit the Consent to Release Health and Immunization Information and next steps for completing their specific agency’s pre-placement requirements.

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**FIELD EDUCATION FORMS & EVALUATIONS**

The Field Education Office utilizes a web-based internship placement database called Sonia to track student field placements and retain historical field placement information.

**Sonia** - allows students to research and identify internship opportunities with affiliated agencies and allows agencies to update their profiles. It also allows Field Instructors to submit weekly supervision forms, and Field Liaisons to complete Learning Contracts used in grade submission. User information is password-protected and the only individuals who may view student information after a student has been confirmed for an internship are the ASU Field Education Staff, the current Field Instructor and the Field Liaison.
The Student Guide for Sonia - details how students can access and navigate their profile, view active agencies, review forms during placement and find the contact information for their assigned Field Education Specialist.

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 and Field Instructor credentials.

The Field Instructor Guide for Sonia - details how Field Instructors can access and navigate their profile, view and update their agency information, review student forms and find the contact information for their assigned Field Liaison.

Students are required to submit an Internship Confirmation Form before beginning their first day of both their foundation and concentration internships. The Internship Confirmation Form must be submitted to the Field Office and a student must have been confirmed by a Field Education Specialist before students are officially cleared to begin their placement.

The Internship Confirmation Form requires the signatures of both the student and the Field Instructor; and may require the signature of a Task Instructor if one is listed.

**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 of placement by the Field Education Office.**

Should you have questions or difficulties with the Sonia System, please contact the Field Education Office at SSWField@asu.edu.

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

All 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.

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 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, as 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 Plans** – 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](#).

**SPECIAL CIRCUMSTANCES**

**Dual Relationships at Field Placement**

Arizona State University discourages and, in most situations, will not approve placements where students have previously received services as a client, have been employed, or where family members or friends are employed or are receiving services with their proposed internship agency.

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. These recommendations exist to protect students, agency employees, and clients from conflicts that may arise due to dual relationships.

**Change or Loss 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 Sonia on the student detail page and document in Sonia.
When the Field Education Office is notified of the loss, resignation, or termination of a field instructor either by the student, field instructor, or field liaison the Field Education Office will contact the Student Agreement representative at the agency to ascertain what the agency’s plan is to provide a new Field Instructor for the student. If the agency does not have the capacity to replace with either an on-site or off-site Field Instructor, the student will be disconnected from the internship and the agency will become inactive.

**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.

**Incidents Which Impact Student Safety**

Students, Field Liaisons, or Field Instructors should document any incident which impacts the safety of a student while in field and immediately report the incident to the Field Education Office. The Field Education Office will investigate and complete an incident report which is used to document the situation and steps to be taken to ensure student safety.

**Incident Which Impacts Student Mental Health**

Students, Field Liaisons, or Field Instructors should document any incident which impacts the mental health of the student while in the field. Processing of trauma should be conducted in weekly supervisions with the Field Instructor. Students may access therapeutic services on-campus or online.
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 Bachelor of Social Work (BSW) Program

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

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 component 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 older adults, shelters for the homeless or victims of domestic violence, faith-based organizations, schools, government departments, hospitals, and more.

BSW students may apply for the Advanced Standing Program which 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.

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.

The Syllabi for the BSW Field Courses, SWU 412 and SWU 414 are available in the Canvas Learning Management System.

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 MSW 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)**

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.

The Syllabi for the MSW FND Field Courses, SWG 541 and SWG 542 are available in the Canvas Learning Management System. Online students will take SWG 540 in advance of field education.

**MSW Foundation Objectives**

**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 lifespan 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 Concentrations
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.

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 foundational 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.

The Syllabi for the MSW ADP Field Courses, SWG 641 and SWG 642 are available in the Canvas Learning Management System.

MSW ADP Objectives
OBJECTIVE 1: Demonstrate Ethical and Professional Behavior by using critical thinking to inform professional judgement and behavior.

OBJECTIVE 2: Social Workers as Advanced Direct Practitioners assess intersectionality to adapt therapeutic approaches that illustrate cultural responsiveness.
OBJECTIVE 3: Social Workers as Advanced Direct Practitioners engage in a discovery process of the global interconnections of oppression and human rights, enhancing awareness of social, economic and environmental influences to eliminate barriers faced by clients.

OBJECTIVE 4: Social Workers as Advanced Direct Practitioners employ current research to ensure chosen interventions are evidence based and culturally appropriate. Through evidence-based decision making, students in the ADP concentration will apply quantitative and qualitative research methods and translate research findings into effective practice.

OBJECTIVE 5: Social Workers as Advanced Direct Practitioners interpret micro, mezzo, and macro level policies impacting individuals, families, communities, and society. They advocate for client rights and access to services. ADP students identify and address policy barriers and the impact on client systems.

OBJECTIVE 6: Social Workers as Advanced Direct Practitioners value the importance of engagement, professional use of self, and prioritize the building and maintaining of rapport with clients.

SPECIALIZATIONS WITHIN ADP

Health/Behavioral Health with Adults (H/BHA)

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.

Children, Youth & Families (CYF)

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.*

Public Child Welfare (PCW)

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 and 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 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 does need 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.

Policy, Administration and Community (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 engages 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 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 engages in include community organization/mobilization, conducting needs/assets assessments, grant writing, grassroots fundraising, and developing community leaders and programs.

The Syllabi for the MSW PAC Field Courses, SWG 643 and SWG 644 are available in the Canvas Learning Management System.

MSW PAC Objectives

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 Canvas Portfolio course to gain access and are provided with a tutorial on how to 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 Canvas 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.

Advanced Generalist (AG)

Advanced Generalist students recognize and apply the multiple dimensions of ethical practice on the micro, mezzo and macro levels in ways that integrate practice across the three levels. Advanced generalist program is offered to online students as well as Yuma and West campus-based students.

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 occurs at social work agencies which can provide learning at the macro, mezzo, and micro levels.

The Syllabi for the MSW AG Field Courses, SWG 645 and SWG 646 are available in the Canvas Learning Management System.

**MSW AG Objectives**

**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 coursework 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 SWG593/693 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 Canvas 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 593/693 Video with PowerPoint). Finally, students may also post questions in the “Portfolio Forum” in this section as well.
INFORMATION FOR AGENCIES

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

Agency Selection Criteria and Expectations

Field Agencies must meet the following criteria 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, but this greatly extends the timeline for approval.
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 students is to develop skills in students, and secondarily, to enhance agency services. The agency should provide students with learning experiences and tasks that 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 supervise students (see Field Instructor Criteria)
7. The agency should provide the student with a physical place to work within the agency setting, as well as the 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.

Agency Affiliation Process

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

Standard 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 for final
approval and signature. To process this agreement the agency will submit the following documents to the Field Education Office:

- New Agency Affiliation Agreement Packet
- Resume of qualified Field Instructor

Once the Field Education Office receives all the necessary paperwork, please allow a minimum of 8 weeks to process.

**Field Education Policy SWK 702**

*Non-Standard ASU Student Placement Agreement*

Governmental agencies, schools, 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 a minimum of 3-6 months to complete. Once an Agreement is agreed upon by ASU OCP and the agency, the paperwork is ready to be processed for signing.

An overview of the affiliation process can be found in this tutorial: [Internship Placement Overview](#)

ASU provides students residing in or outside of Arizona professional liability insurance coverage effective the first day of internship. It is the student’s responsibility to acquire health and automobile insurance coverage.

**Field Education Policy SWK 710-01**

The agency should be willing to adhere to the home visit and transportation policies.

**Field Education Policy SWK 705**

**Information for Field Instructors**

Field Instructors are professional social workers who are employed where the students complete their field placement internships. They should complete the required online Field Instructor Certification Training prior to hosting student interns at the agency. 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. For MSW supervision, a MSW with two years of post-graduate experience. LMSW preferred (not required). For BSW supervision, a BSW or MSW degree with two years of post-graduate experience.
2. Employment at the agency for a minimum of six months prior to becoming a field instructor.
3. Agreement to participate in our Field Instructor Certification Training or offer a certificate for reciprocity review. The course is approximately 1.5 hours online and is completed through ASU’s Continuing and Professional Education.
4. Agreement to utilize the Sonia System to track student’s learning activities and progress reports.

**Field Education Policy SWK 704**

**Expectations of Field Instructors**

1. Complete the required Field Instructor Certification Training (FICT) 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 an individual supervisory conference, ordinarily one hour a week. Group supervision may be utilized in place of individual supervision; however, individual sessions must be scheduled at least every other week with each student.
4. Develop specific practice opportunities, which will enable the student to fulfill the expectation of the learning contract.
5. Provide feedback to the 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 both semesters.

**Field Education Policy SWK 705**

*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 to log in to the training after they have been approved by the Field Education Office.

Reciprocity: 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 recertify every 5 years by completing an online refresher certification course.

**Off-Site Field Instructors & Task Instructors**

*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. The Field Instructor and Task Instructor communicate regularly to determine what the student should be working on according to learning contract objectives. The Field Instructor will meet with the Task Instructor prior to learning contract development in order to research the agency and become familiar with the mission, policies, and service delivery model. Additional meetings should occur at the mid-semester and the end of semester to gain feedback from the Task Instructor regarding student performance.
**Task Instructors**

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.

**Task instructors are required when the Field instructor is off-site.**

**Resources for Field Instructors**

- NASW COVID-19 Resources
- Supporting Interns in the Time of Corona
- Supporting Internships 100% Remote
- Ethics in Social Work Field Supervision
- Tra
ing & Events in Substance Use and Mental Health Services
- Risk Management as an MSW Supervisor
- The CSWE Learning Academy
- Supporting Ethnically Diverse Students
- Cultural Education & Advocacy

**INFORMATION FOR COMMUNITY FIELD LIAISONS**

**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
3. (not required).
4. Has served as a Field Instructor for a minimum of one full internship period (two semesters).
5. Agreement to participate in Field Liaison training, online or in person.
6. Provide official transcripts to the Field Office

**Expectations for Field Liaisons**
The Field Liaison is responsible for educational coordination between the School and the agency where Field instruction takes place.

Field Education Policy SWK 709

Field Liaison Site Visit and Online Contact Expectations

A. Explain role of Field Liaison to student and Field Instructor
   1. Sends an introductory email to the student and Field Instructor.
   2. Ensures that the student/s are involved in the high-quality education that our curriculum defines within their assigned agencies.
   3. Maintain monthly contact with students via phone or email.
   4. Ensures effective communication between the School of Social Work, student, and Field Instructor and receives feedback on agency developments.
   5. Facilitates the development of the Field Instructor in his/her role of educator.
   6. Assists the student and Field Instructor in the development of the learning contract.
   7. Ensures that the student is informed at mid-semester of their performance according to the learning contract using the Mid-Semester Performance Report in Sonia.
   8. Provides assessment of the educational experience offered at the internship placement.
   9. Participates in the evaluation of the student’s progress in field instruction and awards the course grade.

B. Schedules Learning Contract Liaison Visit
   1. Review each learning objective and approve learning activities.
   2. Ensure that the learning activities relate to the objective, are measurable, and can be attainable within the duration of the internship placement.
   3. Clarify the date/time of educational supervision, discuss the importance of maintaining regular supervision meetings.
   4. Ensure that the learning contract is posted in the Sonia system and that all three required signatures are electronically signed.
   5. Discuss upcoming documentation, Corrective Action Form, Mid-Semester Performance Report and End-of-Semester Evaluation.

C. Reviews Mid-Semester Report & Corrective Action Form
   1. Review Mid-Semester Performance Report in the Sonia system, ensure all signatures are completed.
   2. If the student is not meeting minimum performance requirements, initiate a Corrective Action Plan and inform the Field Education Office.
   3. Students should have completed approximately 120 hours by mid-semester to stay on track with completing Field Education requirements.
   4. If performance issues are noted, the Field Instructor must complete the Corrective Action Plan in the student’s Sonia profile and review the plan with both the student and the Field Liaison.
   5. Schedules End of Semester Liaison Visit
   6. Review learning contract activities earmarked for completion during the current semester (see target dates on learning contract).
   7. Request that the student provide you a short overview of the internship experience, challenges, highlights, favorite projects, insights, and more.
   8. 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.
9. Ensure that all three required signatures are entered on the form through the Sonia system.
10. Remind students and field instructors that both are to meet before the end-of-semester site visit to complete a draft of the Student Performance Evaluation (end of semester evaluation).
11. Record the student’s grade on the Liaison Grade Sheet and submit to the Field Office for posting.

**Field Liaison Training**
Field Liaisons complete initial online or in-person training with the Field Education Office. Included in this training are the responsibilities and roles of the Field Liaison, 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 Performance Report, and end-of-semester Evaluation protocol. Field policy interpretation, problem resolution protocol, and required documentation are also covered.

**Resources for Field Liaisons**
- Supporting Ethnically Diverse Students
- Cultural Education & Advocacy
- Supporting Interns working with Trauma
- Social Work in a Pandemic

**PROBLEM RESOLUTION PROTOCOL**

**Corrective Action**

The Field Instructor and student need to address any issues of concern that arise throughout the internship. Performance expectations should be clarified. The Field Liaison may be consulted by either the student or the Field Instructor at any time in the process. If a performance concern persists, the Field Instructor should use the **Corrective Action Plan** in Sonia to document the concerns. The Plan should include the steps taken to address the concerns, and the steps needed for expected change in performance, as well as the timeline 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 through the corrective action process, 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.

**Field Education Policy SWK 715-01**

**Termination From Field Placement/Standards Referral**

If a student is terminated from their internship, the Field Liaison or Field Instructor will contact the Field Education Specialist and the Manager of Field Education to begin discussion of next steps, which includes a 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 they receive an E grade (failure) in the field practicum, or when there has been a violation of the Academic Integrity and Professional Conduct Code or lack of adherence to any other standards specified in the ASU School of Social Work Policies and Procedures Manual.

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

**Field Education Policy SWK 313**

**Evaluation of Field Experience**

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.

Surveys are distributed through Qualtrics, the Sonia system and through end of semester documentation.
ASU DEPARTMENTAL 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 Student Accessibility and Inclusive Learning Services (SAILS)** - The SAILS office 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 this 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 Havasu) as well as for online students at militaryonline@asu.edu.