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Department of Social Work Field Education Manual – MSW Program

College of Health and Human Services

Social Work Department

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Director of Field Education

www.govst.edu/SocialWork/MSWFieldManual

Social work practice grounded in a social justice ethic...

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Preface

Field work has been heralded as the signature pedagogy of social work education (CSWE, 2008). The Field Office under the auspices of the Social Work Department at GSU provides students with optimal learning experiences in the field.

Field seminar affords students opportunities to bridge the gap between theory and practice through a process oriented learning environment. Through the simultaneous course offerings of Field Practicum and Field Seminar students solidify their practice skills, learn to use supervision effectively, practice self-reflection, demonstrate professionalism, model the NASW Code of Ethics, promote social justice and develop their own professional identity.

Chapter 1 – Administration – Staff – Faculty Listing

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Chapter 2 - Fieldwork

MSW Field Program

MSW Foundation Level – Objectives

After completing the **foundation curriculum** at Governors State University students are expected to be well versed in the principles of **generalist practice**. “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice” (CSWE, 2008, p.7).

Students will be able to:

1. Apply knowledge of the relationship between individuals and their environment in multiple contexts including historical, cultural, biological, psychological, spiritual and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and engage these principles in practice.
4. Practice without discrimination and respect all people regardless of one’s age, class, ethnicity, culture, ability, national origin, family structure, gender or sexual orientation.
5. Practice with respect and cultural humility.
6. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Examine and understand the history of the social work profession and its contemporary structures and issues.
8. Apply the knowledge and skills of a generalist social work perspective to practice in a variety of practice levels (micro, mezzo and macro).
9. Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan as well as interactions between individuals, families, groups, communities and organizations.
10. Gain proficiency in generalist practice with individuals and/or groups and communities.

MSW Advanced Level – Objectives

Advanced field instruction builds on Foundation field knowledge and is a departure from generalist practice. In advanced field practicum and field integrative seminar students should be able to perform with greater autonomy. Students are expected to:

The first three (3) objectives are based on the expectations of CSWE

- Analyze, intervene and evaluate in ways that are highly discriminating and self-critical.
- Synthesize and apply a wide range of knowledge and skills with a high degree of autonomy and proficiency.
- Advance the quality of their practice and that of the larger social work profession.

GSU further expects students to:

- Consider their epistemological beliefs that guide their practice and underlying assumptions of human behavior.
- Utilize supervision to continually improve practice abilities and improve assessment, intervention and evaluations skills.
- Critically think about theoretical praxis and use principles of logic, research, and knowledge of best practices to guide all interfaces with clients.
- Understand the intersectionality and contextual richness of clients' lives.
- Advocate on behalf of their client base and advocate for policies that challenge oppressive practices for marginalized groups regardless of age, class, color, culture, ability/disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation.
- Critically evaluate systems of oppression and understand their adverse effect on marginalized individuals, groups, communities and the larger society.
- Comprehend sources of scientific knowledge.
- Understand human behavior across the lifespan.
- Operate within the boundaries of ethical behavior and comply with NASW standards.
- Recognize their sense of agency and advocate appropriately for learning opportunities.
- Use self-reflection in practice and exercise self-care.
- Critique their own work and recognize both strengths and challenges and work to remedy these to improve practice with clients.
- Communicate effectively in oral and written forms and display an ability to use clinical language/social work language (nomenclature).

The primary purpose of field instruction is to provide students with educational opportunities that lead to core competencies of practice in alignment with GSU's social work curricular objectives and educational standards established by the Council on Social Work Education (CSWE). Also, field education provides a bridge from conceptual to applied knowledge in social work through hands on practical application.

The Field Manual is the standard guide for Field Education in the Social Work Program at Governors State University. It presents policies and procedures to assist students, field agency instructors and GSU field faculty. The Field Manual is intended to serve as a guide regarding professional mandates, field instruction roles and responsibilities, field instruction procedures, the Field Instructor Agreement, and student performance as it relates to field and the field curriculum.

The Field Director's office is located in G122. Questions related to this manual or field instruction can be directed to the Director of Field Education at 708-235-7690 or by email: fielddeductionoffice@govst.edu.

Field instruction is an integral part of the MSW Degree Programs. Opportunities to integrate classroom knowledge with social work practice, and develop professional skills in fieldwork settings are provided. The field experience is closely supervised by credentialed professionals. Only those students who are admitted to the MSW program and remain in good standing are eligible to enroll in field instruction courses and a field internship. To enter field students must meet the following requirements:

MSW Foundation

- **MSW Field Practica and Seminar** - students are *required* to have a **3.0 GPA**
- All students must enroll for the same course numbered Field Practicum and Field Seminar (e.g., 7500-02 and 7501-02)

MSW Advanced

- **MSW Field Practica and Seminar** – students are *required* to have a **3.0 GPA**
- All students must enroll in the same course numbered sections of Field Practicum and Field Seminar for both semesters – (e.g., 8600-05 and 8601-05 fall semester / 8700-05 and 8701-05 *spring semester*)
- Students must comply with their **Plans of Study** and are highly encouraged to meet with their **Academic Advisors** *before* applying for Field.

The primary purpose of field instruction is to provide students with educational opportunities that lead to core competencies of practice in alignment with GSU's social work curricular objectives and educational standards established by the Council on Social Work Education (CSWE). Also, field education provides a bridge from conceptual to applied knowledge in social work through hands on practical application.

CSWE – Accrediting Body for Social Work Education

The Council on Social Work Education (CSWE), an accreditation organization, has been recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the nation. CSWE is a nonprofit national association representing 2,500

individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, CSWE continues to provide an important partnership between educational and professional institutions, social welfare agencies and private citizens.

More on CSWE

CSWE works to ensure the preparation of competent social work professionals, promotes high quality of social work education, and strives to stimulate knowledge and curricular development to advance social justice in effort to strengthen community and individual well-being.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards:

CSWE writes, “The purpose of the social work profession is to promote human and community well-being. Guided by a person in environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE, 2010, p. 1).”

CSWE further recognizes the role of social work educators in providing service to the profession through their teaching, scholarship, and service. As a profession, social work education shapes the profession’s future by ensuring students are well suited to the profession and are educated as competent professionals. According to CSWE, social work education not only prepares baccalaureate, masters and doctoral level students as future social workers but also serves to encourage the generation of knowledge and leadership within the professional community.

“The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate” (CSWE, 2010, p. 1).

Source: For more information, go to: <http://www.cswe.org>

Fact Sheet on Educational Policy and Accreditation Standards (2010). *Commission on Accreditation.*

Council on Social Work Education. Retrieved from: <http://www.cswe.org/File.aspx?id=13780>

Signature Pedagogy of Social Work

The CSWE (2008) identified field education as the signature pedagogy of social work education. As such, field education provides students with critical learning opportunities to enable them to experience real world practice situations. Students learn through active observation of clinical client interactions, shadowing and practice with actual clients.

A major component of field education at GSU is the concurrent track of field education that takes place through both field practicum and field seminar courses. Students benefit from field integrative seminar because it provides students with consultation, guidance, peer exchange and structure to process what happens in the field in real time.

Students are expected to maximize the use of the integrative field seminar and participate fully in its process. Field integrative seminar is a weekly course taken throughout both semesters as they complete their yearlong field internship/practicum.

CSWE Core Competencies:

Graduates will demonstrate the ability to:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Understand the value base of the professional and its ethical standards and principles, and practice accordingly.

Social Workers

- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Social Workers

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

Social Workers

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Educational Policy 2.1.4—Engage diversity and difference in practice. Analyze, formulate, and influence social policies.

Social Workers

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants

Educational Policy 2.1.5—Advance human rights and social and economic justice. Use communication skills differentially across client populations, colleagues, and

Social Workers

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Social Workers

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social Workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social Workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social Workers

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a)—Engagement with individuals, families, groups, organizations, and communities

Social Workers

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b)—Assessment with individuals, families, groups, organizations, and communities

Social Workers

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

2.1.10(c)—Intervention with individuals, families, groups, organizations, and communities

Social Workers

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

2.1.10(d)—Evaluation with individuals, families, groups, organizations, and communities

Social Workers

- Social workers critically analyze, monitor, and evaluate interventions

CSWE Advanced Competencies:

Graduates will demonstrate the ability to:

2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

Advanced practitioners:

- Readily identify as social work professionals;
- Demonstrate professional use of self with client(s);
- Understand and identify professional strengths, limitations and challenges;
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives

2.1.2—Apply social work ethical principles to guide professional practice.

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

Advanced practitioners:

- Apply ethical decision-making skills to issues specific to clinical social work;
- Employ strategies of ethical reasoning to address the use of technology in
- Clinical practice and its effect on client rights;
- Identify and use knowledge of relationship dynamics, including power differentials;
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being

2.1.3—Apply critical thinking to inform and communicate professional judgments

Advanced practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods. They deconstruct theories and methods to evaluate how they relate to clients within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

Advanced practitioners:

- Engage in reflective practice;
- Identify and articulate clients' strengths and vulnerabilities;
- Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
- Evaluate the strengths and weaknesses of multiple theoretical perspectives differentially apply them to client situations; and
- Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format

2.1.4—Engage diversity and difference in practice.

Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and clients' presenting issues.

Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices (Cal-SWEC, 2006).

Advanced practitioners:

- Research and apply knowledge of diverse populations to enhance client wellbeing;
- Work effectively with diverse populations; and
- Identify and use practitioner/client differences from a strengths perspective

2.1.5—Advance human rights and social and economic justice.

Advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts. .

Advanced practitioners:

- Use knowledge of the effects of oppression, discrimination, and historical
- Trauma on client and client systems to guide treatment planning and intervention;
- Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations

2.1.6—Engage in research-informed practice and practice-informed research.

Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. Advanced practitioners in clinical social work

Advanced practitioners:

- Use the evidence-based practice process in clinical assessment and intervention with clients;
- Participate in the generation of new clinical knowledge, through research and practice; and
- Use research methodology to evaluate clinical practice effectiveness and/or outcomes

2.1.7—Apply knowledge of human behavior and the social environment.

Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how sociocultural contexts influence definitions of psychopathology.

Advanced practitioners:

- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
- Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; and
- Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Advanced practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels.

Advanced practitioners:

- Communicate to stakeholders the implication of policies and policy change in the lives of clients;
- Use evidence-based practice and practice-based evidence in advocacy for
- Policies that advance social and economic well-being; and
- Advocate with and inform administrators and legislators to influence policies that impact clients and service.

2.1.9—Respond to contexts that shape practice.

Advanced practitioners in clinical social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to effect changes within these contexts.

Advanced practitioners:

- Assess the quality of clients' interactions within their social contexts;
- Develop intervention plans to accomplish systemic change; and
- Work collaboratively with others to effect systemic change that is sustainable

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Advanced practitioners:

Engagement 2.1.10 a

- Develop a culturally responsive therapeutic relationship;
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Assessment 2.1.10 b

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies

Intervention 2.1.10 c

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings

Evaluation 2.1.10 d

- Contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions

NASW Code of Ethics

All students, field liaisons and field instructors in the social work program have the responsibility to understand and adhere to the NASW code of Ethics as well as the Governors State Code of Conduct (on the GSU portal).

A link to the current Code can be found on the NASW website:

<http://www.socialworkers.org/pubs/code/code.asp>

Growing into a competent social work professional requires students to begin grappling with ethical principles and decision making in their practice with clients. Students will address ethical issues and practice standards in their learning contracts and discuss them on a regular basis in field supervision. Social work education includes having a commitment to the (NASW) Code of Ethics, developing into a culturally competent professional and maintaining self-care.

Disability and Compliance with the Americans with Disabilities Act (ADA)

It is the policy and practice of the Department of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities related to field instruction. GSU complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. In order to ensure proper accommodation during field work (internship placement), **arrangements must be made prior to being assigned to the field.** Please notify the Director of Access Services for Students with Disabilities (ASSD) during the first week of the term so that your needs may be appropriately met.

To register (*and to provide documentation*) contact the ASSD Director in person in Room B1215; or send an email to assd@govst.edu; or call 708/235-3968. If you already are registered please contact the ASSD Director to discuss your specific needs for accommodations.

The Director of Field Education, the Field Liaison, and Academic Advisor may work in collaboration with the Academic Resource Center to assist students with disabilities. A meeting may be scheduled (*based on the availability of all parties*) to support or assist the student with any field related concerns. In addition, these parties may also collaborate should a student require a staffing to address issues of deficiency in field work.

Chapter 3 – Requirements, Procedures & Responsibilities

Eligibility to Enter the Field

*Students are **required** to meet the following criteria for their field placements:*

1. Admission to the MSW program
2. Completion of the core required courses (*in sequential order*)

MSW- MSW Foundation students may qualify for field practicum once they have completed the following **course work**:

- SOCW 6100: Social Work in a Diverse Society
- SOCW 6200: Human Behavior in the Social Environment
- SOCW 6400: Social Welfare Policy (Offered Fall & Summer)
- SOCW 7200: Social work Practice I
- SOCW 6300: Human Behavior in the Social Environment II
- SOCW 6500: Social Work Research
- SOCW 7100: Social Work Practice II
- SOCW 7050: Foundation Elective (Offered Spring & Summer)

MSW students in their **advanced or concentration placement** may qualify for field practicum once they have completed the following **course work**:

- SOCW 8100: Context and Theory in Social Work Practice
- SOCW 8200: Practice with Families (*C&F)
- *SOCW 8500: Children and Families Policy Practice (*C&F)
- SPED 6100: Survey of Exceptional Students (Required *SSW Concentration may substitute for SOCW 8060: Advanced Elective)
- SOCW 8210: School Social Work Practice (*SSW)
- SOCW 8220: Holistic Practice & Wellness (*HPW)
- SOCW 8215: Holistic Policy Practice (*HPW)
- SOCW 8300: Practice with Children/Adolescents (*C&F) (*SSW)
- SOCW 8400: Practice Evaluation
- SOCW 8060: Advanced Elective
- SOCW 8225: Complimentary, Alternative, Indigenous Practice Modalities (*HPW)
- SOCW 8510: School Social Work Policy Practice (*SSW)

3. **Maintain the following GPA / MSW**– must have at least a **3.0**
4. **Take field seminar and field practicum concurrently**
5. **Adherence** to the NASW Code of Ethics
6. **Maintain appropriate boundaries and demonstrate a mature and professional demeanor in all your interactions at field placements** with clients, agency staff and field supervisors – at all times.
You must also maintain proper boundaries while in your field seminars, accept critical feedback and demonstrate appropriate respect of your field liaisons and peers – at all times.
7. Approval of the Field Director

Field Compliance (*conditions of field work*):

To remain in your field placement you must comply with the following:

1. Obtain a *student membership with the NASW*
2. Obtain **malpractice insurance** & submit proof of insurance to the field director's office (by June of the year you are entering field)
3. Obtain a background check from - <https://www.certifiedbackground.com/>
 - a. **If the agency does not provide a background check you must** – get one through the GSU approved site listed above
 - b. If the agency pays for your background check – you must **still provide proof that the background check has been conducted**
4. **Comply with all agency requirements** (background check, immunizations, shots, medical exams, drug screenings, etc.)
5. **Complete all necessary paperwork** – learning contract, time sheets, field update form for Seminar Instructor/Field Liaison and Field Director
6. Students must **remain open to instruction and critical feedback** for improvement of social work practice skills
7. Student **must remain at their internships until the end of the semester**

Failure to provide adequate documentation on a timely basis may result in being dismissed from field.

Orientation:

Orientation is **mandatory** for students entering the field. The **GSU field orientation** will review the application process, procedures for managing problems in the field, and student expectations. The field agency is expected to orient each student to their particular agency and should provide an overview of: policies, procedures, office hours, chain of command, confidentiality and procedures for managing crises (should any arise).

Procedures for obtaining a field placement:

(See application booklet for full instructions)

1. Attend a field orientation (students will be notified by email of the date)
2. Complete the field application and personal statement
 - a. Cover letter – *for field agency only*
 - b. Resume – *for field agency only*
3. Make an *appointment with Career Services* to review cover letter & resume
4. Upon *consultation with the field director* – email the potential field agency in application of a field internship with their agency/make selections at the field orientation (form will be provided)
5. Interview with 3 potential field agencies
6. Send thank you notes to interviewer(s)
7. Follow up (within one week)
8. Update the Field Director of your progress (interviews and acceptance of field placement)
9. Complete a **field update form and submit it to the field director**
10. Field director sends the agency a letter confirming the field placement

Also, when you accept a placement make sure you have a firm understanding of your start date, expectations for the winter break (time off) and your end date.

Learning Contract

Students will:

- Generate ideas about assignments they want prior to meeting with field supervisor by reviewing the learning contract
- Reflect on their learning needs and compare them to what the agency has to offer
- Use specific dates (where able) throughout the learning contract
- Identify with their field supervisor learning opportunities at the field agency and complete the learning contract by date given on Field Integrative Seminar Syllabus
- Submit the Learning Contract in a timely fashion in Seminar

To enhance your field experience make sure you have a good understanding of what learning opportunities the agency offers. In addition, it helps for you to know something about how you learn best and what skills you need to develop.

Field Supervision – What is it?

Field supervision is a tool used in many programs that offer internships to provide students with direction and guidance in field settings. Students are expected to take responsibility for setting agenda items to be discussed in supervision. Students should demonstrate curiosity about the setting, and be poised to ask questions about (for example):

- Client care
- Agency protocols, policies or structure
- New intervention strategies
- Strategies for engaging diversity
- Ethics

Field supervision provides interns with:

- Weekly one hour supervisory meetings
- A level of accountability in their practice with clients
- Guidance about agency policies and procedures
- On-going consultative supervision of cases
- A model of professionalism in the field
- Support to navigate unfamiliar territory (new intervention techniques, strategies, etc.)
- Critical feedback on their performance with clients, assignments or projects

Field Supervision is important – especially for students

Active supervision helps students grow professionally and is meant to provide unbiased feedback thus enhancing a student's ability to reflect on their own behaviors, values, feelings and attitudes about clients.

Field work happens with real clients with real life situations, problems and crises – which make it vital that students receive supervision.

Students have the following responsibilities for supervision:

- Attend supervision at their regularly scheduled time
- Prepare an agenda for supervision
- Discuss cases, assignments, theories and best practice
- Explore their own performance and learning needs
- Identify areas for potential growth

Field Supervisors have the following responsibilities for supervision:

- Provide a space and time for weekly supervision
- Prepare an agenda for supervision
- Expect students to present on cases, assignments, and intervention strategies
- Explore the student's strengths and weaknesses and provide insight for correction /improvement
- Match students with assignments that help them grow or address any challenges (or deficiencies in practice behavior)

The field supervisor – student relationship takes time to cultivate. Students are expected to address any issues they have with their placement with their field supervisor **first**. Talk about whatever issues arise and *do not allow problems to get worse* before speaking with your field supervisor about them.

Expectations for student interns:

A. Mandatory Reporting and Duty to Warn: State of Illinois Laws – Compliance

The State of Illinois has laws which cover the **mandatory reporting** of child or elder abuse/neglect and **the duty to warn** if a client is harmful to him/herself or others. Field instructors and field liaisons are responsible for educating all students with regard to these laws. **Students are not allowed to be the primary mandated reporter** while functioning as an intern in a field placement. This role is reserved for the fieldwork site field instructor who is responsible for ensuring that all agencies policies, regulations, laws and ethical obligations are followed. The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

B. Refrain from Using Social Networking for Internship Purposes

In the age of technology and information, social media (Facebook, My Space, Twitter, YouTube, Blogs, Instant messaging, Instagram, SMS/Texting, etc.) can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, **the boundary** between **personal and professional** matters has become increasingly blurry.

Due to social work's professional standards and the obligation to follow the National Association of Social Workers Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>), social workers need to continually assess the ethical implications/complications of social media use, not only as practicing social workers but in the training of social work students.

Students are expected to exercise caution in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out of context. (See NASW Code of Ethics Section 4.06a: Misrepresentation).

C. Professionalism – *students must maintain professional boundaries*

Professional boundaries are extremely important in the field of social work. Adherence to professional boundaries means that there is a clear demarcation between personal and professional ties, activities, and interactions with clients and coworkers or agency staff. Students must be mindful of professional boundaries at all times. Failure to adhere to proper boundaries may result in the immediate dismissal and counseling out of the social work program.

Healthy are important and must be established by the social work intern which means you do not become personal friends with clients and must maintain professional relationships with agency staff as well. It is important to reflect on growing feelings of fondness and discuss these in supervision as a way to acknowledge and manage any possible blurring of professional boundaries.

To be clear, students are not to:

- Friend clients or agency staff on social media
- Become the friends of clients
- Give money to clients
- Take client files from the agency
- Enter into friendships with clients
- Enter into financial or business relationships with clients
- Enter into sexual or intimate relationships with clients
- Give clients their personal information or ask clients for their personal information beyond what is needed in the therapeutic client-worker relationship
- Participate in cliquish behavior and agency gossip
- Exchange photos or videos with clients
- Violate confidentiality at all – this includes having an ethical obligation to protect the privacy of all clients, this means a student intern should not search online for information about a client or agency employee as these types of activities compromise personal privacy.

Chapter 4 – Policies

Field Evaluation

Although students are evaluated at the end of both semesters in field it is also considered an on-going process. The field evaluation instrument is used at the end of each semester and should be completed by both the student and field supervisor. All evaluations should be submitted on time before the last week of the semester.

The field supervisor (at the agency) recommends that students pass or not pass the field practicum based on the student's performance with clients, adherence to agency policies and guidelines, and based on the learning contract.

The GSU field liaison assigns a letter grade for the student's performance, attendance, and meaningful participation in field seminar.

Duration of Internship/Field Placement

The field placement/internship follows the University academic calendar. Students are expected to remain at their field placements until the end of each academic semester **unless** the field agency contracts with the student to be there longer. Some placements, such as schools, require students to be there until the end of their calendar year.

All time off for holidays should be made up to ensure that students get the hours they need. Time off for Winter/Spring break must be negotiated between the student and agency field supervisor.

Grading Guidelines

Students must pass both field practicum and field integrative seminar – if a student fails one course they automatically fail the other.

Practicum – Credit or No Credit / by the Agency Field Supervisor

Seminar – Letter grade / by the GSU Field Liaison & Seminar Instructor

Consistent Care of Clients

Consistent care of clients means providing for clients continuously without abandon or malfeasance. Client care must be carried out in a dependable manner. Student interns must understand the commitment they make when entering field work at an agency.

The continuous and consistent care of clients is of utmost importance and students must be responsible and committed to client care above all, therefore, **students must not abandon their duties** at their field placements. Doing so may result in termination from field (which means the student fails Practicum and Integrative Seminar).

Site Visits / Mid-term evaluation

One site visit per semester – the field liaison from GSU will visit the field site one time and complete a report on the student's mid-term progress.

Vehicle Usage

Home visits may be required at field sites. Students are responsible for inquiring about reimbursement policies of the agency and the agency's safety protocol. Students should also check with their auto insurance to make sure they have the appropriate liability coverage.

Transporting clients is strictly prohibited (according to GSU policy). Students are not to transport clients in their personal vehicles. If students are asked to transport clients they should refer the agency supervisor to the field manual.

Safety

Students are required to discuss safety with their field supervisors before going on any home visit. Students should know what the agency policy is regarding safety. Students must always survey their surroundings and take appropriate precautions to avoid potentially harmful situations. In all cases, students should develop a plan with their supervisors for dealing with potentially volatile situations or unusual events should they arise.

Field Agency Attendance, Breaks, Vacations, Time Off & End Date

All activities related to the field agency must be negotiated with the field supervisor at the time of the interview and an understanding should be made before accepting the internship placement.

Students must:

- Adhere to the agency's **business day** (start and end time)
- Adhere to the agency's **end of placement** time and expectations
 - Students have a responsibility to provide continuity of care for their clients at the field agency and must not abruptly end their field placements nor should they leave without approval
- **Negotiate any time off** needed
- **Negotiate scheduled breaks**
- Agree to **continue working through their school's winter break** – if the agency expects it
- Agree to **attend their internship** until the **end of the semester** – which is the basis of their grade
- Agree to **make up hours** (that they miss due to illness, etc.)

Students must call in to their field supervisors if they are going to be absent for any reason. Students are allowed up to **16 hours of sick leave during the internship per semester**. If students are off more than the allowable 16 hours they must contact their field liaison to work out a plan to make up for the hours lost.

Absences that exceed the 16 hours may require that the student take an incomplete until such time as they are able to maintain consistent attendance and are required to submit a plan of completion. Students must *request in writing* that the field agency accept them back in the same semester of the following year. If the field agency is unwilling to take the student back – the **student will be responsible** for *finding their own field placement when they return*.

Other Requirements

Agencies may request that students submit to criminal background checks, drug testing and/or medical tests. If an agency does not require a **background check** – ONE MUST BE COMPLETED REGARDLESS SINCE GSU REQUIRES ONE! Also please note that agencies have the right to accept or deny any student a placement based on their own agency's criteria for internship placements.

Disruptions in the Field

Students will not be placed in another agency if their disruption was due to their own negligence, willful misconduct or after being placed at another agency within one academic year. Placements will be immediately and permanently disrupted if:

- The student fails to show up or call off to the field agency.
- The student blatantly disrespects clients, their field supervisor or staff at the field agency.
- The student terminates their placement without the permission or consultation of their field liaison or the field director.
- The student behaves in grossly inappropriate/unprofessional ways
 - Dress – improper for the workplace (*and fails to self-correct once they have been warned*).
 - Failure to adhere to proper student boundaries at the field agency – (*students are not to fraternize with staff as if they are employed in the agency / behave in divisive and unprofessional ways*).
 - Removes confidential files from the field agency.
- The student engages in personal relationships with clients (or staff) at the field agency.
- The student conducts themselves in an immature and unprofessional manner regarding the use of social media. Students **may not use any form of social media** to discuss clients, field supervisors, agencies, or their fellow students.

Violations considered grounds for immediate dismissal:

- Boundary violations – on the job (removing records or client information from the field site, fraternizing with agency staff, breeching client confidentiality, unethical behavior resulting in harm to the client or agency), etc.
- Boundary violations – clients (engaging in sexual, intimate or personal relationship with clients, friending clients on social media, and breeching confidentiality), etc.
- Failure to provide urgent care or discuss the clients’ urgent need with field supervisor or student abandons internship duties especially where quality of care is compromised and/or results in harm to client or agency, etc.
- Committing any act of violence or mayhem at the field agency or on campus during field seminar (e.g., against clients, staff, faculty, peers or public).

Disciplinary Actions or Staffing

Seminars are process oriented classes and **confidentiality** is to be strictly adhered to at all times. Students are not to discuss case related content or any other *sensitive field related content* outside the classroom for the purpose of ensuring confidentiality of clients/agencies.

Students must also respect their own peers and must not use social media or any other inappropriate forum to talk about their peers in a disparaging manner.

Students who **fail to maintain professionalism** will be subject to **disciplinary actions and /or a staffing** to determine the whether or not the student has the maturity and professionalism required for participation in field placement and field seminar.

If a **staffing** occurs the field liaison, field supervisor (if deemed necessary), student, academic advisor, and field director will convene a staffing where the student’s performance in field will be discussed. The

field director will make a final determination within 7 days of the staffing.

A student may also be disciplined if he/she violates the **NASW Code of Ethics**; *consistently* exercises poor judgment or if a student is found to be impaired in any way that prevents him/her from performing the duties of a social work intern.

Procedures for Resolving Issues in the Field Placement

It is important as emerging professionals for students to learn proper business etiquette and how to mitigate problems in a professional manner. Often, students avoid speaking directly with the person with whom they are having a problem. The Field Education Office encourages students to exercise their own sense of agency whenever possible before escalating an issue up the chain of command.

1. Student (or field supervisor) indicates that there is a **problem**
2. **Student/field supervisor meet** with one another about the concern
3. Student again speaks with their field supervisor and **if no progress is made after the second time** addressing the issue with their field supervisor they should request a meeting with their field liaison.
4. Student (or field supervisor) **speaks with the field liaison** (*student may address the issue in seminar or request to speak with liaison*)
5. The **field liaison** will arrange a meeting *with the student, field liaison and themselves* to address the issue. At the end of the meeting some **plan of action** should be established to address the issue. All parties should meet again within **2 – 4 weeks** to evaluate the progress. If the issue has been sufficiently addressed and remedied no further action is necessary.
6. If the problem persists – a staffing will be held to determine future action (dismissal, removal of student or cancellation of field site, etc.)

If a student fails field seminar and field practicum they may be counseled out of the social work program – if determined by the director of the social work program.

Time frame: If a student requests a new field placement the student is responsible for securing a new placement within **2 weeks** of terminating with the first field placement. If a new placement cannot be secured within two (2) weeks of leaving the original field site the student must wait until the next academic year to complete their internship. When internships are terminated the student must take the Integrative Field Seminar and Field Practicum (as corequisites) as a **new course** in the following academic year in its entirety.

Cancellation of Field Site

A field agency may be cancelled if the field agency (*consistently*):

- Violates the NASW Code of Ethics
- Promotes a culture of discrimination based on difference
- Harms students, clients or staff in any way
- Disregard code violations for their physical facilities (citations)
- Expects students to operate as paid staff and not interns
- Places students at risk (in unsafe situations) and fails to properly train students to minimize risks and if the agency is not willing to abate any safety issues
- Refuses to provide supervision to the student

Chapter 5 – Roles & Other Requirements

Role of Field Director:

The Director of Field Education is responsible for the administration and management of the Office of Field Instruction. This includes developing, facilitating and monitoring all aspects of the student's field placement experience as well as providing oversight and supervision for all field related functions of the Social Work Program.

- Administers the field work program for all students enrolled in the Department of Social Work at GSU and Triton College within the compliance of CSWE Educational Policies and Accreditation Standards
- Secures field agencies for all social work students
- Negotiates and maintains field affiliation agreements in collaboration with the office administrator for the College of Health and Human Services
- Administers the field selection and placement process for all students qualified to enter field
- Maintains current information on affiliated field agencies on a database
- Provides a field orientation to all field instructors regarding the field instruction component of the GSU Social Work curriculum
- Monitors and evaluates agencies and field instructors in respect to their capacity to facilitate student learning with the input from field liaisons
- Assigns a faculty field liaison for each student and agency in the field
- Facilitates student reviews when there are infractions which are not resolved at the student/field liaison level

Role of Field Liaison: All students who enter a field internship have a designated field liaison that has the responsibility of being the intermediary between the Social Work Field Program and the Field Agency. The Liaison also instructs the field integrated seminar and monitors the student's learning in the placement. Specific responsibilities of the GSU field liaison include:

- Providing MSW supervision to the student to supplement the field instructor if they do not have an MSW
- Sharing with the field instructor the general social work curriculum and the purpose, structure and course content
- Establishing an explicit format for agency-school-student communication during the course of the student's internship
- Insuring that the field supervisor and student have an understanding of the semester evaluation and grading processes
- Making a minimum of one face-to-face site visit each semester (with the field supervisor and student)
- Conducting additional site visits when the student has difficulty in the field and a corrective action plan is warranted (*i.e., when the field evaluation score contains 3 or more PC or IC scores or when the student is in jeopardy of not passing the internship, etc.*)
- Reviewing the field supervisor's evaluations of the student
- Documenting the site visits
- Consulting with field supervisor and student should difficulties arise in the internships
- Maintaining communications with the Field Director regarding any specific concerns relative to the student's internship performance and/or the quality of field instruction
- Making recommendations to the Field Director regarding the addition and/or deletion of field sites or the need to change a student's internship placement

Role of Agency Field Supervisor: The agency field supervisor has the primary responsibility for advancing the student's learning goals in the field placement. The field supervisor strives to reinforce the student's identification with the profession and uses supervision to promote the values and ethics of the profession of social work. S fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competencies in accordance with CSWE expectations. The Field Supervisor is responsible for weekly, reflective supervision with the student to work towards achieving student's learning goals and competencies.

- Assumes the primary role of instructor and supervisor and commits to understanding the role of the student as a learner
- Creates with the student using the learning contract, learning experiences that integrate social work theory, research and practice; and documents learning objectives and tasks on the learning contract throughout the course of the internship
- Provides support to the student as he/she critically analyzes his/her strengths and areas of growth
- Monitors the student in developing competent practice skills in accordance with agency's policies, best practices, and NASW Code of Ethics
- Secures copies of all syllabi for courses of the intern in order to better develop the learning contract to address assignments from courses
- Provides a minimum of one hour of scheduled supervisory time weekly to confer about and reflect on field assignments and other issues brought to supervision by the student; also addresses issues of personal growth and development of the student as a social worker.
- Is responsible for providing ongoing, constructive feedback on the student's performance and completes all written evaluations (one per semester).
- Consults with the GSU field liaison regarding learning contracts, performance issues, and connections between field work and course work
- Meets with the field liaison, student and task supervisor a minimum of one face to face contact per semester or as needed.
- Recommends a grade for the internship: Pass or Fail

Qualifications:

- Prefer a Master's Degree in Social Work or a related degree (must be reviewed by Field Director)
- Attend Field Instructor Training
- Has been at the field site a minimum of 1 year prior to supervising an intern

Role of Task Supervisor:

- Provides secondary field instruction to the student on a specific task, project, or assignment as delegated and monitored by the Field Instructor
- Is responsible for the day to day onsite guidance for a specific task, project or assignment
- Collaborates with the field instructor in integrating assignments provided by the task supervisor into the student's overall learning experience
- Provides constructive feedback to the student on specific tasks undertaken with the task supervisor.
- Keeps the field instructor informed of the student's progress on projects undertaken with the task supervisor
- Provides input to the semester evaluations of the student in collaboration with the field instructor and student
- Meets with the field instructor, field liaison and student a minimum of one face to face contact per semester or as needed.

Qualifications:

- BA or MA in a related field or MSW and have an understanding of the social work perspective.
- Has expertise in an area that expands a student's learning opportunities

Responsibilities of the Student in Field Placement

- Must maintain good attendance at the field agency—on the days and at the times agreed upon by the student and field instructor. If due to an emergency the student is unable to attend the field internship the student must notify the agency field instructor 24 hours ahead of time if possible or at the latest at the start of the work day.
- Must communicate with your field supervisor about any changes in your schedule
- Must comply with agency policies and expectations
- Set up a schedule with the field instructor regarding days and times to be at the internship
- Meet with the field instructor at the designated time for supervision
- Be prepared for supervision
- Identify learning style and share with field instructor
- Use the learning contract as a working document throughout the course of the internship and be responsible to keep it updated with new activities to meet the objectives as activities are accomplished
- Follow through with all agency related assignments in a manner consistent and timely manner and perform quality work
- Must incorporate critical feedback from supervision and work to improve skills

Chapter 6 – Application Process / Application Booklet

APPLICATION INSTRUCTIONS

Please read the application instructions carefully:

When students have **met the criteria** for placement, they are ready to apply for a field placement internship. Students must consult with their academic advisors and follow their plan of study.

All sites must be approved or in the process of being approved by the field director. To apply, students must complete an application and review the listing of approved field sites which are available in the Social Work website (under Field Education).

1. Complete the field application
2. Complete a resume and cover letter
3. Make an appointment with Career Services to review your cover letter/resume
4. Attach a copy of your cover letter and resume with your field application
5. Attend the scheduled field orientation (Dates TBD)
6. Make a selection of the site for which you wish to apply – make note of this at the field orientation
7. Send out a letter and cover letter to three designated field sites requesting an interview for an internship placement (see sample email message / field manual)
8. Prepare for and complete all scheduled interviews and send a thank you note afterward
9. Follow up on completed interviews (in an appropriate manner)
10. Update the field director on your progress

Students must use their GSU email accounts when reaching out to field agencies. **Hotmail and other accounts are often not recognized or accepted at most field sites.** In addition, students must put forth their best effort when applying for an internship—this means proof reading your email inquiries, cover letters and resumes before sending them.

Before you accept an internship:

- Ask about next steps, start dates, orientation, and start/end dates for the internship – as well as what is expected over the break. You are expected to continue your internship over the winter break (as negotiated by you and the field supervisor or internship coordinator)

After you accept an internship:

- Complete a field update form and email it to: fielddeductionoffice@govst.edu
- Obtain a background check (certifiedbackground.com)—\$39.00
- Obtain your malpractice insurance

Important facts to remember:

- Register for your Field Practica and Field Integrative Seminar (same sections as indicated in the Field Manual)
- Make sure you have complied with all field requirements (i.e., background check, malpractice insurance, and field update form)
- Make sure you know your starting date and when orientation begins for your selected field agency (some may begin prior to the academic start of the semester)
- Gear yourself up for a positive learning experience throughout the year!

Giesela Grumbach
Director of Field Education
fieldducationoffice@govst.edu
Ph. (708) 235-7690
Office: G-122

INTERNSHIP INSTRUCTIONS

Students who are approaching their placement in the MSW practicum must have at least a **3.0 GPA**, no outstanding or incomplete coursework, and must have successfully met all prerequisites. Students are strongly encouraged to check with their academic advisor to make sure they are eligible for field.

When students have met the criteria for placement, they are ready to apply for a field site. **All sites must be approved or in the process of being approved by the field director.** To apply, students will need this application form plus a listing of approved field sites both of which are available in the MSW website:

http://www.govst.edu/uploadedFiles/Academics/Colleges_and_Programs/CHHS/Departments/RN_to_BN_Completion/10-30-2012%20Internship%20Information%20Form%2010-25-2012.pdf

Application packets will include:

- a. This completed field application form
- b. A one page typed **career statement** which addresses the prompts stated below
- C. The Worksite Placement Application, **only if applicable**
- d. A copy of a current up to date resume

The career statement should be submitted on a separate paper that will include information about your skills, interests, learning needs, career goals, and life experiences. This information is used to match the student with an appropriate field placement. The paper should address the following:

1. Relevant life and work experiences which support the type of placement being sought
2. Career goals
3. Types of learning experiences that best prepare the student to meet their career goals
4. Personal and professional strengths that relate to the role of a social work intern
5. Social work skills you believe need improvement
6. Define professionalism and what makes you a professional or emerging professional

MSW / Field Application (2014-2015)

1. Name _____

2. Address _____

3. Email Address _____

4. Home phone _____ Work phone _____

5. Name and address of current employer, if applicable _____

6. Job title _____

Describe your current job duties

Check the days of the week that you are available for field work, and specify the hours for each of those days. (Field is done in blocks of time; usually 7 or 8 hours at a time unless otherwise agreed upon with Field Instructor)

Monday _____ Hours _____

Tuesday _____ Hours _____

Wednesday _____ Hours _____

Thursday _____ Hours _____

Friday _____ Hours _____

Saturday _____ Hours _____

Sunday _____ Hours _____

Are you seeking placement in your current workplace? _____ Yes _____ No

If **YES**, the completed Worksite Placement Application must be submitted with this form. Otherwise you don't need to fill out that form.

Do you have special needs which must be considered in your placement?
(Medical needs, geographic area, transportation issues, etc.) _____ Yes _____ No

If yes, please

explain _____

Please list your areas of interest:

First _____

Second _____

Third _____

All information which is provided in your application packet will be considered in matching you to a placement so that you can have a successful learning experience. In discussing your skills with potential field instructors, it may be helpful to reveal much of the information you provided in the personal statement to ensure an appropriate match. Please indicate with an "X" below your wishes about your willingness to disclose such information.

I _____ do, _____ do not give my permission to the faculty to release all information included in my personal statement to make an appropriate referral for field placement. If you do not want information released, please identify that which you prefer to remain confidential. Although your wishes will be honored, it may be that, in some cases, nondisclosure may preclude placement in certain agencies.

My signature acknowledges that all information is accurate and that I will adhere to the university policies and procedures which are outlined in the field manual and GSU student manuals. I also agree to read and adhere to the policies and standards of performance which are presented to me in the agency to which I am assigned. Failure to comply with all these expectations may result in termination from my placement.

I am aware that if I fail the substance abuse screening (if required by the field placement) I will not be able to go into field placement until the following fall term.

I am aware that I have to pass a **criminal background check** before I can go into a field placement as required by the College of Health and Human Services. If this may pose a problem please contact the Field Director.

During the course of the placement process it is my responsibility to keep the Field Director apprised of all changes in my contact information and to keep the Field Director updated on securing an interview (dates and times of interviews) and status of placement acceptance.

Career Statement for Social Work: *(address your future plans to work in the field and how your internship will help you develop the skills to become a competent social worker)*

Student Signature

Date

Background Check Information

STUDENT INSTRUCTIONS FOR GOVERNORS STATE UNIVERSITY – SOCIAL WORK

About Certified Profile

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of **CertifiedProfile**, including document storage, portfolio builders and reference tools. **CertifiedProfile** also allows you to upload any additional documents required by your school.

Order Summary

> **Required Personal Information**

- In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

> **Payment Information**

- At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted but will result in a \$10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and enter package code:

G062 – Background Check Package (O as in Ostrich)

You will then be directed to set up your **CertifiedProfile** account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “**In Process**” until it has been completed in its entirety. Your school’s administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact: **CertifiedProfile Service Desk** at 888-914-7279 or email cpservicedesk@certifiedprofile.com

Instructions for Securing Malpractice Insurance

All students entering field practicum are required to purchase malpractice insurance. To obtain this insurance, students must also be a student member of the National Association of Social Workers. Below are the instructions for obtaining this insurance.

1. Using the keywords, National Association of Social Workers, log on to the website. On the left side of the screen, click on "Join NASW." The application will appear and you may join online. You should join as a **student member** and the usual fee is \$48. Try to *get confirmation* for this application since you will need it when you apply for the malpractice insurance.
2. **Complete** the Student Professional Liability Insurance Program Application Form. You will need to obtain the coverage with liability limits \$1,000,000/\$3,000,000 and the usual fee for this coverage is \$35 - \$45. When you submit your application for the insurance, attach a confirmation notice or indicate that you have also applied for student membership in the NASW. **Approval of this insurance** coverage could take up to **6 weeks so it will be necessary to submit the completed application by the end of May**.

Since the NASW membership and the insurance coverage are effective for only one year, you will need to time your application so that you will be protected for the duration your field placement which runs from last week in August through the beginning of May 2014. Therefore, **it is recommended that you apply for these no earlier than May 15, 2014 and no later than May 30, 2014.**

Students will not be able to begin their placements until proof of insurance coverage is received by the field director. Once you have received confirmation that you are approved under this policy, you should email, mail or deliver the cover page of the insurance plan which indicates the length and amount of coverage to:

Giesela Grumbach, PhD, MSW, LCSW
Director of Field Education
Governors State University
College of Health and Human Services
Social Work Department
1 University Parkway
University Park, Illinois 60484
fieldeducationoffice@govst.edu

APPENDICES

APPENDIX A – Sample Email Messages

Sample email transmission to field agency requesting an interview:

Dear Ms. Field Supervisor,

I am writing to apply for an internship with your agency. I have attached my cover letter and resume for your review. I am currently a MSW Advanced level student at Governors State University.

I learned about your agency from the GSU field list and would like an opportunity to interview with you at your earliest convenience.

Thank you for your time and attention. I eagerly await your reply.

Sincerely,

Mr. Extraordinary Student

Sample follow up email transmission to field agency:

Dear Ms. Field Supervisor,

I am writing to follow up on a previous email message I sent to you [on date] requesting an internship with your agency. I am a MSW student at Governors State University and I am applying for an internship with your agency.

I would like to schedule an interview with you at your earliest convenience. Thank you for your time and attention. I hope to hear from you soon.

Sincerely,

Mr. Extraordinary Student

APPENDIX B – *Sample Cover Letter*

Nancy Student | 4 Church St. | Potential Drive, IL 60001 |
(555) 555-5555 | nancy@somedomain.com

[Date]

Mr. Stephan Scheck
Innovation
6553 Carlisle Drive, Suite
300 Los Angeles, CA 90048

Dear Mr. Scheck,

I would like to apply for a yearlong internship position with ABC Social Services. I learned of your agency through the placement center at Governors State University (GSU).

I am currently in the MSW program at GSU and am entering my advanced level field practicum this coming academic year. I have solid case management skills, I have worked on a multidisciplinary team and I am adept in my skills of client engagement and family assessment.

I have over 2 years volunteer experience working with youth at the Neighborhood Mentoring Program. While there, I received extensive training on the Positive Youth Development Model. Furthermore, I was able to use this model to engage and mentor over 20 adolescents from diverse backgrounds and increase parental involvement.

I would like the opportunity to meet with you to discuss any internship openings you might have. Please let me know if you have any questions. You can reach me by phone at (555) 555-5555 or by email at cwatkins@student.govst.edu.

Thank you for your time and consideration.

Sincerely,

Nancy Student

APPENDIX C – *Sample Resume*

Nancy Student

1234 South College Street, Steger, IL 60453

Cell: (000) 000-0000

nancystudent@student.govst.edu

Job Objective: Entry-level position in social work utilizing my education and skills to contribute to the success of [company name].

Summary of Qualifications:

- One year experience providing outstanding customer service
- Proficient in Microsoft Office, Windows, Word, Excel and PowerPoint
- Self-motivated to succeed in any workplace environment

Education and Certifications:

- Bachelor of Social Work Degree
- Master of Social Work Degree - Expected Date of Graduation 2015
- Domestic Violence Training and Certificate

Relevant Experience:

Case Manager

- Monitor case files
- Maintain weekly wellness calls to senior citizens
- Report client progress to team leader/supervisor
- Medicaid reporting and billing – database

Customer Service/Technical Support

- Provide client referral service and linkages
- Complete reports in a timely manner
- Locate new resources
- Communicate clearly, both written and in speech

Employment History:

Case Manager Social Work Service Professionals, Inc. 2012 - Present

References Available Upon Request

APPENDIX D – Field Application Checklist

CHECKLIST *please make sure you do all of the following before submitting your application*

<input type="checkbox"/>	Complete the field application	
<input type="checkbox"/>	Complete a resume and cover letter	
<input type="checkbox"/>	Make an appointment with Career Services to review your resume and cover letter	
<input type="checkbox"/>	Attach a copy of your cover letter and resume with your field application	
<input type="checkbox"/>	Attach a copy of your current Plan of Study and current Unofficial Transcript with your field application	
<input type="checkbox"/>	Attend the scheduled field orientation (Dates TBD) (Student Orientation to Field)	
	After the Student Orientation to Field	
<input type="checkbox"/>	Make a selection of the site for which you wish to apply – make note of this at the field orientation	
<input type="checkbox"/>	Send out a letter and cover letter to three designated field sites requesting an interview for an internship placement (see sample email message / field manual)	
<input type="checkbox"/>	Prepare for and complete all scheduled interviews and send a thank you note afterward	
<input type="checkbox"/>	Follow up on completed interviews (in an appropriate an non-abrasive manner)	
<input type="checkbox"/>	Update the field director on your progress by sending an email message	
<input type="checkbox"/>	Complete a field update form and send to the field director once you secure an internship via email at: fielddeductionoffice@govst.edu	
<input type="checkbox"/>	Complete your background check (and submit proof)	
<input type="checkbox"/>	Submit proof of malpractice insurance	
<input type="checkbox"/>	Make sure you register for Integrative Field Seminar and Field Practicum (same sections)	

APPENDIX E – Field Update & Information Form

(2014-2015)

Date: _____

Student Name: _____

Full Address: _____

City: _____ State: _____ Zip: _____

Phone Numbers: (Cell) _____ (Work) _____

(Home) _____ (Other) _____

Emergency Contact Person: _____/Relation: _____

Emergency Contact Person's Telephone Number: _____

GSU Email Address: _____

Please check level in Social Work Program: BSW MSW Foundation MSW Advanced

*This form **must be filled out completely and returned** to the Field Education Office upon securing a field site!*

Name of Field Agency: _____

Full Address: _____

City: _____ State: _____ Zip: _____

Site Phone #: _____

Direct Field Supervisor Name: _____

Field Supervisor's Wk. Phone #: _____/Cell: _____

Field Supervisor's Email Address: _____

Social Work Field Education Office
Dr. Giesela Grumbach, Director
1 University Parkway, Room G122
University Park, IL 60484
fieldeducationoffice@govst.edu

APPENDIX F

Acknowledgment Form

By signing this form I _____ acknowledge that I have reviewed and read the field manual.

This form is to be turned in with your field application.

APPENDIX G

Governors State University MSW Field Education Time Sheet

Student's Name: _____

Fall 2014 _____ **Spring 2015** _____

Placement Week	Day 1	Day 2	Day 3	Additional Time Earned During Week	Total Hours Earned During Week	Cumulative Hours To Date	Date/ Beginning & Ending Time of Weekly Supervision
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
Total							

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

Student Signature

Date

1. Do not include any descriptive notations on this form, only record the hours pertaining to the field placement
2. Students are expected to complete:

14 hours a week / MSW Foundation (420 hours – end of internship)

16 hours a week / MSW Advanced (480 hours – end of internship)

16 hours a week / School Concentration (600 hours – end of internship / end of school year at field agency)

Please copy, complete, and sign this document, then turn it in with your evaluations.

***If the student has not fulfilled the required hours by the end of their term, write a brief statement outlining the plan with anticipated date of completion. Complete the Interim Plan Form.**