



DEPAUL UNIVERSITY

MASTER OF SOCIAL WORK PROGRAM

2017-2018

Field Education Manual

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Accreditation

The DePaul University MSW Program is accredited by the Council on Social Work Education (Commission on Accreditation, 1701 Duke St., Suite 200, Alexandria, VA, 22314). Ph. (703) 683-8080.

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DePaul University
MSW Program Field Education Manual

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Introduction

"We must be the change we wish to see in the world."
Mahatma Gandhi

We would like to welcome you to DePaul University's Master of Social Work Field Education program. You are about to embark on what some consider to be the essential part of the graduate social work experience: your field work. The MSW Program is shaped by the university's historic commitments to quality education, especially within the Chicago urban center, and to first-generation and other non-traditional college attendees. DePaul's mission and dedication to the urban center provide the framework for the MSW Degree Program's emphasis on community practice. The DePaul University MSW Program has been designed with a high-quality, student-centered focus where service, justice, and innovation are the foundations upon which the program is built. The curriculum incorporates theoretical and applied knowledge and is infused with professional values and ethics as well as content on social justice and human diversity. The uniqueness of this concentration also lies in the university's Vincentian heritage and its attention to advocacy and social justice.

As an urban-based university, DePaul is deeply involved in the life of Chicago area communities and is interconnected with the global community. DePaul draws both from the cultural and professional riches of this community. DePaul responds to community needs through educational and public service programs, by providing leadership in various professions, the performing arts, and civic endeavors, and in assisting the community in finding solutions to its problems. For a more detailed description of DePaul University's mission, go to <http://mission.depaul.edu/AboutUs/Pages/MissionStatement.aspx>. All accredited social work programs must offer classroom and field-based learning opportunities. Social work internships take place in cooperation with community-based organizations that agree to provide supervision, observation, case monitoring, conferencing and other structured learning activities for students for a full academic year.

Internships are structured as concurrent placements (simultaneous with academic class enrollment). MSW students at DePaul are required to complete two internships: one generalist placement supporting the foundation level of professional knowledge and a second internship in support of the community practice concentration, or advanced level of professional knowledge. This manual will cover the entire process concerning field education, and will work as a guide for you to reference until your graduation from the MSW Program. It will also be updated regularly as our program continues to grow with the profession and the times.

I. MSW Program Mission Statement

The DePaul University Master of Social Work Program extends the university's global Vincentian mission of service to marginalized groups, particularly those in the Chicago urban community. The program offers rigorous, personalized, and responsive education, through collaboration with university and community partners in pursuit of social and economic justice. The DePaul University Master of Social Work Program is designed to foster excellence in community-based practice with an emphasis on ethics, leadership, and scholarship.

DePaul University MSW Program Goals

- A: The DePaul University Master of Social Work Program will provide a context which is supportive of rigorous study and scholarship that directly informs integrative practice.
- B: The DePaul University Master of Social Work Program, in extending the Vincentian identity, will provide a learning and organizational context which is appreciative of human diversity and facilitative of social and economic justice.
- C: The DePaul University Master of Social Work Program will collaborate with other units within the university and with community partners to improve the welfare of historically oppressed populations and communities.
- D: The DePaul University Master of Social Work Program will provide professional education in ethical community-based practice with individuals, family groups, community organizations, and institutions.

The DePaul University Mission, Vincentian Heritage and the MSW Degree Program

DePaul University was founded on the premise that all people deserve dignity and opportunity. The university's mission has much in common with the aims of professional social work. Through working directly with people and within organizations, professional social work is dedicated to "individual well-being in a social context and the well-being of society" (NASW, Code of Ethics, 2008, p. 1). The profession's tenets center on service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Social work is a service profession and as such, is dedicated to extending

opportunities to all, advocating for the voiceless, and working towards improving society. There is significant symmetry between the profession and the mission of the university.

Specifically, the DePaul University MSW Program advances the university's mission through its design, offerings, and operations. The MSW Program allows newcomers to the university and alumni to earn a degree which connects them intellectually, professionally, and personally to the ongoing advance towards social justice. The DePaul University MSW Program is innovative both in its curriculum, offering rigorous study of community-based practice and acquisition of skills and knowledge which enhances and improves social welfare in the Chicago urban center, and in its organization, offering classes at night in support of working students. It also works to develop innovative means of delivering social work content (using electronic and other frameworks).

The Enhancement of Diversity

MSW programs across the country tend to enroll significant numbers of women and members of other historically oppressed groups. The DePaul University MSW Program will work hard to extend both the institution's and the profession's legacy regarding diversity. The curriculum will be infused throughout with content on urban populations, and the context of learning and operating as an academic unit will be one which models appreciation and support for students, faculty, and staff from all backgrounds. Additionally, the program will work hard to establish and maintain relationships with emerging new communities, such as those of recent immigrants, as a way of following the DePaul model.

The DePaul University MSW Program offers a graduate, professional education to traditional and non-traditional students (by offering classes at night), many of whom may not have otherwise had an opportunity to realize the goal of attaining a post-baccalaureate degree.

Partnering with Community-Based Organizations

The DePaul University MSW Program expands the university's network of partnerships with community agencies and leaders by offering a concentration in community-based practice and by requiring students to complete internships in community-based agencies and organizations. The term 'community' is used broadly throughout the curriculum to denote an emphasis on our model of community practice. According to Weil (1996), "community practice in social work includes social planning, organizing, social and economic development, and social change directed toward expanding social justice" (p. 6). By offering content on fund development, leadership, program evaluation, and advanced social work practice, the DePaul University MSW Program connects to both its broadening global community as well as to the resurgence of interest in community-based practice in professional social work.

Efficient, Pragmatic Stewards

The DePaul University MSW Program operates efficiently and planfully. Program students gain real world experiences (by way of two required year-long internships) and knowledge which will prepare them effectively for employment and licensure as professional social workers. The curriculum is grounded equally in theory and application, providing students with transferable skills which should serve them well not just in their jobs held upon graduation but in their careers as professional social workers. The program prepares students for lifelong learning and skill acquisition.

Lifelong Learning

The MSW Program curriculum stresses life-long learning. Students and graduates of the program are encouraged to continue their professional development beyond the receipt of the MSW. One required course, 'Professional Writing and Development' has specific outcomes dedicated to the students' post-degree career. Additionally, students are routinely provided with information regarding doctoral programs and advised about best positioning their applications to such programs via open houses, guest speakers, and other facilitated contacts with representatives from Ph.D. programs in social work and other disciplines. Graduates of the DePaul University MSW Program are prepared to practice professionally, to continue their education, and to assume leadership roles in the profession.

The administrative team of the MSW Program, the department chair of social work and the coordinator of field education, carry responsibility for creating continuing education opportunities for the program's alumni (in cooperation with DePaul University's Office of Continuing and Professional Education) in support of life-long learning. The MSW Program is responsive to the licensure and continuing education requirements of its alumni and works collaboratively with related disciplines and units within the university to maximize resources and opportunities.

Values

One of the guiding features of the DePaul University MSW Program has been its attention to rigorous, high-quality education and a commitment to disseminating knowledge about the fight for justice among historically oppressed groups including women, children, the poor, people of color, people with disabilities, the aged, gay, lesbian, bisexual and transgender people, people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language.

II. Field Education Fundamentals

What is the process for field placement?

The process varies for foundation and advanced internships, and below are some general tips for all students:

- **Students should not contact potential internship sites until after meeting with DePaul MSW field personnel.**
- **Students should see applying for internships as a competitive process. Some sites use interviews and review of field applications, resumes and cover letters as a screening process. Sites may be looking at general writing skills, fit of student experience and/or interest with what the site can offer openness to learning, and general readiness for social work field experience. Acceptance into the program does not guarantee an internship.**
- **Students are strongly encouraged to follow up agency interviews with thank you notes to agency staff involved in the interviewing process.**
- **Students are expected to notify agency staff if students decline an internship offer.**
- **Students are expected to use d2i to stay in contact with the field coordinator through the placement process and to complete and turn in the internship confirmation form within a week of accepting an internship.**
- **Students must be in good standing academically to apply for internships or to enroll in MSW 491 or MSW 591. A student may also be asked to leave an internships during the year if the student is not in good academic standing.**

Foundation Internships

The student and the field personnel will develop a list of three agencies at which the student is interested in interviewing. The student will rank their choices, and the coordinator of field education will contact the student's first choice agency to see if an internship is available. If an internship is available, then the coordinator of field education will send the student's field application and resume out to the agency for review. Sometimes sites will also ask students to follow their site specific internship application process. If the potential site is interested in interviewing the student, then the field coordinator will forward the site's contact information to the student. The student will then contact the agency to set up an interview. After the interview the agency and the student both provide feedback to the field coordinator. If the student and the site agree on the placement as a match then the student is done interviewing.

If the agency chooses not to interview because of concerns identified after reviewing the field application and resume then the field education coordinator will pass on that information to the student. The field coordinator will then pass on the student's field application to the second agency and will go through the same process. The student may go through this process three times. Students who are not offered a placement after a combination of three agency interviews and/or application and resume reviews by prospective sites for reasons related to the student's appropriateness or readiness for field will be referred to the Professional Review Committee for evaluation and problem solving. This referral could result in a recommendation that the student be terminated from the MSW program.

Each foundation student is required to attend an orientation to field work. This occurs during the first session of the MSW 491 class. Students cannot begin their foundation year placements until after successfully completing the orientation. Students should contact the field education coordinator if foundation sites requested students start internships prior to the first session of MSW 491.

Advanced Internships

The student and field education personnel will confirm three organizations for the student to potentially interview at. The coordinator of field education will forward the student's field application and resume to the three sites or will forward the student information about a site's specific internship application process. If the sites are interested in interviewing the student then the coordinator of field education will give the sites' contact information to the student or the site will directly contact the student. Students should then arrange interviews with the organizations.

After the interviews, the student will be matched where there is a mutual agreement between the site and the student concerning placement. Students who are not offered a placement after a combination of three agency interviews and/or application and resume reviews by prospective sites for reasons related to the student's appropriateness or readiness for field will be referred to the Professional Review Committee for evaluation and problem solving. This referral could result in a recommendation that the student be terminated from the MSW program.

Frequently Asked Field Questions

Can I do my field placement at the place where I work?

Students can do one of their field placements at their place of employment. This is called "employment-based field", and students are required to fill out an application for possible field work at their agency. Students must be employed for one year at their place of work before they are eligible for employment-based field. Employment-based field students must do their field placement outside of their department, must be supervised by someone different than their primary work supervisor, and must work in a different area than their regular work responsibilities. Although employment-based internships can be done in the foundation year of field, we strongly encourage students to wait until their advanced year to pursue these types of field placements.

I need to work while in the MSW program. How many hours a week will my internship be? Can I do my field placement in the evenings or on weekends?

DePaul's MSW program requires 1120 total hours for field work, including 540 for Foundation year placements, and 580 for Advanced year placements. Foundation internships (first year) are a minimum of 540 hours for the year, and advanced internships (second year) are a minimum of 580 hours. Some second year internships may require a full 3 day a week commitment for 9 -12 months. Students in those placements (typically hospital or behavioral

health) often accumulate over 700 hours for their second year internships. Students in the part time program can do a minimum of 12 hours in the first internship and 16 in the second internship and may finish their internship hours after the spring quarter is over. Students in the full time program are expected to commit to a minimum of 16 hours per week in their first internship. Full time students in the second year may need to do more than two days per week in the internship to complete the minimum amount of hours. Placements that have some hours outside of regular operating hours usually require a majority of the student's internship hours to be completed during regular Monday through Friday office hours and students are expected to maintain Monday through Friday daytime hours availability through both internships.

Internship sites that are open exclusively after regular Monday through Friday daytime operating hours (9am-5pm) are rare, and finding qualified field instructors who work evening, night, or weekend shifts can be a challenging task.

Can I choose my own site that is not on the list of approved organizations?

Although there are rare occurrences where students find organizations not identified by the field education office, it is **required** that students do their field work at sites pre-approved by the field education coordinator. All sites have been screened for appropriateness for field placement prior to the student applying for field. **In the event that a student has a site to recommend for field education opportunities, the student should notify the field education coordinator.** Ongoing students start the placement process in January, and students should notify the field education coordinator by early December of student interest in unapproved sites. This allows the time for the field education coordinator to evaluate the site prior to the beginning of the internship placement process.

What if I do not have a car?

Although it is sometimes easier to get around the city in a car, Chicago has a great public transportation system from which the majority of the field sites can be reached. DePaul MSW students are eligible for the CTA U-pass that allows unlimited usage on the CTA during the academic year with the exception of winter intersession. More information about the CTA Ventra U-Pass can be found at: <http://www.transitchicago.com/upass/>. You will have to put money on your Ventra card to use it outside of the academic year. According to the web site, full fare passes and transit value for the CTA and Pace can be added online or by phone, at Ventra vending machines, and at all participating Ventra retail locations.

DePaul's U-Pass Ventra information can be found at:
<http://upass.depaul.edu/faqs.html>

Can I interview at more than one site before deciding on my field site?

We encourage students to treat the field placement interviews as they would looking for a professional job. Foundation year students interview at one site at a time. If either the site

or the student determines that the first interview site is not a good fit then the student will continue to interview. Advanced year students should interview with two or three agencies prior to selecting a field site. This serves to ensure that the student has an opportunity to make an informed choice concerning the field and the student's career path.

Will I be able to find a paid field placement?

Most agencies do not have paid field placements, so we also encourage students to be prepared for an unpaid placement. Some placements may offer mileage reimbursement for required driving during the time the student is at the internship. Very few placements have stipends, and that information is indicated in the internship descriptions.

III. Field Education Checklist for Students

1. Students must apply for admission into MSW Program.

2. Before entering field placements, students must attend orientation to interviewing for field. Full-time Foundation students (2 year option) students will review the field orientation PowerPoint and are offered the opportunity to discuss individually in person or by phone. Incoming students from outside the Chicago area are required to review the PowerPoint presentation prior to completing the field application and are also offered the opportunity to discuss questions by phone.

For part-time students (4 year option) and full-time students working on their 2nd placement, the orientations for internship placement are held in January for the upcoming academic year. All students planning to be in field the next year are required to attend this orientation **PRIOR** to interviewing for field placements.

3. Complete field education application and update resume. Students must complete the field application and update their resumes before meeting with field personnel. Students should complete the field application as they would a job application. Prospective field instructors will receive an electronic copy of the resume and the field application.

4. Meet with field personnel. The purpose of the meeting is to review the student's completed field application and updated resume, discuss interests and interviewing, and to select two or three agencies at which to interview. Failure to keep scheduled appointments and/or failure to complete the application in a professional and timely manner will be seen as an indication that the student may not be ready and/or appropriate for field. Ongoing students are expected to have completed this meeting prior to the beginning of the eighth week of winter quarter. Students will be referred back to their advisor or will be referred for a Continuance Review to address issues interfering with the placement process. Students will not interview for placements until the issues are addressed. The interviewing process for social work internships in Chicago is highly competitive. DePaul MSW students are often competing with students from other universities for internships. Students who fail to

follow the steps to placement in a professional and timely manner risk not having a placement.

5. Student interview at organization. Students must arrange for interviews and communicate their interview schedule with field personnel. Some internship sites require on site interviews while others will accommodate out of town students' requests for phone or video interviews. Students are also responsible for all appropriate follow up, including any background checks, drug tests, and other medical requirements. Failure to follow up in timely fashion can jeopardize an internship. Students are highly encouraged to also follow-up interviews with cards and/or emails to thank agency staff for the interviews and to express interest in the internships that students want to pursue. Students consult with the field personnel and may consult with their advisor when making agency selection. Upon making internship selection, students should confirm placement details (agency, supervisor and schedule) with the coordinator of field. Students applying for advanced field internships may be asked to provide a copy of evaluations from their foundation field placements. Foundation evaluations **will** be shared with prospective field instructors for students who experienced significant difficulty in one or more areas of their foundation field experience and/or who experience a disruption in a placement. Areas of concern might include response to supervision, use of self and professional skills with clients, or general work habits.

6. Confirmation letter and field education information packet sent to agency.

7. Foundation students complete safety awareness orientation for students. This is held at the start of the Autumn quarter for foundation students.

8. All field instructors are invited to an annual orientation held before or at the beginning of autumn quarter.

9. Student and field instructor complete quarterly learning plans and evaluations. Students cannot receive a grade for a autumn or winter quarter until the evaluation and timesheet have been handed in and at least 90% of the expected field hours have been completed. A student's Field Seminar grade for the spring quarter will not be turned in until all the student's internship hours are completed for the year. Students who are asked to leave an internship because of performance issues will receive an F in field education for the quarter of the terminated internship and will be referred for a Continuance Review.

IV. Field Work, Curriculum, Competencies, and Practice Behaviors

Curriculum Objectives and Expected Outcomes

Centering on service to others, social justice, and respect for human diversity, the profession of social work has much in common with the Vincentian identity of DePaul University. Like DePaul, professional social work has its roots in the urban center and

specifically, in Chicago's ethnic neighborhoods. The DePaul University MSW Program continues the university's legacy in the areas of public service, lifelong learning, and extending educational opportunities to working professionals and first-generation college attendees.

The curriculum includes a single concentration, community practice, which both extends the university's mission of service in the Chicago urban center and creates a niche identity, separate and apart from other area graduate programs in social work. MSW graduates will learn specific skills in interviewing, assessments, program evaluation, fund development, leadership, and supervision. The curriculum offers three enrollment options for students.

The full-time option consists of two years of study. The part-time option can be completed in four years. Students complete field internships concurrently with academic course work, and they are encouraged to complete elective courses offered in the MSW program and in other disciplines such as, but not limited to Women and Gender Studies, Sociology, Public Service, and Psychology.

Students are required to enroll in the Foundation Practice course sequence while they are engaged in their Foundation field placement. Students will enroll in Foundation Practice I, II, and III and Foundation Field Education I, II, and III concurrently. Students will have the opportunity to engage in both theoretical and practical applications via their enrollment in the courses and their actual experience at their field sites. Students will have to complete the Foundation course sequence prior to enrolling in the Community Practice I, II, and III and the Advanced Field Education I, II, and III course sequence.

Council on Social Work Education Competencies and Practice Behaviors 2015 Educational Policy and Accreditation Standards

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

MSW FOUNDATION (1st YEAR) COMPETENCIES AND PRACTICE BEHAVIORS

Competency 1 – Demonstrate ethical and professional behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers

- a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d) use technology ethically and appropriately to facilitate practice outcomes; and
- e) use supervision and consultation to guide professional judgment and behavior.

Competency 2 – Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers

- a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b) present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3 - Advance human rights and social and economic justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers

- a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b) engage in practices that advance social, economic, and environmental justice

Competency 4 – Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers

- a) use practice experience and theory to inform scientific inquiry and research;
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c) use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 – Engage in policy practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers

- a) identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b) assess how social welfare and economic policies impact the delivery of and access to social services;
- c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 – Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers

- a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 – Assess individuals, families, groups, organizations, and communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers

- a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 – Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate

and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers

- a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e) facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 – Evaluate practices with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- a) select and use appropriate methods for evaluation of outcomes;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

MSW ADVANCED (2nd YEAR) COMPETENCIES AND COMMUNITY PRACTICE CONCENTRATION BEHAVIORS

The advanced year competencies are the same as the foundation year competencies, and the practice behaviors listed below reflect the programs community practice concentration.

Competency 1 – Demonstrate ethical and professional behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers

- a) apply social work ethics to organizational considerations such as facilitating confidentiality policies and/or demonstrating awareness of how to proceed during points of dilemma or conflict
- b) apply the NASW Code of Ethics and an ethical reasoning framework in promoting human rights and social justice in assessment, intervention, and evaluation of community practice; and
- c) tolerate ambiguity and manage personal values while ensuring that all work with individuals, families, groups, and organizations is done in accordance with social work professional ethics.

Competency 2 – Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers

- a) utilize strengths of differing life experiences to build inclusive communities and multicultural organizations;

- b) engage theories and approaches of resilience, empowerment, and capacity building within critical assessment, development of intervention strategies, and planning with individuals, families, and communities;
- c) engage in critical self-reflexivity that increases self-awareness in relation to power, privilege, biases, limitations, competencies, and ethical practices that impact work with diverse groups; and
- d) engage with and ensure participation of diverse and marginalized community and organizational constituents.

Competency 3 - Advance human rights and social and economic justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers

- a) actively engage in advocacy efforts for human and civil rights for underserved and traditionally marginalized communities;
- b) utilize evidence-based practice strategies or interventions that have been proven to show improved wellbeing for communities and organization, and where possible, incorporate evaluative measures of wellbeing that integrate improvements in social, economic, political, and environmental realms; and
- c) develop program planning skills including the ethical stewardship of resources using social work values and knowledge.

Competency 4 – Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers

- a) construct and/or utilize best practice, evidence-based research to develop and implement community and organizational interventions; and
- b) advance social justice-oriented research that is participatory and inclusive of the community and organizational constituencies.

Competency 5 – Engage in policy practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers

- a) identify how local, state, and federal laws and regulations impact social services and the lives of individuals, families, groups, and communities using professional social work analysis; and
- b) identify agency policies and procedures, as well as laws, that can have a differential impact on individuals, families, groups, and communities—especially those from historically oppressed and/or vulnerable communities.

Competency 6 – Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers

- a) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- b) engage diverse groups in community practice; and
- c) know how the organization or community's history affects response to engagement efforts.

Competency 7 – Assess individuals, families, groups, organizations, and communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of

assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers

- a) assess and analyze communities and organizations as they respond to changes in their environments (e.g., demographic, financial, etc.);
- b) collect, organize, and interpret data to understand the complexities of communities and organizations; and
- c) select and modify appropriate intervention strategies based on continuous assessment.

Competency 8 – Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers

- a) initiate actions to achieve organizational goals;
- b) incorporate a broad understanding of cultural, political, and community contexts in planning interventions;
- c) implement prevention interventions that enhance community and organizational capacities; and
- d) critically evaluate, select, and apply best practices and evidence-based interventions.

Competency 9 – Evaluate practices with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- a) contribute to the knowledge base of the social work profession through practice-based research;
- b) evaluate the process and/or outcomes to develop best practice interventions;
- c) communicate and disseminate evaluation results appropriate to the intended audience; and,
- d) recommend and evaluate interventions that enhance the wellbeing of persons within their communities.

To meet the Council of Social Work Education's requirements concerning MSW fieldwork, and to ensure the quality of placement experiences that students will have at agencies, the MSW Program requires that MSW Foundation students complete a minimum of 540 total hours within one academic year, and the MSW Advanced students are required to complete a minimum of 580 total hours within one academic year.

Credit for Life Experience

Although we value the professional and life experiences of our students, the DePaul University MSW Program does not grant academic credit for life or previous work experience. The DePaul University MSW Program views each component of the MSW Program curriculum as an important step in the development of the social work professional.

V. Foundation Field Placements

Overview of the Foundation Year Field Placement

Part-time students after completion of their first year of courses, including Human Behavior in a Social Environment I and II, and Full-time students entering their first year of courses, are eligible for the Foundation year field placement. The Foundation year placement is designed to give DePaul University MSW students the opportunity to engage in social work practice and develop competencies associated with the bio-psycho-social model and the empowerment practice model. Regardless of a student's experiences prior to enrollment within the MSW program, developing practical skills and competencies necessary to enter the field of social work is an important part of social work education.

The Foundation Year Field Placement Process

During the beginning of the second quarter of their first year for part-time students, and prior to the start of the first year for full-time students, MSW students will attend an orientation session with field personnel to review the process and discuss initial steps for field. The orientation session will cover topics that include:

- Applying for field education
- Agency selection
- Setting up interviews
- Interviewing for field
- Questions concerning course requirements

After attending the orientation session, students will be ready to complete their field education application. The field application, along with the student's resume, is designed to inform the coordinator of field education of the student's background, skill set, and current interest within the social work field. **The field application is also sent out to prospective internship sites.** Students will use the MSW program internship website <https://lascollege.depaul.edu/MSWinternships/> to identify a list of potential internship agencies. Students must complete the field application form and update their resume. Students should submit the field application and resume to field personnel two days prior to their individual appointment. The field personnel may recommend revisions. Students should submit revisions as soon as possible. The student will meet with the coordinator of field education or other field personnel and identify options for interviewing for field. Students will then contact the appropriate person within the field site, and arrange for an interview. **Students may only go on interviews at sites approved by the coordinator of field education.** Students will be offered up to three interview opportunities. The interview process allows the student to practice their job interviewing skills, to meet and be evaluated by their potential field instructor, to learn about the agency expectations, and become familiar with the functions of the agency. It also gives the field instructor the opportunity to determine if the student would meet the needs and standards of the agency. After students interview with their respective organizations, and there is mutual interest between the student and the organization, the student and field instructor then complete the placement confirmation form which is then turned in to the field coordinator.

Students must not contact new field placement agencies independently, and all students must successfully interview and be selected for placement by the agency field instructor. Failure to follow through in a timely fashion on the field application process will be seen as an indication of possible unreadiness for field. A student who does not follow through on the field application process in a timely fashion and/or who does not keep their appointment(s) with the field staff will be referred to the Professional Review Committee for a Review. Students may be considered ineligible for an internship and in need of remediation prior to placement. Ongoing students should have a confirmed internship by the end of spring quarter. Students who take more than one week to respond to e-mails regarding internships will be considered showing possible signs of unreadiness for field. Incoming students should maintain at least weekly contact with the coordinator of field education until a placement is confirmed. Students who are not offered a placement or show other signs of un-readiness for a graduate level field placement may be referred to the MSW Program Committee for evaluation and problem solving. This could result in a recommendation that the student be terminated from the MSW Program.

Concurrent Academic Work

All MSW students will enroll in Foundation Practice I, II and III, and Foundation Field Education I, II and III while engaged in their fieldwork. The Foundation courses support the practical work of students in the field. The Foundation Field Education course is designed to support the students at their field site. Part-time students who have not completed the first year of the part-time curriculum would need to have a continuance review before they can apply for field placement. Please refer to the MSW Program Student Handbook or the university's website for brief course descriptions:

<http://sr.depaul.edu/CourseCatalog/CurrentCourseCatalog/index.asp>

VI. Advanced Field Placements

Overview of the Advanced Field Placement

The Advanced or Community Practice Field Placement is designed to further the MSW student's skill and knowledge base in community settings. The advanced social work practitioner is a professional who can analyze situations critically and contextually, integrate ethics and values to ensure congruence with social work principles, demonstrate a respect for the positive value of human diversity, and synthesize theory and practice to develop a reflective practice approach. An advanced community practitioner demonstrates the following characteristics: 1) maintains focus on context; 2) collaborates with clients systems; 3) emphasizes strengths and opportunities; 4) integrates practice activities; 5) takes a political approach; 6) follows the NASW Code of Ethics; and 7) maintains a reflective practice stance.

The Advanced Year Field Placement Process

During the winter quarter of the Foundation Year for full-time students, and the winter quarter of the third year for part-time students, MSW students will attend an orientation and apply for their Advanced Year Field Placement. MSW students will submit the Advanced Year Field Application and schedule an individual meeting with field office personnel. During this meeting, the student and field personnel will review the student's application and identify potential advanced field placement options for the student. Together, they will identify at least three agencies for the student to interview at. The coordinator of field education will contact the agencies to determine agency interest in interviewing the student. The student will then contact the interested agencies to arrange for interviews. Students applying for Advanced Field internships may be asked to provide copies of evaluations from their Foundation field placements. Foundation evaluations will be shared with prospective field instructors if a student experienced significant difficulty in one or more areas of their Foundation Field internship. Areas of concern might include response to supervision, use of self with clients, or general work habits. Students must not contact new field placement agencies independently, and all students must successfully interview and be selected for placement by the agency field instructor.

Once the student has identified the site where she or he would like to do their advanced field education, and the site has confirmed the acceptance of the student, the student will submit a confirmation form to the coordinator of field education. Most Advanced year internships start up with other classes at the beginning of autumn quarter. Occasionally sites with extensive training programs expect students to start their internships over the summer.

Summer starts must be noted on internship confirmation forms and be approved by the Coordinator of Field Education prior to the start of the internship or students will not receive credit for the hours.

Failure to follow through in a timely fashion on the field application process will be seen as an indication of possible unreadiness for field. A student who does not follow through on the field application process in a timely fashion and/or who does not keep their

appointment(s) with the field personnel will be referred to the Professional Review Committee for a Continuance Review. Students may be considered ineligible for an internship and in need of remediation prior to placement. Ongoing students should have a confirmed internship by the end of spring quarter. Incoming students should maintain at least weekly contact with the coordinator of field education until a placement is confirmed. Students who take more than one week to respond to e-mails regarding internships will be considered showing possible signs of unreadiness for field. Students who are not offered a placement or show other signs of unreadiness for a graduate level field placement may be referred to the MSW Program Committee for evaluation and problem solving. This could result in a recommendation that the student be terminated from the MSW Program.

Concurrent Academic Work

All Advanced MSW students will enroll in Community Practice I, II and III, and Advanced Field Education I, II and III while engaged in their fieldwork. The Community Practice courses support the practical work of students in the field. The Advanced Field Education course is designed to support the students at their field site.

VII. Field Instruction Requirements

Field Placement Hours and Time Expectations

Students are expected to complete 540 hours during their Foundation year, and 580 hours during their Advanced year. This averages out to about 16 hours per week during the Foundation year, and about 20 hours per week in their Advanced field placement. Students in the part-time program may choose to do minimums of 12 hours per week in their Foundation internship and 16 hours per week in the Advanced internship if the internship site is in agreement. Students who choose to do this may ask for an incomplete at the end of the autumn and/or winter quarter until the hours for the quarter are caught up. These students start their internship in the fall at the beginning of the school year but may be completing internship hours into the summer. This is only an option in the part-time program. Students cannot receive a grade for spring quarter MSW 493 or MSW 593 until the minimum hours for the year are completed.

Students are expected to build some extra hours into their schedules to compensate for missed time at field due to illness. Students cannot “bank” hours and leave their field placement prior to the end of the academic year. Lunchtime is not included in internship hours. Students who accompany clients on overnight trips as part of their agency learning experiences must discuss this with their field liaison prior to the beginning of the quarter the trip is to take place in. Students on overnight field related trips may count up to but not more than eight hours in a 24 hour period towards their field hours without approval from their liaison.

Occasionally students have health or family issues that interfere with completing internship hours. Sometimes the length of time a student will be out of internship is initially unclear. Students are expected to be in communication with the field instructor about absence, and

the field liaison should be notified of extended absence. Students who are unable to maintain hours at an internship may or may not be able to return to an internship site after an extended leave. These situations will be considered on a case by case basis. Internship sites may choose not to hold an internship slot for a student out for an extended and/or unknown period of time. Sites may also ask students to leave an internship if health issues repeatedly interfere with internship attendance and performance. Students who terminate an internship during a quarter will not be able to carry over accumulated hours for the quarter to another internship and may have difficulty securing another internship during the same academic year. Students with pregnancy related absence issues can consult with Karen Tamburro, DePaul's Title 9 Coordinator. Her contact information is 312-362-8970 and ktamburr@depaul.edu.

Students usually begin their field placement with the beginning of the autumn quarter and continue through the spring quarter, finishing in late May or early June. Some second year internships require that students start earlier or stay in the internship past the end of the school year. It is important for learning experiences to build over the course of each quarter and the school year. Students who are not in a confirmed internship at the beginning of the academic year will not be enrolled in the field or practice classes during the academic year. Students are encouraged to log a few additional hours to cover any unexpected absence or an illness, but the bulk of the required hours must be logged continuously and contiguously over the course of the quarter(s). Some placements have training programs that include students from a variety of schools and disciplines. Occasionally students in these training programs are expected to start the placement before the beginning of DePaul's academic year and possibly end before the end of DePaul's academic year.

"Banking" hours is not permitted. Students make a commitment to their internship site to complete internship hours through the academic year. Students are expected to stay in placement through the end of each quarter and through the end of the academic year. Students who have completed the minimum hours may leave a placement up to two weeks early with the agreement of their field liaison and field instructor. The only exception is placements that have a specific program that ends before the end of the spring quarter. Students complete a timesheet each quarter that is signed by the student and the field instructor. The timesheet is submitted at the end of each quarter with the quarter's evaluation. Students may include hours at the internship and off-site working on internship materials as approved by their field instructor. Lunchtime meetings are considered countable internship hours, but lunch or other extended breaks are not considered countable internship hours. Students should also take into account religious and/or agency holidays that the internship site may be closed when planning their time at the agency.

Students are usually required to be at their field placements for at least part of the break between autumn and winter quarter. Expectations for internship time between mid-November and early January should be discussed early in the academic year. Students planning to attend study abroad trips over winter intersession should discuss this with their field instructor early in the autumn quarter. Students are also encouraged to discuss time off of placement during DePaul's spring break. Students who are placed in programs that work with children and adolescents may be asked to follow the field setting break schedule instead of the DePaul spring break schedule so that client and agency relationships are maintained. This is decided between the student and their field instructor. **MSW students are strongly encouraged to break from their agency during DePaul's annual 10 day**

holiday break in late December/early January. The entire university system shuts down during this time period, and students will have no access to DePaul University faculty, and or other university resources.

International Students

International students who are in an internship are required to complete and submit the Curricular Practical Training form available on the DePaul Office of International Students website: <http://oiss.depaul.edu/>. The form must be completed prior to every quarter that the student is in an internship. Please contact your advisor in the Office of International Students office for more information about this requirement. The international student's internship hours may not exceed 16 hours per week in the Foundation internship and may not exceed 20 hours in the Advanced internship. International students in their Foundation internship may not be able to accrue hours over the winter intersession because of student visa regulations. International Advanced students planning to be at their internship over the winter intersession should apply for OPT 90 days before the beginning of the winter break.

Inclement Weather Statement

If there is a severe weather alert during scheduled field placement hours, students should use their best judgment to ensure their safety. Here are the guidelines established by the MSW program:

- If the field placement agency is open and students are unable to attend their placement, they must be in communication with the on-site field instructor and establish plans to make up for any loss of time at the agency when the weather and schedule allows, presumably before the end of the academic term.
- If the university is closed and students are unable to attend their placement yet the agency remains open, students must be in communication with the field instructor and establish plans to make up for the loss of time at the agency when the weather and schedule allows, presumably before the end of the academic term.
- If the field placement agency is closed due to severe weather during a time when a student is scheduled to be at that agency, it is not expected that those lost hours will be made up by the student.

Failure to follow the above guidelines will be noted in the comportment matrix and/or field evaluations prepared for each student enrolled in placement.

University Break Periods

DePaul University has an established calendar of holidays and break periods. The DePaul University and MSW Program calendar (see Appendix A) is distributed annually at the Field Instructor Orientation. Official DePaul University holidays and breaks such as Thanksgiving, winter break, spring break, legal holidays, or those officially observed by the agency are granted to the student. Students are expected to maintain their internship schedules while

classes are in session. Vacations should be scheduled during university and internship site holidays. Student vacations scheduled during an academic quarter may result in drop in grade and/or termination from the internship. Agencies may also require students to attend their field placements during quarter break periods so that client and agency relationships are maintained. This is decided between the student and their field instructor. All parties should consult with the faculty liaison for final approval of any alternative plans. Students are strongly discouraged from interning the week between Christmas and New Year's when the university is closed and there is no university support available.

Students must make up hours missed due to illness or other reasons and must work out a plan with their field instructor that meets the needs of the agency. Students are expected to attend field through the end of each quarter.

Course Credits and Basis for Grading

Students will receive four credit hours per enrollment in field courses MSW 491-493 and MSW 591-593 offered Autumn through Spring quarters. The total for the three quarters will be twelve credit hours. Letter grades will be assigned by the faculty liaison for the course, with consultation from the field instructor. Students receiving a grade of C- or lower may be asked to repeat the course, or may be recommended for disciplinary procedures.

Field Grading Rubric

A Student performs practice behaviors and shows mastery of competencies from the learning plan in an excellent manner beyond expectation for student at this stage in MSW program. Student consistently excels in professional comportment and integration of social work knowledge, values, and skills into practice. This includes both oral and written communication. Student demonstrates a high level of critical thinking in seminar, supervision, and in interactions with consumers/clients and colleagues.

B Student performs practice behaviors from the learning plan in a very good manner for a student at this stage in the MSW program. Student is very good in professional comportment and integration of social work knowledge, values, and skills into practice. This includes both oral and written communication. Student demonstrates a very good level of critical thinking in seminar, supervision, and in interactions with consumers/clients and colleagues.

C Student performs practice behaviors from the learning plan in a satisfactory manner for a student at this stage in the MSW program. The student is satisfactory in professional comportment and integration of social work knowledge, values, and skills into practice. This includes both oral and written communication. Student demonstrates a satisfactory level of critical thinking in seminar, supervision, and in interactions with consumers/clients and colleagues.

F Performs practice behaviors from the learning plan in a poor manner and/or does not demonstrate progress in majority of practice behaviors. Students who are asked to leave internships because of poor performance will receive an F for the quarter and will be referred for a continuance review.

Field Site Selections and Agency Assignment Process

Every effort is made to recruit a wide range of agency placement sites that reflect the diversity of services and client populations served by the Chicagoland area. The interest of the agency in participating in the educational process may stem from a number of sources. Recommendations for the development of specific placement sites may be initiated by agencies, students, faculty, and other interested parties. The coordinator of field education contacts the agency, reviews the field education placement model and requirements, and discusses the agency's interest in affiliation with DePaul's MSW Program. Prospective field instructors are asked to complete the Field Instructor application. Internship sites will also be asked to complete an Affiliation Agreement.

Student placement in a site is a shared decision and is dependent on the needs of the MSW Program and the ability of the site to provide an educational experience consistent with the objectives of the practicum placement. MSW Foundation and Advanced Practice sites should have experiences that are compatible with the scope of practice of the master's level practitioner. All sites should include the following characteristics:

- The agency philosophy of service should be compatible with social work values and ethics, the mission of DePaul University's MSW Program, and the goals and objectives of field education.
- The administration and staff must have respect for and commitment to professional social work education.
- The agency should be willing to expose or involve the student in diverse and appropriate agency learning activities.
- The agency must accept students without discrimination related to race, ethnicity, age, gender, sexual orientation, religion, physical disability, or political belief, except where such discrimination is permitted for employment under Federal statutes that govern the facility.
- The staff should be of such a size as to maintain and develop the basic program of the agency without reliance on students.
- The availability of a qualified field instructor is essential. "Qualified" refers to professional social work education, commitment, practice, ability to work with a secondary field instructor if indicated, and an interest and competence in teaching. It is expected that agency administrators will adjust the work assignments and responsibilities of field instructors in such a way that it will enable them to administer these responsibilities in an effective and responsible manner.
- The agency and field instructor should show a willingness to participate in the educational process and should be perceived by faculty and students as providing consistent, professional, and high quality experiences.
- The agency should be able to offer students assignments based on educational value in accordance with the student's current stage of learning, their learning objectives, and the student's learning plan.
- The agency is encouraged to make available and provide access to suitable workspace, telephones, computers, supplies, and other items as necessary to the student to enhance the agency functioning in conjunction with field education.

- The agency will provide qualified field instructor(s) with interest and professional competence to assume an educational role in providing for agency based learning experiences consistent with field education course objectives.

Agency Field Instructors

Agency field instructors are selected for the quality of their field instruction, attention to professional ethics and values, and commitment to the educational standards of the MSW Program. They are selected on the basis of their interest in and commitment to providing a supervised foundation and/or advanced social work learning experience for the field work student. The master's level social work field instructor should possess their MSW degree from a school accredited by the Council on Social Work Education and have a minimum of two years full-time post MSW professional practice experience. They must possess a professional philosophy compatible with that of the agency and the DePaul University MSW Social Work Program. They are required to submit a copy of their current resume detailing their education, professional experience, certifications, and licensure.

In exceptional cases where an agency is able to offer an extraordinary learning opportunity, but is unable to provide the student with an agency-based MSW supervisor, DePaul University recognizes that there are many knowledgeable persons who are eminently qualified as field instructors but do not hold the MSW degree. A human service professional with no social work degree, but who has a related master's degree and a minimum of three years' experience in a social work setting, with supporting supervision by a MSW, can be acceptable. In these cases, a supporting supervisor with a MSW degree from an accredited university can serve to support the human service professional with the supervision of the student.

The MSW Program faculty liaison works with both the agency field instructor and the student to ensure that a social work perspective is maintained at the placement and in the field education activities of the student. This human service professional must possess standards and values which are consistent with those of the social work profession and must demonstrate a competent and reasonable level of successful practice with appropriate experience. The secondary field instructor should provide the student with regular supervision, co-sign the student's learning plan, all evaluation material, and be present to meet with the faculty liaison, primary field instructor, and student during agency visits or during problem solving. All field instructors are expected to abide by the NASW Code of Ethics. The faculty liaison of the MSW Program may provide support supervision as needed.

Preparing for the Agency Interview

After meeting with the coordinator of field education, students will contact the agencies that they are to interview with. Each student will have interviews or resume and field application reviews at up to three agencies. MSW students should prepare adequately for the interview experience. Students are not guaranteed a field placement opportunity at their potential sites, so students should take the interview process seriously, dressing appropriately and bringing a resume with them to the interview. DePaul University MSW students should be aware that they are not only representatives of the MSW Program and

themselves, but are also ambassadors of DePaul to the greater urban community. Showing up to appointments on time, and being open to answering and asking appropriate questions during the interview process are all examples of professional etiquette reflective of social work ethics and values.

At the Interview

DePaul MSW students should present themselves in a professional manner during the interview. Students should be prepared to answer appropriate questions about their background and social work interests. Asking questions about the expectations of the student, as well as asking questions related to the organization is also expected. Students should bring extra copies of their resume in the event that they will interview with more than one person at the site. It is also appropriate to ask the agency interviewer the estimated time period for follow up to the interview.

After the Interview

In many occasions, people send interviewers a thank you follow up letter after their interview. Although not required, it is appropriate to follow up the interview with a tasteful, professional letter thanking the interviewer and/or the agency. If the agency is interested in the student and follows up within the appropriate time period, and the student wants to begin their field placement with this agency, the student and field instructor should complete the site confirmation form (see Appendix B) and submit it to the coordinator of field education. If the MSW student interviewed with other sites, it is also expected professional behavior for the MSW student to follow up at those sites with a phone call or letter informing the agency that the student will be interning at another agency.

Although rare, students who are not offered a placement after three agency interviews or field application reviews for reasons related to their appropriateness or readiness for field will be referred to the Professional Review Committee for evaluation and problem solving. This could result in a recommendation that the student be terminated from the MSW Program.

Possible Agency Requirements of Students

Trainings, Exams, and Background Checks

Some field placement sites may require MSW students to go through special trainings, such as the 40-hour Domestic Violence Training or to have health related tests, such as the TB test. Some sites have mandatory drug tests and criminal background checks. Some sites will do these through the site, while others expect students and/or the school to take care of these requirements.

Criminal convictions (including misdemeanors) can slow down the placement process or be a reason that a student could not be placed in some internship settings. Students are expected to disclose all criminal background information that is requested on the field application. Students should clarify timelines for completing agency requirements so that the student is able to start their internship on time in the fall. Some sites will cover the costs of background checks, trainings and drug screens, but others do not. Students will be

expected to pay any fees for these additional requirements. If a criminal conviction is identified, the student will be notified and additional procedures will be initiated to determine whether the placement may continue, or whether other placement options must be considered. Depending on the circumstances, a student's placement in an internship and successful completion of the program may be jeopardized due to failure to qualify for placement. There may also be additional consequences under other applicable DePaul policies. Students may be referred for a continuance review.

Students who do not disclose the requested criminal background information prior to background check will be referred for a potential violation of the university's Academic Integrity policy.

Students placed at sites that expect the school and student to submit results of drug tests, background screenings, and health records will be expected to sign a release allowing the results of the test to be sent to department of social work program and for the social work department to release information to the internship site.

If a student's drug test is positive, the student will be notified and secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, placement in an internship and successful completion of the program may be jeopardized due to failure to qualify for placement. There may also be additional consequences under other applicable DePaul policies. Students with confirmed positive tests and/or no sufficiently credible explanation of relevant lawful conduct will be referred for a continuance review.

Skill and Knowledge Base Requirements

Although most agencies do not require our students to be "experts", some field placement sites may require that a MSW student have some skill set or knowledge concerning the agency area of service delivery prior to entering the field. The MSW student Field Application process should help determine when there may be a conflict between agency expertise and student knowledge, and prevent the student from interviewing without proper preparation. In the event that this does not happen, the student should know that the agency always has first right of refusal to place any incoming students.

Confidentiality During the Placement Process

The coordinator of field education may share all relevant information with appropriate persons. This may include the faculty liaison, the agency field instructor, the student's academic advisor, or the chair of the MSW Program. Relevant information is defined as information that may have an impact on the field placement selection and information which may affect clients, agency field instructors, staff, or the student learning experience. Such information will be shared to enable informed choice by field instructors, protect clients and students, and facilitate the learning process. Agency field instructors are also

expected to share relevant information with the field liaison and the coordinator of field education. MSW Foundation sequence students agree to have a copy of their final quarter field evaluation sent to their advanced placement field instructor prior to the start of the quarter. This evaluation may be used to give the field instructor a head start concerning the student's learning plan.

Agency Assignment Process for Students with Disabilities

The coordinator of field education will attempt to contact any students with known disabilities well before assignment to a field placement site to discuss special considerations and to help arrange for aids or services that students may need to negotiate their fieldwork.

Students should be in contact with DePaul's Office of Students with Disabilities: <http://studentaffairs.depaul.edu/csd/>. As required by federal and state law and by DePaul University policy, field placement sites, as a whole, must be accessible to students with disabilities. MSW students with disabilities should have the same kinds of educational opportunities as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. For example, a site may not be able to accommodate students who use wheelchairs because of the agency's location or architecture, but the same site could easily accommodate students with visual or hearing impairments.

Negotiating Field Placement with an Unaffiliated Agency

MSW students may come across agencies that are currently not a part of DePaul University's MSW Program selection of sites for field placement. If a student is aware of a site that could serve as potential field placement site, they should submit the name of the agency, address, phone number, and contact information for the appropriate person to the coordinator of field education. Ongoing students interested in internships at currently unaffiliated sites should share this information with the coordinator field education by early December for internships starting the next autumn. The coordinator of field education will contact the agency and assess agency capacity for MSW field work students. If the site is appropriate, it will be included within the MSW Programs database for potential field placement sites for students. If it is the agency where the student is employed, and the student is interested in employment-based field within the agency, the student should see the section entitled Employment-Based Internship Option, and fill out the related form.

Employment-Based Internship Option

Students who are employed are invited to explore the employment-based internship option for one of their required field placements, preferably for their Advanced Year Placement. Students may be permitted to complete one year of field education in their place of employment. The internship must have distinct job responsibilities separate from that of their employment and should be in a different program than the program the student is employed in. Students must have been on the job in a full-time capacity for at least one year prior to the beginning of the academic year in which the employment-based internship will occur. Not more than four hours per week will be allowed for overlapping training and administrative meetings. The internship field instructor must be different than the employment supervisor, must meet the DePaul MSW field instructor qualifications, and

must complete a DePaul Field Instructor application. Students who are interested in an employment-based field placement must submit a Request for Employment-based Internship Form.

The internship site understands the internship is a learning situation. If the student is otherwise an employee of the site, the site assumes full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, Social Security, disability insurance and other applicable employee withholdings which may apply. The student's work as an intern shall not at any time replace or substitute for any employee, nor shall the student perform any of the duties normally performed by an employee at the site as part of the internship except as such duties are part of the student's training and are performed by the student under the direct supervision of the assigned supervisor.

Student Reimbursement

While agencies are not required to financially compensate students for field placement, the coordinator of field education encourages agencies to provide funds to students when possible. Such arrangements are strictly based upon negotiations between the agency and the student. If agency staff is reimbursed for travel, it is encouraged that the student will benefit from the same agency policies. Students should not assume that agencies will reimburse students for unauthorized purchases such as snacks or activity supplies.

Pursuing Employment at the Field Placement Agency

In the case that an agency is interested in hiring the student for an employee position that is intended to continue after the school-based internship hours are completed, the coordinator of field education must first approve it. The coordinator of field education has final say in this matter, but the following aspects must be met in order for employment opportunity to be considered:

- Internship and employment hours are separate and clearly delineated. Overlap of responsibilities cannot occur. Paid employment for internship responsibilities cannot occur until after the internship is completed.
- Supervisors for employment and internship MUST be different.
- The atmosphere of the internship experience must continue to be a true learning experience, not affected by the separate employee status, where students are free to make mistakes, ask critical questions, question practice methods, explore internal struggles and value conflicts, etc.
- Employment must be in a different department, or activities must be clearly different than internship activities/responsibilities.
- It will be expected that the educational activities will take priority over the employment while enrolled in the MSW Program, including attendance at seminar sessions and assignments that support the student's individualized learning plan.
- Students must get permission from the Field Education Coordinator BEFORE accepting employment with the agency.

VIII. Starting Fieldwork at the Agency

Students are required to familiarize themselves with the NASW Code of Ethics and this Field Manual prior to starting in field. Students are given a copy of the **NASW Code of Ethics** at the MSW Program Orientation.

There are additional copies available in the MSW program office suite and an electronic copy of the **NASW Code of Ethics** is available at <http://www.socialworkers.org/pubs/code/code.asp>.

The student acknowledges that all DePaul academic and conduct policies remain in place during the internship placement. Failure to comply with university policies or the policies of the internship site may result in sanctions, including removal from the internship and/or the course.

Once students have confirmed their respective field placement sites, they should also confirm a start date and time, and a weekly schedule, including any orientation to the agency.

Students must have approval of the coordinator of field education to start an internship before the start of the quarter. **Unapproved hours at an internship site prior to the start of the autumn quarter may not be counted as hours towards completion of the internship.**

MSW students should begin developing a Learning Plan with their field instructor and the faculty liaison in the first few weeks at the internship.

It is important for students to become aware of safety issues or concerns related to field work, as well as preventive measures in order to have a safe and productive field experience. DePaul University's MSW Program will provide information about universal precautions and risk assessment reduction during the Foundation Field Education seminar and orientation.

Agency field instructors are responsible for providing students with agency safety policies and procedures. Students should also familiarize themselves with the neighborhood around the agency.

DePaul does not provide insurance to cover students transporting clients in the student's own car. Students may use an agency vehicle for transporting agency clients as long as the student is covered by the internship site's insurance and the activity is relevant to the student's learning plan. This situation must be approved in advance by the coordinator of field education. **Students should not transport clients in other vehicles.**

One of the first issues to discuss with the field instructor is how to introduce oneself to clients. Students should be clear about their student status with clients. Possible titles include "social work intern" or "social work trainee". Students should also clarify agency policies regarding communication with clients by phone, e-mail, and/or text. Students should keep in mind confidentiality issues in contact with clients or in contacts regarding clients. Students that are placed in residential programs serving children and adolescents should not take clients off the residential campus, unless also accompanied by a staff

member.

In some instances, students may be asked to conduct home visits as a field placement learning activity. Students should be clear about personal/professional boundary and safety concerns that may come up on a home visit. It may be appropriate to request to observe home visits or to be accompanied by a staff member initially when conducting home visits. Students are encouraged to address safety concerns with their field instructor and liaison. In all cases, it is the student's responsibility to keep the field liaison informed of issues concerning safety in field.

Students should keep in mind the public nature of social networking sites and refrain from posting or blogging information related to the internship experience. Students should refrain from online personal communication with clients. Ethical violations of this nature can have serious consequences at an internship and in the MSW Program.

The Learning Plan

Students are required to submit a Learning Plan developed in collaboration with their field instructor. The Learning Plan is a tool that asks students to share their goals and objectives for their field placement, including how they will fulfill social work competencies at their field sites. The Learning Plan should be completed at the beginning of each quarter, and should be used as a reference tool to guide the student's work. The faculty liaison is available for consultation to the student and field instructor when writing the agreement and will initiate the deadlines for when it is due. The student is responsible for brainstorming the ideas for the Learning Plan in consultation with the field instructor. Once this has been accomplished, the faculty liaison reviews and approves or suggests "tweaking" of the document. The final document, when finished, is signed by the student, the field instructor, and the faculty liaison.

Field Instructor Orientation

Field instructors provide an essential role in the education and development of professional social workers. To this end, field instructors need to understand their agency-based role in working with the student and field education faculty and the educational objectives of the MSW Program.

The MSW Program sponsors a Fall Field Orientation annually for agency field instructors. The MSW Program is committed to providing program orientation and continuing education opportunities for agency field instructors. The faculty provides orientation to the field education program using a variety of methods. The introduction to the field program occurs in telephone contact and site visits with the field education coordinator, in telephone and site visits with the faculty liaisons, in the provision of written materials, and in accessing the MSW Program field web site. The Annual Fall Field Orientation and other educational events sponsored by the MSW Program provide participating licensed Illinois social workers with continuing education credits. In this way the MSW Program contributes to the continuing education for agency based social workers and furthers the program's goal to develop university-community partnerships within the social service delivery system.

Roles and Responsibilities of Key Figures in the Field Placement

The field instructor, the faculty liaison, the student, and the coordinator of field education all play important roles in the field education of the MSW student. Each role has key responsibilities to ensure that the MSW student is receiving a quality educational experience at their field placement site.

Role of the Student

All students are expected to develop professional discipline, identification with the role of social worker, and competence in assuming the role. All students are expected to be active seekers in the development of their professional capacities.

The Student:

- Follows administrative policies, standards and practices of the agency in fulfilling the field education course objectives.
- Conforms to the standards and practices established by DPU/MSW for the field education course including adherence to the **Code of Ethics** of the National Association of Social Workers.
- Assumes an active role in the learning process including preparation for and openness to supervision conferences with the field instructor and faculty field liaison.
- As appropriate and required by law, maintains the confidential nature of all agency files and all client information.
- Is present at the agency according to DPU/MSW requirements and the timetable set up with the field instructor at the beginning of the quarter. Students must notify the agency's field instructor when they will be late or absent from the agency and must formulate a plan to make up the time lost. DPU/MSW students should make up any missed time within two weeks of absence.
- Demonstrates a readiness to learn and become appropriately involved in the field experience. This includes, but is not limited to, continual self-evaluation in identifying learning needs, development of the learning agreement, and completion of the end-of-quarter evaluation.
- Completes all records in keeping with agency and field instructor expectations.
- Completes quarterly Learning Plan and Learning Evaluations with the agency.
- Completes an evaluation of the field experience at the end of the autumn and spring quarters.

Additionally, the student acknowledges that all DePaul academic and conduct policies remain in place during the internship placement. Failure to comply with university policies or the policies of the internship site may result in sanctions, including removal from the internship and/or the course.

Role of the Agency Field Instructor

The agency field instructor serves as the primary supervisor and instructor for the

student in the field. The field instructor:

- Provides a minimum of one hour per week of direct supervision to the student.
- Orients new students to agency structure and function, student responsibilities, policies and procedures, sociopolitical context, and commonly used community resources.
- Assists the student in developing a Learning Plan to structure the field experience within a few weeks of placement.
- Structures assignments to help the student learn a broad range of social work interventions common to foundation and/or advanced social work practice.
- Assigns duties and responsibilities of increasing difficulty and challenge as appropriate in consultation with the student.
- Provides suitable office space and support staff.
- Utilizes the student primarily as a learner who will assume numerous responsibilities of benefit to the agency rather than as someone who will fill the needs of an understaffed agency.
- Follows procedures outlined in the program's field manual.
- Monitors student performance, regularly providing feedback to the student.
- Completes a Learning Plan at the beginning of each quarter and a formal evaluation of the student at the end of each quarter.
- Reimburses the student for out-of-pocket expenses incurred in the same manner as for agency employees.
- Refrains from any unethical conduct with the student.
- Does not discriminate against any individual on the basis of age, sex, race, religious belief, national origin, disability, or sexual orientation.
- Contacts the faculty field liaison in the event issues or concerns arise in a student's performance or significant events occur within the Agency which have an impact on the completion of the learning objectives.
- Discusses with students Agency policies regarding use of automobile, mileage reimbursement, background checks, and health/immunization requirements.
- Maintains ultimate responsibility for client services.
- Complies with all applicable laws, including, but not limited to laws related to workplace discrimination and workplace safety.

Role of the Faculty Liaison

The faculty liaison is assigned a core group of students at the beginning of the academic year that they will support while the students are in the field. The faculty liaison assumes responsibility for their cohort of students.

The faculty liaison:

- Serves as channel for communication between classroom faculty, students, and field instructors to promote awareness of students' needs and to maximize educational opportunities in both the classroom and the field
- Transmits information about the learning needs and learning problems of students from class to field and from field to class.
- Makes provisions for communicating with students and providing support relative to the field placement supplemental to the required field visits

- Makes the final decision about whether the student's Learning Plan is appropriate to meet the goals and objectives of the field education course.
- Helps the field instructor understand the curriculum and, along with the coordinator of field education, keeps the field instructor informed of developments as they occur at the MSW Program.
- Works in partnership with the field instructor to help the student integrate and apply the knowledge and skills learned in the classroom to the field experience.
- Conveys to the MSW Program the observations of field instructors on curriculum content, MSW Program policies, organization, and student achievement.
- Problem solves and troubleshoots with the field instructor and the student when problems arise.
- Participates in the ongoing feedback and evaluation of the student.
- Assists the coordinator of field education in recruiting, screening, developing and evaluating agencies for field placement.
- Visits the agency at least three times during the academic year and facilitates on-going communication between the agency and academic program.

Role of the Coordinator of Field Education

The coordinator of field education is the first point of contact for all students entering the field education process.

The coordinator of field education:

- Assumes responsibility for the overall direction and coordination of the field education program.
- Screens student applicants and assesses their readiness for field placement.
- Assists students and agencies in the placement process.
- Plans for, recruits, screens, and develops an adequate group of quality field placement opportunities for field education.
- Evaluates quality of field opportunities at the end of the academic year concerning suitability for the following year.
- Provides guidelines for evaluating the student.
- Provides orientation and training for field instructors.
- Is available to students, field instructors, and field liaisons to facilitate the resolution of problems that may arise.
- Assists in orienting new field instructors to the university's curriculum and field placement program.
- Monitors the implementation of policies and procedures related to field education and determines exceptions to them.
- Develops and conducts workshops for the purposes of continuing education of field instructors and other area professionals.
- Acts as a resource person for students and field instructors in regard to questions, resources, and suggestions for learning opportunities.

Faculty Liaison Site Visits

The faculty liaison typically initiates contact with the agency. However, the field instructor is expected to contact the faculty liaison to discuss issues or concerns related to student learning or when difficulties arise. The faculty liaison's visit to the agency is arranged in advance of the actual visit with the student and the field instructor.

The faculty liaison meets with the field instructor and student at the agency at least 3 times during the academic year. The autumn and winter meetings should be viewed as progress review and relational building, and the spring meeting should be a final evaluation and review of student work at the agency.

The faculty liaison advises, consults with, and acts as an advocate in all academic matters for students in field work placements. Students are expected to play a very active role in their field placement experience.

The Field Instructor's Responsibilities Concerning the Faculty Liaison

1. The field instructor makes the student's written work and other related material available to the faculty liaison.
2. A desk or table and chair are made available to the faculty liaison to read and evaluate the material.
3. The field instructor prepares for the agency visit by reviewing the field work evaluation and their supervisory progress notes.
4. Addresses any concerns about the student with the faculty liaison.
5. Evaluates the student's work.

IX. Evaluation and Grading Policies

Field instructors and students are required to complete a quarterly evaluation of MSW students. The evaluations that take place at the end of the fall and winter quarters will serve as progress evaluations, and the spring evaluation will assess the student's overall participation in field. Completed evaluations should be reviewed by the student, field instructor, and the faculty liaison.

Educational evaluation of student learning and performance in the field setting is intended to be collaborative, continuous, and strength-based. The student's presentation and accomplishments in the field agency are evaluated by the student, the agency field instructor, and the faculty liaison, and may be reviewed by the coordinator of field education. Each quarter's field experience is appraised by the letter grades of "A", "B", "C", or "F". The field liaison determines the final grade assigned for the field education course.

Student Evaluation

The student and field instructor complete the Quarterly Evaluation and provide a copy to the

field liaison. The Autumn and Winter Quarter evaluations are linked directly to the Learning Plans. The Spring Quarter evaluation is more comprehensive and looks at how the student has met the MSW program's Foundation or Advanced Year Field Placement Competencies. An evaluation requires the student to report on his or her progress toward the established learning activities with critical examination of how these activities relate to the competencies and practice behaviors.

The MSW Program reserves the right to share student field placement information with agencies considering students for field placement. All data sharing will be done with confidentiality and is intended to help agencies and students maximize field placement matches. All students accepted into the DePaul University MSW Program may have their field placement documents shared with potential field placement agency representatives. Shared documents can include field applications, learning plans, quarterly evaluations, completed compartment matrices, and other course-related materials. Students who have a placement disruption will have completed evaluation(s) shared with potential replacement internship sites.

Evaluation of the Field Instruction Agencies and Field Instructors

Faculty liaisons schedule at least three site visits with students and field instructors during the academic year. The final evaluation in the spring quarter is a comprehensive evaluation of the MSW student's work within the agency. At this time, the faculty liaison and field instructor should also evaluate the relationship between the agency and DePaul University's MSW Program. Field instructors will also be asked to fill out a written evaluation of their experience working with DePaul's MSW program.

Problems with the Field Placement

Field education is an exciting process for many MSW students. Students have many opportunities for learning and relationship building, but field placements also present challenges and problems that need extra resolve to deal with. It is natural for students to have questions, concerns, and anxieties. If students have questions, they should first talk to their field instructor. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement.

The student first talks with the primary field instructor about concerns and problems concerning field placement. A student may choose to obtain advice from the faculty liaison before talking with the field instructor.

If a student has a problem with the faculty liaison, then they should first talk with the faculty liaison in attempt to resolve the issue. If this is deemed unsatisfactory, then the student should meet with the coordinator of field education. If this does not resolve the issue with satisfactory results, the student should then arrange to meet with the chair of the MSW Program. If a satisfactory solution is not found, see terminating field work.

Field experience is an academic course requirement. Failure to perform field experience activities and tasks in a professional and ethical manner results in a failing grade. The field instructor should inform the faculty liaison of any behaviors on the part of the student that

cause the field instructor to question the student's appropriate professional development. If issues about the student's ethics, behavior, or performance in the field experience arise, the field instructor consults with the faculty liaison regarding the noted problems so that possible solutions may be negotiated. The field instructor may be asked to complete extra Comportment Matrixes to provide data on the student's progress toward remediating identified problems. The student may be asked to complete more than the regularly expected field hours for the academic year and may need to stay in placement past the end of the academic year. The field liaison may also make extra site visits as part of the remediation plan.

If agreeable solutions are not found or the problem is not remedied after a trial period, the faculty liaison will notify the coordinator of field education that continuation of the field placement is in jeopardy and will seek input.

X. Terminating Field Work

Placements in both the Foundation Practice year and the Advanced Practice year are made for the entire academic year. Students accepting an agency field assignment are expected to fulfill their agreement for the academic year with the organization. Field instructors likewise agree to provide a learning environment for the student over the academic year. The following procedures outline the processes to be followed in cases where the student and/or the field instructor seek removal from the field placement setting.

Student Initiated Termination

Student initiated termination from a field placement is uncommon and has serious implications, including the fact that it is very difficult to find an alternative placement site. A student who becomes dissatisfied with the placement is required to follow this process:

1. The student is to discuss her or his concerns with the field instructor.
2. If the issues are not resolved, the student and/or agency field instructor contact the faculty liaison, who will consider the matter and attempt to develop a plan with all parties to continue the placement. The faculty liaison will articulate that plan in a memorandum to all parties with a copy to the coordinator of field education.
3. Should the issue(s) not be resolved, the student may make a request in writing to the coordinator of field education to terminate the practicum placement.
4. The coordinator of field education will review this request with the student, faculty liaison, field instructor, and other site or MSW program personnel deemed appropriate.
5. The coordinator of field education will render a decision based on the concerns of the student, the ability of the student and agency to work together for the remainder of the placement, and the likelihood that the placement can have a successful outcome.

6. Students are not guaranteed that an appropriate alternative placement may be secured after the practicum year has begun. In cases where an appropriate replacement cannot be made, as determined by the coordinator of field education, the student will need to drop field education and co-requisite courses.

Agency Initiated Termination

Agencies may request that a field placement may be terminated for agency-related issues unrelated to student performance. In these situations, the agency coordinator or the field instructor is expected to notify the faculty liaison or coordinator of field education as early as possible. The coordinator of field education will work with the student to secure a replacement internship as soon as possible. As noted above, it is very difficult to find internships during the academic year, and every reasonable effort will be made to maintain students in their internships. **Learning plans, quarterly evaluations, completed comporment matrices and other course-related materials will be made available to potential replacement field placement agency representatives by the MSW Program.**

In cases of persistent student performance problems, the field instructor and the faculty liaison each prepare a written summary of the events leading to the termination and provide copies to the student and the coordinator of field education. The field education coordinator will advise the program chair who will convene a Continuance Review to determine the student's standing in the MSW Program. **Students who are terminated from an internship are not guaranteed another internship. Learning plans, quarterly evaluations, completed comporment matrices and other course- related materials will be made available to potential replacement field placement agency representatives by the MSW Program.**

Termination Criteria

A student's field education placement may be terminated by the internship organization or the university for the following reasons:

- Conduct that is not consistent with the Code of Ethics of the National Association of Social Workers.
- The level of performance in the practicum is determined to be far below the standards expected of an MSW student and the student is unable to remedy deficiencies. A rating of Inadequate or Somewhat Adequate on the Comporment Matrix can trigger a Continuance Review. Objectives and Learning Assignments for the quarter following an Inadequate or Somewhat Adequate rating should indicate remedial efforts being made by the student to improve the student's comporment. A lack of improvement would warrant an additional continuance review and possible termination from the internship. Examples include lacking development beginning knowledge and skills for effective social work practice, poor interpersonal communication and relationship skills, and inappropriate presentation of self.
- Serious or repeated violations of the agency's policies and procedures.
- Discriminatory behavior based on race, color, gender, age, creed, ethnic or national origin, sexual orientation, or physical/mental disability.

- Failure to disclose critical current or background information in applications forms, pre-placement forms, or during the interview process.
- Exhibiting behaviors and attitudes that are inconsistent or at odds with the values of the profession.
- Violation of professional ethics and standards for ethical practice.
- Misrepresentation of professional qualifications, education, experience, or affiliations.
- Unexcused and prolonged absences from the field experience.
- Attempts or threats to harm oneself or others.
- Inappropriate or disruptive behavior toward colleagues, faculty or staff at the university or in the field placement.
- Failure to meet academic requirements or to progress satisfactorily in the academic area.
- Receipt of a grade less than a C over two quarters in any field placement course
- Any sexual relationship with agency clientele.
- Unwillingness or inability to carry out assigned task or to work with any specific client population or problem area.
- Reporting to the field placement site under the influence of alcohol or illegal drugs.
- Excessive tardiness and/or absences from class or field.
- Excessive or unexplained changes to schedule at internship.
- Listing on the State Central Register as being responsible for child abuse or neglect.

University-Initiated Termination of Field

The MSW Program may also choose to terminate placements if a field instructor is unable to provide adequate supervision and/or the agency is unable to provide an appropriate range of learning experiences.

The student acknowledges that all DePaul academic and conduct policies remain in place during the internship placement. Failure to comply with university policies or the policies of the internship site may result in sanctions, including removal from the internship and/or the course.

Field Education Exit Requirements

Students withdrawing from field education under any circumstances should meet with the faculty liaison and the field education coordinator to ensure the termination from the agency is conducted in a professional manner. All agency material, keys, or other equipment provided to the student must be returned to the agency as soon as possible. Partial credit for the time spent in an internship will not be granted. An exception may be made in the case of pregnancy related termination from field. A decision would be made in consultation with the university's Title 9 coordinator. Students who receive an F for the quarter will not have credit for internship hours that quarter. The MSW program policies require students who drop field education to also withdraw from concurrent practice courses. Students who are terminated from a field placement and continue in the MSW program may have to repeat a full year sequence of placement and practice classes.

XI. Other Policies and Procedures

Liability Insurance

Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. The university has purchased liability insurance for all students enrolled in field education courses. Contact the coordinator of field education if you need a certificate of insurance for your field placement. Students should provide the coordinator of field education with the name, phone number, fax number, email address and street address of the person the certificate of insurance should be sent to. Students are also encouraged to purchase malpractice liability insurance through the National Association of Social Workers (NASW) or through other providers. Students can go the NASW website in order to find out more information about the NASW plan: <http://www.naswassurance.org/>

DePaul's student malpractice insurance does not cover student transporting of clients in students' vehicles.

Subpoenas

Students who receive an internship-related subpoena for documents or testimony or other request for documentation or to testify should immediately notify their field instructor and field liaison. The field liaison will notify the coordinator of field education. The coordinator of field education will notify the program chair and the university's office of general counsel who will determine university follow-up.

Guidelines for Personal Safety

It is important for social workers today to become aware of safety issues or concerns related to field work, as well as preventive measures in order to have a safe and productive field experience. DePaul University's MSW Program will provide information about universal precautions and risk assessment and reduction during the Foundation Field Education seminar and orientation. Advanced Field Education students will also be given an opportunity to review safety concerns during field seminar.

Agency field instructors are responsible for providing students with agency safety policies and procedures. Students are expected to follow the agency policies and procedures regarding safety. Students should also familiarize themselves with transportation options and the neighborhood around the agency. Students are responsible for immediately bringing all safety concerns to the attention of their field liaison or the coordinator of field education.

In the event of any threat or injury to a student while in field placement, the student and agency field instructor are asked to immediately contact the faculty liaison or the coordinator of field education. The student is also asked to complete an Incident Report and give a copy to his/her faculty liaison and the coordinator of field education. Students will complete and turn in an Internship Location and Emergency Contact Information form to the field liaison at the beginning of the school year and will notify the field liaison of any changes that occur during the school year. The form will be reviewed by the liaison. The liaison will discuss site specific safety concerns with the student and forward the form to the coordinator of field education. The liaison and the coordinator of

field education will be available to the student to discuss safety concerns that come up during the internship. The form will be uploaded to the MSW Internship course on d2l by the field office for access by the student, field liaison, coordinator of field education, and the department chair.

DePaul does not provide insurance to cover students transporting clients in the student's own car. Students may use an agency vehicle for transporting agency clients as long as the student is covered by the internship site's insurance and the activity is relevant to the student's learning plan. This situation must be approved in advance by the coordinator of field education. **Students should not transport clients in vehicles other than agency vehicles.**

Criminal Offense Record Investigation and Field Placement Assignments

Students should be aware that many sites require a criminal background check prior to beginning a field placement. If a student has any prior conviction (including misdemeanors) they should inform the coordinator of field education of the nature of the offense during the application process. Having a felony or misdemeanor conviction does not necessarily preclude a student from obtaining a field placement within an agency. However, many sites will not accept a student with violence- or drug-related convictions. Other sites are unable to accept students who have been indicated for child abuse/neglect or elder abuse. A student who is in a child abuse or elder abuse registry should also notify the coordinator of field education during the application process. If a student is convicted of crime(s) or becomes listed in a child abuse or elder abuse registry while enrolled in the MSW Program then the student should also notify the coordinator of field education. Such convictions or listings may be cause to remove a student from an internship.

Anti-Discrimination and Anti-Harassment Policy

DePaul University believes in supporting and protecting the integrity of our students. The MSW Program adheres to the university's Anti-Discrimination and Anti-Harassment Policy and Procedures, and students should follow DePaul's policy in the event of any situations that arise.

(see <http://policies.depaul.edu/policy/policy.aspx?pid=299>)

Dual Relationships

Dual relationships are defined as personal, social, or business relationships that overlap with field education responsibilities and provision of service to clients.

According to standard 3.02(d) of the *NASW Code of Ethics*: "Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries." The coordinator of field instruction must be notified by involved parties of pre-existing relationships between students and potential field instructors. The coordinator of field education must be notified by all involved parties immediately when personal and/or other professional relationships exist between the student and the field instructor, the student and the field liaison, or the field liaison and the field instructor. The goal will be to either put protective mechanisms in place for the student

or to make a reassignment as deemed appropriate by the coordinator of field education. Standard 1.06(c) of the *NASW Code of Ethics* addresses dual or multiple relationships between social workers and clients or former clients. Social work students must disclose pre-existing relationships with clients or potential clients to their field instructor. The goal will be to either put protective mechanisms in place for the client(s) or to make a reassignment as deemed appropriate by the field coordinator.

Protection of Minor Children Policy

Students in field are expected to annually complete the DCFS Mandated Reporter Training <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action> and provide the program with a copy of the certificate of completion each year that the student is in field.

XII. Appendices

Appendix A: Academic Calendar for Field Education

Appendix B: Forms

- Request for Employment-based Internship
- Field Placement Confirmation Form
- Field Education Time Sheet
- Field Placement Incident Report
- MSW Student Field Placement Checklist
- MSW Preliminary Notice of Adverse Action
- MSW Final Notice of Adverse Action

Appendix A

DePaul University MSW Program Field Education Calendar 2017-2018

DePaul MSW Field Calendar 2017-18

Field seminars for 2017-18 will be on Friday afternoons 1-4:15 and will generally follow the calendar below. There might be occasional date changes for some field sections.

Autumn quarter starts September 6

September 8, 2017-Advanced and Foundation 1st seminar

September 15, 2017-Foundation only seminar

October 10, 2017- Field Instructor Consultation group, 10am -noon

October 13, 2017-Advanced and Foundation seminar

November 10, 2017-Advanced and Foundation seminar

November 14, 2017-Autumn quarter classes end
and autumn quarter field evaluations due

November 15, 2017-November 21, 2017 Autumn quarter finals week

November 27 through December 21, 2017 **Winter intersession** -most students will not be in class but may be expected to continue with internship hours by their internship sites.

December 22, 2017-January 1, 2018 University is closed and students are strongly encouraged to take time off from internship

Winter quarter starts January 2, 2018

Field kickoff for 2018-19 academic year will be week of January 1 with date to be determined

January 12, 2018-Advanced and Foundation seminar

January 26, 2018-Foundation seminar only

January 30, 2017 Field Instructor consultation group 10-noon

February 9, 2018-Advanced and Foundation seminar

March 9, 2018 Advanced and Foundation seminar

March 12, 2018 last day of winter classes and
Winter quarter field evaluation due

March 13-March 19, 2018 finals week

March 20-March 23, 2018 spring break

Spring quarter starts March 24, 2018

March 30, 2018 Good Friday-university closed

April 6, 2018 Advanced and Foundation seminar

April 24, 2018 Field Instructor Consultation group, 10-noon

April 27, 2018 Foundation seminar only

May 11, 2018 Advanced and Foundation seminar

May 25, 2018 Advanced and Foundation seminar

June 1, 2018-last day of spring quarter classes
and field evaluations due

June 2, 2018-June 8, 2018 spring finals week

Request for Employment-based Internship

Students may be permitted to complete one year (either foundation or advanced) of field education in their place of employment. The internship must have distinct job responsibilities separate from that of their employment and should be in a different program than the program the student is employed in. Students must have been on the job in a full-time capacity for at least one year prior to the beginning of the academic year in which the employment-based internship will occur. Not more than four hours per week will be allowed for overlapping training and administrative meetings. The internship Field Instructor must be different than the employment supervisor, must meet the DePaul MSW Field Instructor qualifications, and must complete a DePaul Field Instructor application.

The student must submit a document with the information outlined below. The document must be signed by the student, their current supervisor, and the proposed Field Instructor.

Student Name:

Date:

Current employment

- Program:
- Supervisor:
- Primary Job Responsibilities:
- Schedule:

Proposed placement

- Program:
- Proposed Field Instructor:
- Field Instructor E-Mail and Phone:
- Primary Internship Responsibilities:
- Schedule:

The internship site understands the internship is a learning situation. If the student is otherwise an employee of the site, the site assumes full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, Social Security, disability insurance and other applicable employee withholdings which may apply. The student's work as an intern shall not at any time replace or substitute for any employee shall the student perform any of the duties normally performed by an employee at the site as part of the internship except as such duties are part of the students training and are performed by the student under the direct supervision of the assigned supervisor

Signatures:

Student: Date:

Current Supervisor: Date:

Proposed Field Instructor: Date:

Request Approved/ Denied by Coordinator of Field:

DePaul MSW Initial Field Placement Confirmation Form

*Note: **Foundation** students can do training/orientation if site requires it before the start of the school year but cannot start internship hours until after the first Friday class in September.

Advanced students can also do training/orientation over the summer as required by the site. They can begin internships before the start of the Autumn quarter if this is approved by the Coordinator of Field Education.

Intern Name	
Program Status (Foundation/ Advanced)	
Intern Email and Phone	
Agency	
Agency Address and Phone Number	
Field Instructor Name and Title	
Field Instructor Phone Number	
Field Instructor E-mail address	
Start Date	
Student's Schedule At Internship (Ex: Mondays 9-5, Wednesdays 7-5)	

I, the student, acknowledge the following responsibilities. (Student please X the boxes below)

- I have reviewed the Field Manual and am familiar with academic policies related to internship placement and field work requirements.
- I will practice social work in accordance with NASW Code of Ethics at my internship site.
- I will contact my faculty liaison immediately should I have concerns or questions regarding my internship experience at any time throughout the year.

Student Signature

Field Instructor Signature

Coordinator of Field Education Signature

DePaul University MSW Program Field Education Timesheet

Student's Name: _____

Autumn____ Winter Intersession____ Winter ____ Spring ____

Foundation Year (540 hours)____ Advanced Year (580 hours)____

Placement Week	Day 1	Day 2	Day 3	Day 4	Total Hours For Week	Hours to Date
<i>After the Autumn quarter put cumulative hours to date from previous timesheets into rightmost column of this row</i> 						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
Total						

Field Instructor Signature

Date

Student Signature

Date

- Do not include any descriptive notations on this form, only record the hours actually pertaining to the field placement.
- Please complete and turn in with your quarterly evaluation.

Foundation year students must complete a minimum of 540 hours during the year. Advanced year students must complete a minimum of 580 hours during the year.

*If student has not fulfilled the required hours by the end of a quarter, write a brief statement outlining the plan with anticipated date of completion. (07/09)

DePaul University Field Education Incident Report Form

Fill out the entire form and return to the DePaul University Field Education Office.

Date of Incident _____

Time of Incident _____

Location of Incident:

Field Agency
 Other Community Agency
 Other

Client's Residence/property
 In Community/On street

Describe the event in detail. Feel free to use extra paper if necessary (Was the nature of the incident physical, verbal, or a threat):

Where there any witnesses to the event, and if so, who were they? (Give names and position of person(s) involved):

Persons informed: (check all that apply)

Field Supervisor
 Faculty Liaison
 Field Education Coordinator
 Agency Staff
 Agency Administrator
 Other _____

Emergency Personnel Involvement: (check all that apply)

Paramedics/Police/Fire Department called following incident (circle appropriate one)
 Security person with staff at time of incident
 Police report filed

Submitted by (print name):

Signature: _____

Date written:

Received by Field Instructor:

Field Instructor Signature

Date

Received by Field Education Coordinator

Field Education Coordinator Signature

Date

SAMPLE

MSW Student Check list for Field Placement

Date: _____

Name: _____

- Attended Orientation Session _____
- Received DePaul University Field Education Manual _____
- Submitted Field Education Application _____
- 1:1 with field personnel _____
- Arranged interviews _____
- Completed interviews _____
- Field Education Confirmation Form _____
- Attended pre-field orientation _____
- Started first day in field _____
- Completed Autumn Learning Plan _____
- Completed Autumn quarter evaluation _____
- Completed Winter Learning Plan _____
- Completed Winter quarter evaluation _____
- Completed Spring Learning Plan _____
- Completed Spring quarter evaluation _____
- Completed final evaluation of field education _____

Instructions for DePaul MSW Professional Comportment Matrix

The purpose of the matrix is to assist with the development of professional identity and professional skills of MSW students. The matrix is designed to be used in both the academic and internship settings.

At the end of each quarter the Field Instructor will fill out a Comportment Matrix. The Field Instructor will rate the student in each area of comportment by putting a check in the appropriate column. A completed Comportment Matrix should be attached to each quarterly evaluation and will be discussed as part of the student's evaluation.

Students may also be asked by Field Instructors to use the matrix as a self-evaluation tool. Field Instructors may also use it to address comportment issues occurring during the quarter.

A rating of Inadequate or Somewhat Adequate in a quarterly evaluation can trigger a Continuance Review. Objectives and Learning Assignments for the quarter following an Inadequate or Somewhat Adequate rating should indicate remedial efforts being made by the student to improve the student's comportment. A lack of improvement would warrant an additional continuance review and possible termination from the internship.

The Comportment Matrix may also be used in a similar fashion to address a student professional development concerns in the academic setting.

Student: _____ Date: _____ Evaluator: _____

Professional Compartment	Inadequate	Somewhat Adequate	Meets	Exceeds
1. Professional Integrity/ Ethics	__Frequent occurrences of dishonesty. Violations of university's plagiarism policy. Inaccurate documentation of field time or inaccurate documentation in client file. Consistent failure to comply with NASW Code of Ethics and/or academic standards.	__Minor episodes of dishonesty excluding plagiarism. More than one occurrence of failure to comply with the Code of Ethics and academic standards.	__No incidence of dishonesty. Only occasional inconsistencies limited to non- academic or minor personal matters. Cites sources for papers. Rare occurrences of questionable ethical decisions-occurrences are minor and are generally unclear or subject to interpretation.	__No incidences of dishonesty. Always demonstrates truthfulness in all matters. Beyond reproach.. Always displays highest standard of ethical decision making.
2. Collaboration	__Often argues inappropriately with others. Rude. Frequently displays inability or unwillingness to work as a team member.	__Sometimes hostile with others. Occasional displays of difficulty working as a team member.	__Frequently works well with others. Usually a dependable and collaborative team member. Good conflict resolution skills.	__Always a dependable as a team member. Strong negotiation and conflict resolution skills.
3. Professional development	__Inaccurate self-assessment. Consistently ignores feedback on ways to improve. Lack of commitment to professional development	__Difficulty recognizing limitations and seems hesitant and/ or resistant to act on feedback. Lack of initiative to address areas of concern.	__Takes advantage of opportunities for professional development and is committed to continued professional growth.	__Is self-motivated. Actively seeks out opportunities to increase skills and knowledge. Clear sense of professional goals and ways to reach them. Actively engages in learning in the classroom and field setting
4. Respect for Diversity	__Pattern of intolerance. Fails to accept differences. Shows bias and prejudicial attitude toward others.	__One or two minor displays of intolerance or lack of acceptance of differences.	__Actively demonstrates both tolerance and acceptance of differences.	__Behavior and attitudes are always congruent. Actively demonstrates not only acceptance and tolerance but appreciation for differences.
5. Attendance/ Punctuality, and Preparedness	__Rarely attends class, internship, and/or appointments or is usually tardy. Consistently unprepared for class and internship. Doesn't complete assignments.	__Often absent and/or tardy for class, internship, and /or appointments. Often late with assignments and/or unprepared for internship or class.	__Rarely misses class or internship and always makes scheduled appointments. Frequently prompt and prepared with assignments.	__Always in attendance. No unexcused absences. Consistently prompt, well prepared with assignments.
6. Emotional Maturity/ Resiliency	__Pattern of immaturity, inflexibility. Lack of coping skills. Emotional intensity is consistently inappropriate to given situations	__Emotional intensity is inconsistent in adapting to differing situations. Often shows difficulty adapting to change, expected levels of stress.	__Often appropriate emotional intensity. Exceptions are rare and minor. Generally adaptive and able to overcome challenges. Responsive to guidance and supervision.	__Very adaptable. Self-directed in monitoring and adjusting emotional intensity. High level of maturity and sound judgment. Very resilient.

DePaul MSW Core Professional Expectations

	Inadequate	Somewhat Adequate	Meets	Exceeds
7. Use of supervision and professional feedback	__Frequently defensive about performance or blames others for performance issues	__Moderate difficulty accepting responsibility. Sometimes defensive	__Comes to supervision prepared for feedback. Occasional difficulty accepting feedback and usually able to apply it	__Asks for and very open to critical feedback. Consistently uses supervision to improve performance.
8. Critical thinking skills and problem solving abilities	__Frequently misses the big picture by overlooking relevant factors. Difficulty in formulating appropriate and attainable goals.	__Limited ability to examine relevant factors. Frequently requires directions to stay on track. Difficulty in determining focus of efforts.	__Problem-solving efforts are well reasoned. Able to identify opposing points of view. Usually able to engage in independent work throughout problem-solving process.	__Demonstrates creativity, reflection, precision, accuracy, relevance, and soundness in problem solving abilities. Decisions are well supported. Identifies factors that others might miss. Shows depth in understanding and analysis in written work.
9. Social and economic justice	__Lack of commitment or is oblivious to efforts that promote social and economic justice. Insensitive to the major social work values regarding social justice.	__Marginal commitment to efforts to promote social and economic justice. Blind to the public issues found in collective private troubles.	__Acceptable commitment to social change efforts and satisfactory skills in advancing clients' rights Engages clients in these efforts.	__Advocacy efforts include a wide range of interventions and focus on small and large systems as both targets and beneficiaries of change.
10. Communication	__Lacks basic skills and effective written communication and/or is careless with work. Unable or unwilling to respond to agency and/or university expectations.	__Marginal ability to produce communication that is required. Frequent errors and unwillingness to seek help to improve skills.	__The work is carefully completed, neat, and conforms to agency or university requirements. Limited number of errors. Solid ability to communicate information.	__Superior skills in communication. Work has remarkable clarity and always conforms to agency and/or university requirements.
11. Professional Demeanor	__Displays consistent pattern of poor judgment in behavior. Does not adapt mannerisms or dress to different situations. Consistently unreliable. Does not accept responsibility for own actions.	__Sometimes adapts behavior, appearance, and mannerisms to given situation. Occasionally unreliable and lacking in responsibility	__Usually adapts to situations appropriately with only occasional guidance or a reminder. Considered reliable and accountable.	__Always adaptive through own initiative, without guidance. Considered responsible, self-directed and always reliable. Behavior and dress is always appropriate to situation.

This matrix was adapted from two sources: The Core Professional Matrix of MacMurray College BSW Program, Jacksonville II and the West Virginia University Division of Social Work BSW Program Evaluation of Student Performance in Field, Patty Gibbs and Eleanor H. Blakely (eds), *Gatekeeping in BSW Programs* pp. 414-418. New York: Columbia University Press

DEPAUL UNIVERSITY



Master of Social Work Program
1 East Jackson Boulevard
Chicago, Illinois 60604-2287
312/362-7325
FAX: 312/362-7327

Office Location
14 East Jackson Boulevard
Suite 900

[Date]
[Address]

Dear :

DePaul University's Social Work Program requested a Consumer Report in connection with your clinical field experiences for your degree program. Information received in this Consumer Report may adversely affect your ability to participate in clinical field experiences or your status as a student at the university.

I have enclosed a copy of the report and a copy of your rights under the Federal Fair Credit Reporting Act. You have the right to dispute with [Vendor Name] the accuracy or completeness of any information contained in the Consumer Report. You may contact [Vendor Name] at:

[Vendor Name
Address
Telephone]

We will evaluate the information in your report on an individualized case-by-case basis. If you believe that there is additional information that may help us with this evaluation, please contact me immediately at [Contact Information]. If we do not hear from you within 5 business days, we will make our determination based on the information currently available to us. This may result in negative consequences with respect to your participation in clinical field experiences or your status as a student at the university.

Sincerely,

Noam Ostrander, Chair
Department of Social Work

Enclosures:
Background Consumer Report
Summary of Your Rights Under the Fair Credit Reporting Act

DEPAUL
UNIVERSITY



Master of Social Work Program
1 East Jackson Boulevard
Chicago, Illinois 60604-2287
312/362-7325
FAX: 312/362-7327

Office Location
14 East Jackson Boulevard
Suite 900

[Date]
[Address]

Dear :

[Thank you for providing us with additional information in response to our letter dated x/xx/xx.]

[We are sorry that we did not receive additional information from you in response to our letter dated x/xx/xx.]

Based on the information we considered, we regret to inform you that [describe consequence— inability of placement? Further consequences with MSW Program? Referral to DOS for additional action?]

The consumer reporting agency that furnished the report which served as a factor in our

decision is: [Vendor Name
Address
Telephone]

Please note that [Vendor Name] did not make this decision and is unable to provide specific reasons for the decision. However, if you wish to dispute the accuracy and completeness of the consumer report, you have the right to contact [Vendor Name] to initiate this process. You also have the right to a free copy of your report within 60 days of this letter if you submit a written request to the company listed above.

Sincerely,

Noam Ostrander, Chair
Department of Social Work

Enclosures:
Summary of Your Rights Under the Fair Credit Reporting Act

Internship Location and Emergency Contact Information

This completed form will be uploaded to D21 MSW_Internship "course" for access by student and social work faculty.

Student:

Agency Name:

What topics are covered in the student's agency-based safety orientation?

What locations does the student go to for the internship? (ex. could be agency only, home visits, elementary school, community restaurants, accompanies client to medical appointments)

Emergency/ Critical incident Contact information

Agency daytime contact info for critical incidents

Name:

Phone number:

Agency -evening and weekend agency contact info for emergencies

Name:

Phone number:

Student :phone number while at agency:

phone number while not at agency:

DPU Department of social work daytime contact and phone number for emergencies:

-person to contact next in emergency if unable to reach first contact:

DPU evening and weekend contact for emergencies: