

# ADELPHI UNIVERSITY

School of Social Work

BSW and  
MSW Field  
Education  
Manual  
2018-2019

School of Social Work BSW and MSW Field Education Manual  
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This *BSW and MSW Field Education Manual* is designed to serve as a guide and resource for BSW and MSW students. The manual highlights important information about fieldwork policies and procedures.



This manual and all field education forms including the Field Education calendar are also available on the **School of Social Work Field Education Moodle** site.



#### How to access Field Education Moodle

1. Log into eCampus
2. Click on Moodle Course Management
3. Click on School of Social Work Field Education, which is the Field Education Moodle site

#### What can be found on Field Education Moodle?

- >Field Attendance Sheet
- >Student Monthly Report (completed online)
- >Field Calendar and more

#### 1. Mission, Vision and Declaration of Values

- 1.1. The Field Education Department is committed to student-centered service and providing students with quality field practicum experiences that enable them to develop the knowledge, skills and values required for steadfast fidelity to professional social work practice.
- 1.2. Our vision is to service students efficiently and in a friendly manner. In addition, we aspire to develop students who are sought after in the social work practicum as well as the marketplace because of their strong professional identity and technical skill also their ability to appreciate and respond to ethical matters in day-to-day practice.
- 1.3. In the quest for excellence, the Field Education Department expects everyone with interest or concern in the field course of study to pledge to the following values. We aim to deliver on these expectations:
  - *Accountability:* We will do what we are supposed to do by when we are supposed to do it and are prepared to justify our actions if called to task.
  - *Professionalism:* We will strive to be reliable, competent, and poised in our business matters.
  - *Interpersonal Intelligence:* We will make an effort to understand and interact effectively with others.
  - *Efficiency:* We will operate in an organized manner to achieve work goals with minimum wasted effort or drain.
  - *Commitment:* We will be faithful to the value system of the profession and the NASW Code

of Ethics at all times and in all aspects of our work.

- *Communication.* We will relay accurate information in a uniformed and timely manner.



## 2. Who's Who in Field Education

**2.1.** Director of Field Education: The chief administrator at the School who is responsible for managing the multi-campus field education program.

**2.2.** Assistant Director of Field Education: Administrators located at each campus. They are responsible for the day-to-day management of the School's field education program at their respective sites.

**2.3.** Faculty Field Liaison: Full-time or adjunct faculty members who are assigned by the Field Education Department to serve as an adviser to students and Faculty Field Liaison between the School and field placement agencies. Faculty Field Liaisons have obtained a Master of Social Work degree from a CSWE-accredited university. Their responsibilities to students include:

- Reaching out to each student within the first two weeks of fall semester to make an introduction.
- Meeting with each student at least once per semester for a minimum of 45 minutes. The first meeting should take place during the first 2-6 weeks of the semester.
- Checking-in with each student at least once a month during assigned semesters. For 21-hour students, monthly contact should occur throughout fall and spring semesters. For 14-hour students, monthly contact should occur throughout fall, spring and summer semesters.

- Responding to all student contacts within a reasonable timeframe.
- Visiting students' field placement agencies at least once per semester to meet with the field instructor and other relevant agency personnel. For 21-hour students, one visit is required in the fall and one in the spring. For 14-hour students, one visit is required in the fall, spring and summer semesters. These visits are to take place during the first half of each semester.
- Examining students' *Four Week Assignment & Learning Plan* and communicating with students and field instructors, as necessary, regarding this document to ensure an appropriate/successful social work practicum.
- Consulting with junior and 1st year graduate students about their placement preferences by the end of the first semester.
- Serving as academic advisor and registering advisees for classes.
- Approving academic transactions (i.e. adds/drops, withdrawals, change of grade, etc.).
- Following-up with students and field instructors regarding any complaints or reports of unsatisfactory performance in the field.
- Evaluating students' performance in the field practicum based on verbal and written evaluations from the field instructor.
- Assigning a grade in accordance with the evaluation from the field instructor as well

as their overall impression of a student's learning and performance in the field practicum.

If the Faculty Field Liaison does not fulfill these responsibilities, the student should contact the Field Education Department as well as document matters on the *Student Monthly Report*.

**2.4. Field Instructor:** A social worker who holds a Master of Social Work degree from a CSWE-accredited university as well as a social work license and is SIFI certified. Field Instructors are designated by the agency or the school and carry responsibility for training and supervising students. Field instructors' responsibilities include:

- Conducting weekly individual and/or group field instruction conferences for a minimum of one hour.
- Selecting appropriate learning assignments based on the student's educational level.
- Monitoring and coordinating the student's work in the agency setting.
- Reading the student's process recordings and then offering appreciative and constructive feedback to the student.
- Conducting formative and summative evaluations of the student's performance.
- Conferring with the student's Faculty Field Liaison.

If the field instructor does not fulfill these responsibilities, the student should contact the Faculty Field Liaison as well as document the concern on the *Student Monthly Report*.

**2.5. Task Instructor:** In some agencies, a student may be assigned to a task instructor. A task instructor need not be a social worker, but may work in a related discipline. A task instructor provides guidance to the student in carrying out specific learning assignments.

### 3. Placement Planning & Matching Process

**3.1.** The Field Education Department carries responsibility for assigning students to field practica. In making assignments, the Department draws information from various sources, including student and agency preferences. Ultimately, consideration as to when and where students do their practicum include:

- The availability of a field instructor or task supervisor at the agency site.
- Agency policy regarding days of the week and the hours during the day that their education program is in operation.
- The agency's discretion in selecting students.
- Student preferences regarding the field education experience.

**3.2.** Students are required to have some daytime availability. Without some availability during daytime, weekday hours, the School may be unable to assign a student. The Field Department will make every effort to place interns who request after-hours or a non-traditional placement. However, internships after 5 pm on weekdays or on weekends cannot be guaranteed.

**3.3.** Students who opt to complete 21 hours per week in the field course will facilitate the planning and matching process if they are available three full weekdays with flexible availability between 9 am and 6 pm.

**3.4.** Students who opt to complete 18 hours per week in a school setting will facilitate the planning and matching process if they are available three full weekdays with flexible availability between 8 am and 6 pm.

**3.5.** Students who opt to complete 14 hours per week in the field course will facilitate the planning and matching process if they are available two full weekdays with flexible availability between 9 am and 6 pm.

**3.6.** Students entering fieldwork for the first time are invited to attend either individual or group placement planning meetings where a member of the Field Education Department answers questions and explains fieldwork requirements and options. Entering students complete a *Field Placement Information Form* describing their background and interests. Ultimately, where students do their practicum is determined by the factors listed under 3.1.

**3.7.** Students who are planning their second practicum consult with their Faculty Field Liaison to find out which placements might meet their learning needs and interests. The Faculty Field Liaison prepares and then submits to the Field Education Department a *Placement Recommendation Form* indicating the student's strengths, learning needs, areas for future focus, field of practice concentration, and any specific placement requests or recommendations. Ultimately, where students do their practicum is determined by the factors listed under 3.1

**3.8.** Some students may meet the School's fieldwork requirements through their employment in social service agencies. Students and agencies participating in employment-based field practica must complete a special application process with the School, which entails meeting specified criteria, developing a field education plan, consultation with a member of the Field Department, and obtaining the approval of the Director of Field Education.

**3.9.** Paid employees of agencies must meet the same educational requirements as a traditional internship; namely, the student must be given comparable time for fieldwork assignments, field instruction and process recording, and release time for field and classroom instruction. The following criteria must be met in the plan:

- When students carry out their field work responsibilities in the employment based practicum they must make themselves known to clients as a social work intern.

- Assignments used for fieldwork learning should reflect a change from those carried as a worker, and the type and focus of the assignments selected should be congruent with those assigned to a non-employment based student at the same educational level.

- Agencies are expected to provide employment-based students with the appropriate amount of time to meet educational recording requirements, to attend field instruction conferences with a designated Field Instructor and carry out the full complement of field assignment responsibilities within their delegated fieldwork hours.

- The student's employment supervisor and Field Instructor must be two different people.

- Field Instructors of employment-based students must meet the same criteria and are expected to carry out the same educational and supervision responsibilities.

**3.10.** All agencies require students to interview for the practicum. Agencies decide whether to appoint a student. After the interview is completed, the student must contact the Field Education Department to discuss the interview. The agency will inform the Department and/or the student regarding acceptance. If the agency contacts the student regarding the decision, the student must contact the Field Education Department to relay the information.

**3.11.** If the agency accepts the student, the student must give confirmation of acceptance within a reasonable timeframe.

**3.12.** If the student declines an offer of an internship, the student must make the agency and the Field Education Department aware of this decision within a reasonable timeframe. In this case, other relevant options will be explored. If an offer of an internship is made by the second agency and refused by the student, the student may not be allowed to continue with the placement planning and matching process. The student will be offered the opportunity to delay placement until the following academic year.

Inasmuch as fieldwork and practice courses must be taken concurrently, the student would not be allowed to continue in the corresponding practice course.

**3.13.** Once the student gives confirmation of acceptance, the student is only allowed to renege on the agreement and explore other relevant options in the event of dire circumstances.

**3.14.** If the student is not offered an internship, other relevant options will be explored. If the student is not offered an internship after a second interview, the student must participate in interview skills training through the Field Education Department. After successful completion of that course, the Department will make a third and final attempt to place the student. If the student is interviewed and not offered an internship at that time, the student may not be allowed to continue with the placement planning and matching process. The student will be offered the opportunity to delay placement until the following academic year. Inasmuch as fieldwork and practice courses must be taken concurrently, the student would not be allowed to continue in the corresponding practice course.

#### 4. Field Education Moodle

**4.1.** Students are required to sign-in to the Field Education Moodle to:

- Access and download field education documents including the monthly *Attendance Sheet*.
- Complete the *Student Monthly Report*,
- Obtain relevant field education information.

**4.2.** To access Field Education Moodle:

- Log into eCampus
- Click on Moodle Course Management
- Click on School of Social Work



#### 5. Field Education Calendar

**5.1.** Students and Field Instructors should familiarize themselves with the *Field Education Calendar*. The calendar can be found on the field education website and on the School of Social Work Field Education Moodle.

**5.2.** Students do not end their field course when the minimum number of hours are completed, but remain in placement until the last day of field.

**5.3.** Students should not be asked to begin the placement prior to the first day of field. However, students may attend an agency orientation prior to the first day of field. When that is the situation, orientation hours are counted towards the student's total earned hours.

**5.4.** Students placed in school settings are required to complete a minimum of 18 hours a week and remain in placement from September through the end of June, if necessary to complete the minimum number of hours required OR if mandated by the agency at the time of assignment.

#### 6. Field Schedules & Minimum Requirements

**6.1.** Students are expected to attend their field course for a specified minimum number of hours during the academic year. The required number of annual hours is based on the student's educational level.

**Required Minimum Number of Hours for Students\***

Students are expected to attend their field work placement for a specified minimum number of hours during the academic year. The required number of annual hours is based on the student's educational level. In computing hours, a "standard" day consists of 7 field work hours and 1 hour for a meal.

Student Level	Annual # of Field Hours	Days per Week	Hours per Week
Juniors	300	2	10
Seniors	400	2	14
Foundation & Advanced Year Graduate Students*	600	2 to 3	14** to 21
OVR (One Year Residency Students)***	900	3 to 4	30

\* Foundation and Advanced Year MSW students may elect an extended model and complete 14 hours per week field instruction over the course of the fall, spring and summer semesters to meet the minimum 600 hour field requirement.

**6.2.** Foundation and Advanced Year M.S.W. students may elect an extended model and complete 14 hours per week of field instruction over the course of the fall, spring, and summer semesters to meet the minimum 600-hour field requirement.

**6.3.** Students who elect the extended model must register for the extended field class section and will receive a grade for the fall semester in February and for spring semester in August. Extended students will be charged a continuous matriculation fee of \$170.00 per semester during which they are in a field placement. This also applies to those students in the process of satisfying the requirements of an Incomplete grade in Field Instruction.

**6.4.** One Year Residency (OYR) students have three options. They may elect to complete the 900-hour OYR field requirement at:

- 30 hours per week for the fall and spring semester.
- 21 hours per week in fall and spring semesters and 24 hours per week during the summer.
- 15 hours per week in summer, fall, spring and summer semesters.

**6.5.** A "standard" day consists of 7 field work hours and 1 hour for a meal/break, which is not to be included in the accumulation of field hours.

**6.6.** Students are required to adhere to a set weekly field course schedule.

**6.7.** Once the schedule is created and approved by the Field Instructor any **changes to the set days and/or times** must be approved by the Field Instructor and then by the Faculty Field Liaison.

**6.8.** Any **changes to the number of hours** over 5 hours per week must be agreed upon by the Field Instructor and the Faculty Field Liaison, and then **approved** by the Director of Field Education.

**6.9.** Students who wish to change their contracted field hours (e.g., from 14 hours to 21 hours, or 21 hours to 14 hours) must first obtain approval from both their Field Instructor and Faculty Field Liaison. Changing contracted field hours also requires administrative participation, including changing the course number. To make the change official the student and Faculty Field Liaison must submit this request in writing to the Director of Field Education, who will then submit the necessary paperwork to the Associate Dean, Provost and Registrar.

**6.10.** Fieldwork hours may not be front loaded. Any hours above and beyond the required number will not be carried over or maintained from semester to semester or year to year.

**7. Attendance Sheet and Verification**

**7.1.** Students are to record the total number of hours spent in their field course each day and then have their Field Instructor certify their attendance by signature. At the end of each month, students submit their *Attendance Sheet* to the Faculty Field Liaison who will officially document the hours with the Field Education Department.

**7.2.** The *Attendance Sheet* for each month may be found on School of Social Work Field Education Moodle at least three days prior to the start of the month.

**7.3.** Students must make up any time falling below the requirement because of holidays, illness, snow days, emergencies, or delayed start to field. The student, Faculty Field Liaison, and

Field Instructor must ensure that the minimum number of hours for field practice are completed for each semester.

### 8. Holidays and Vacations

**8.1.** There are no personal or vacation days for interns.

**8.2.** Students placed in a school setting adhere to the school's calendar, not the *Field Education Calendar*.

**8.3.** If there are many agency closings due to holidays the student, Field Instructor and Faculty Field Liaison should immediately collaborate to create a schedule for the student to make up hours.

**8.4.** Students do not go into field during the Winter Break (i.e. between Christmas and New Year's) because the University is closed. Students attend field course during the month of January (inter-session). With the Field Instructor's permission, Spring Break may be used to make up hours if needed; however, that time may not be used to accrue extra hours.

### 9. Inclement Weather Policy

**9.1.** In the event of inclement weather, attendance is determined by the agency. However, students are encouraged to use their judgement about traveling.

**9.2.** Students may prepare for a possible snow day by speaking with their Field Instructor in advance to develop a contingency plan that would go into effect if there is storm. This preparation will help students fulfill their professional obligation of providing services to clients.

**9.3.** In the event of absence due to inclement weather, the student, Field Instructor and Faculty Field Liaison should immediately collaborate to create a schedule for the student to make up hours.

### 10. Student Absence

**10.1.** Students MUST notify their Field Instructor and Faculty Field Liaison in advance of any unplanned or upcoming absences from the field course.

**10.2.** Students must make up any time falling below the requirement because of holidays, illness, snow days, emergencies, or delayed start to field. The student, Faculty Field Liaison, and Field Instructor must ensure that the minimum number of hours for field practice are completed for each semester.

**10.3.** If a student leaves the practicum earlier than the specified end date, the student may lose the placement and forfeit their hours.

**10.4.** Students returning from a leave of absence are required to register for continuous matriculation.

### 11. Release Time from Fieldwork

**11.1.** A small number of fieldwork hours may be earned through attendance at Social Action Day or involvement in school endorsed relevant events.

**11.2.** To receive credit for these hours, students must obtain approval from the Director of Field Education and have their *Attendance Sheet* signed by an appropriate school designee.

### 12. Adelphi E-Mail Address

**12.1.** Students are to use their Adelphi email address when communicating in regards to field education.

**12.2.** Students are required to check their Adelphi email daily.

### 13. Malpractice Insurance Coverage

**13.1.** All students enrolled in field instruction are covered by the University for Professional

Liability of \$1,000,000 per incident and \$3,000,000 aggregate.

#### 14. Identification of Student Status

**14.1.** Students must identify themselves as students or interns when in the field course.

#### 15. Home Visits and Safety

**15.1.** If students are assigned home or community visits, agencies are expected to take appropriate measures to ensure the safety of students. Any concerns the student has regarding home/ community visits should be discussed with the Field Instructor. If the issue is not resolved, the student should speak with the Faculty Field Liaison and the Field Education Department.

**15.2.** The following safety guidelines should be considered in planning home or community visits:

- Visit between the hours of 9:00 a.m. and 4:00 p.m.
- Visit with an escort or co-worker.
- Inform the Field Instructor of the time and location of the home visit.
- Plan a route in advance.
- Use main streets for traveling on foot.
- Ride in the middle car or where the conductor is present when traveling by train.
- Meet a client in a community meeting place (e.g., church, community center) if it is appropriate and feasible for the client.
- If it is unsafe to enter a building alone, ask the client to meet you at the front door of the building and accompany you to the apartment.
- Use caution when entering elevators and stairwells.
- Carry official identification or a letter that establishes your status as an agency representative.
- Bring a charged cell phone.
- Use care in carrying bags and not wearing expensive jewelry.

#### 16. Transportation and Reimbursement

**16.1.** Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff.

**16.2.** Students should not use their own vehicle to transport clients.

**16.3.** Students may drive an agency-owned vehicle if they have the appropriate license and agency approval.



#### 17. Agency Orientation

**17.1.** An orientation program in the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with students moving into their beginning assignments.

**17.2.** An orientation to the agency should include a review of:

- Agency mission, goals and organizational structure.
- The program where the student will be assigned.
- Agency policies and procedures including dress code, social media policy and the use of other technology (e.g. audio taping meetings or sessions).
- Role and responsibilities of the student in the agency setting.
- Role and responsibilities of the Field Instructor and Task Instructor (if applicable).
- Any other relevant material.

#### 18. Four Week Educational Plan

**18.1.** During the first four weeks of the practicum the Field Instructor and student should discuss and plan the details of learning activities the

student will engage in during the course of the academic year.

**18.2.** The Field Instructor sends the *Four Week Educational Plan* by the fourth week of the practicum to the Faculty Field Liaison.

**18.3.** This form helps the Faculty Field Liaison and the Field Education Department know what types of learning activities the student will be engaged in and if the School can assist with further educational planning.

**19. Learning Assignments**

**19.1 Council on Social Work Education (CSWE) Competencies**

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Engage Diversity and Difference in Practice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

**19.2.** Learning activities should be congruent with the student’s educational level.

**19.3.** BSW juniors must work closely with social workers and other professionals in the field course setting and be engaged in the following types of learning assignments:

- Making appropriate referrals for professional and community services.
- Coordinating services for individuals, groups, families, and communities.
- Following up to assure that services were provided and that conditions improved.
- Providing other non-therapeutic assistance to individuals, families, groups, and communities.
- Facilitating the admission/service process.

- Contributing to the development of and participating in psychoeducation programming and recreational interventions.
- Advocating for individuals, groups, families, and communities.
- Fundraising and writing grants.
- Getting involved in coalition building at the agency and macro level.

**19.4.** BSW seniors and foundation year graduate students may be involved in the following types of assignments under the direction and supervision of social workers and other professionals at the field course setting:

- Conducting intake and admission screenings or otherwise collecting and analyzing client information.
- Developing individualized management plans, including discharge and aftercare plans.
- Supportive counseling or non-therapeutic assistance to clients who are coping with problems
- Making appropriate referrals for professional and community services.
- Coordinating services for individuals, groups, families, and communities.
- Following up to assure that services were provided and that conditions improved.
- Providing other non-therapeutic assistance to individuals, families, groups, and communities
- Facilitating the admission/service process.
- Contributing to the development of and participating in psychoeducation programming and recreational interventions.
- Advocating for individuals, groups, families, and communities.
- Fundraising and writing grants.
- Getting involved in coalition building at the agency and macro level.

**19.5.** Advanced year graduate students may be engaged in the following types of learning assignments in the field course with appropriate direction and supervision from social workers and other professionals at the agency:

- Providing a full range of mental health services, including assessment, diagnosis, treatment planning, referral services, and treatment.
- Coordinating services for individuals, groups, families, and communities.
- Following up to assure that services were provided and that conditions improved.
- Providing other non-therapeutic assistance to individuals, families, groups, and communities
- Facilitating the admission/service process.
- Contributing to the development of and participating in psychoeducation programming and recreational interventions.
- Advocating for individuals, groups, families, and communities.
- Fundraising and writing grants.
- Getting involved in coalition building at the agency and macro level.

**19.6.** Process recordings are also required. Process recordings are educational tools utilized by social work schools to teach students how to:

- Describe and reflect on their work.
- Record and examine their thoughts and feelings.
- Analyze their work with clients.

Information on the process recording format may be found on the School of Social Work Field Education Moodle. If there are questions, students are encouraged to speak with the Faculty Field Liaison and/or the practice professor.

**19.7.** Students are also to participate in weekly individual and/or group field instruction conferences. The focus of these sessions should be on helping students to integrate theory and practice and to improve their skills.

## **20. Challenges Students Encounter in the Practicum**

**20.1.** The Field Education Department has policies and procedures to identify and correct

challenges students may encounter in their practicum. Students who are experiencing difficulty in the practicum should do the following:

- First speak with their Field Instructor about the matter.
- If the matter is not resolved by the Field Instructor, the student should contact the Faculty Field Liaison.
- If the matter is not resolved by the Faculty Field Liaison in a timely fashion, the student should speak with the Assistant Director of Field Education.
- If the matter is not resolved in a timely fashion by the Assistant Director of Field Education, the student should speak with the Director of Field Education.

**20.2.** Students are to record any challenges or difficulties they experience in the practicum on the *Student Monthly Report*.

## **21. Performance Expectations**

**21.1.** Students are expected to:

- Attend the field course regularly and on time.
- Read and abide by the NASW Code of Ethics.
- Adhere to social media ethics and etiquette.
- Maintain a professional demeanor.
- Display honesty and integrity.
- Demonstrate dependability and engagement in learning.
- Respond to supervision and feedback.
- Recognize their limits and when to seek help.
- Interact effectively and respectfully with others.
- Write process recordings weekly for the Field Instructor and submit two of these process recordings to the Faculty Field Liaison each month.
- Abide by the agency's policies and procedures.

- Demonstrate competencies for their educational level.

**21.2.** When students demonstrate inappropriate performance or behavior within field education, the Field Education Department utilizes a restorative approach based upon the Transtheoretical Model of Change (Prochaska & DiClemente, 1983) to assist students in establishing suitability for the social work practicum / profession.

**21.3.** The Director of Field Education is to ensure fairness and educational equity in the implementation of the restorative process.

## 22. Evaluations

**22.1.** The Field Instructor is to monitor the student's learning and provide ongoing appreciative and constructive feedback.

**22.2.** At the end of each semester the Field Instructor and student should discuss and prepare an evaluation of the student's performance. Following are steps in the evaluation process:

- The student and Field Instructor should meet to review and discuss the evaluation.
- The Field Instructor is to complete a draft of the evaluation following the evaluation conference.
- The student should read, reflect on, and assimilate the content.
- The Field Instructor and student should meet together to review the "final" evaluation draft.
- If objections or differences are raised and the Field Instructor agrees, then changes should be made to the evaluation. If, however, the Field Instructor does not agree, the student may choose to prepare and submit a rebuttal /addendum to their evaluation.
- Signing the evaluation indicates the student has read the document. If the

student is not in agreement with the evaluation, the Field Instructor should note that at the end of the evaluation. Students are permitted to attach a rebuttal/ addendum to the evaluation if they feel it is not an accurate reflection of their work.

- It should be noted that field evaluations do not include recommendations for a grade of Pass or Fail. It is the Faculty Field Liaison that carries responsibility for making the final determination and granting of the grade.
- The Field Instructor is to provide a final copy of the evaluation to the student.
- The student and the Field Instructor should provide a copy to the Field Education Department as well as to the Faculty Field Liaison.

## 23. Grading for the Field Practicum

**23.1.** Field instruction courses are graded Pass/Fail.

**23.2.** Ultimately, the Faculty Field Liaison has decision-making responsibility for grading the student.

**23.3.** Incomplete grades are given for Extended MSW students and when students cannot complete requirements within the semester. To receive an incomplete grade, a contract must be completed by the instructor along with the student, stipulating the agreed-upon terms regarding completion of course requirements. Once the student completes these terms, the Faculty Field Liaison submits a *Change of Grade* form.

**23.4.** If a student wishes to grieve a failing grade for the practicum, the student should refer to the school's policy manual.

## 24. Student Evaluation of Field Practica

**24.1.** Each month by way of the *Student Monthly Report* students have an opportunity to provide

feedback about their practicum to the Field Education Department.

**24.2.** At the end of the academic year students may be asked to rate their experience in and satisfaction with field education.

