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BSW FACULTY FIELD LIASIONS

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FOREWORD

This Field Manual is designed to provide students, field instructors, task supervisors, and faculty with all the information needed to have a successful internship and field experience in the 2013-14 academic year.

We would like to extend a deep thank you to all the community agencies and the respective field instructors and task supervisors who have volunteered to partner with our BSW program to provide real-life learning opportunities for our students.

This manual will be available online at: http://www.msudenver.edu/socialwork/socialworkfieldeducation/seniortieldexperience/formsandresources/

This manual may be updated throughout the year, so please check online for the most updated policies, forms, and information.

We wish you all a very rewarding field education experience!
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A. INTRODUCTION TO THE BSW PROGRAM
A. Metropolitan State University of Denver (MSU Denver) Overview  
(adapted from www.mscd.edu/news/media/fact/index.shtml)

MSU Denver is a fully accredited University offering bachelor’s and master’s degrees on the Auraria Campus in downtown Denver. MSU Denver offers 55 major fields of study and 90 minors, along with three graduate programs.

Founded in 1965, MSU Denver has grown to more than 24,000 students. MSU Denver specializes in fostering homegrown talent. Around 94% of students are from metro Denver, and nearly 80% of alumni stay in Colorado after graduation.

Adjacent to the financial and artistic heart of downtown Denver, MSU Denver and its students reflect the city's rich mixture of ethnicity, economic background, age and culture. MSU Denver’s more than 6,800 students of color compose 28 percent of its enrollment. The University is making progress towards its goal of attaining the federal designation of Hispanic Serving Institution by increasing Latino enrollment to nearly 16 percent. The University consistently ranks among the top 100 colleges and universities for graduating students of color. Students of all ages go to MSU Denver, from 16 to 70 and beyond. The median age is 23.

The mission of Metropolitan State University of Denver is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society. To fulfill its mission, Metropolitan State University of Denver’s diverse college community engages the community at large in scholarly inquiry, creative activity, and the application of knowledge.

B. BSW Program Mission

The Department of Social Work at Metropolitan State University of Denver is committed to educating and training BSSW professionals in generalist social work practice so that they may provide direct and indirect services to minority and majority clients. The focus of the department is on problems that often affect oppressed minorities representing people of color (African American, Hispanic, Native American, Asian American) and other diverse populations (women and children, gays and lesbians, the developmentally delayed and the aging). The department is committed to helping those individuals in need and working toward leadership in the social, economic and political context that often fosters painful and socially unjust human conditions.

The needs of metropolitan Denver and other areas warrant a generalist perspective in which students are able to identify the destructive impact of negative interactions between individuals and systems in their environment. Such interactions often have detrimental effects upon the social functioning of individuals, families, groups, organizations, communities and larger systems. Through professional foundation courses and electives, students acquire skills, knowledge, values and ethics required for beginning Social Work practice. Clients are seen as partners in the process of working toward mutually agreed upon goals rooted in generalist practice. Using problem-solving methods aimed at individual and group empowerment, the impact of historic and current negative valuations of diverse, populations at risk may slowly be mitigated.
C. Accreditation

The Social Work Major is accredited by the Council on Social Work Education. The Social Work Major received initial accreditation in February 1997 and was reaccredited in 2008 for another eight years.

D. Advanced Standing in Graduate School

Students who graduate with a B.S. in social work from an accredited undergraduate social work department may apply for advanced standing (where available) in social work graduate programs (MSW).

E. BSW Program Goals and Objectives:

The goals of the Bachelor of Social Work Program reflect the urban mission of The Metropolitan State University of Denver and the purposes of the Social Work profession. The goals are:

1. To prepare students for generalist Social Work practice with diverse populations at risk, including individuals, families, groups, organizations, communities and larger systems.
2. To prepare students for entry-level, professional practice in social agencies that address the needs of diverse, urban populations.
3. To provide students with the knowledge and skills for understanding the dynamic nature of social problems, social policies social agencies and social change in the context of the urban environment as an evolving ecological system.
4. To provide an ethical foundation to guide students in beginning and continued professional social work practice in keeping with social work knowledge, skills, and values.
5. Prepare graduates to further develop their potential for life-long learning and continued professional growth and development.

Objectives:

The objectives of the Bachelor Social Work Program reflect its urban mission and goals. The Professional Field Placement is an essential component in providing the practice environment for, and evaluation of, the students' achievement of these objectives. All objectives are evaluated, in part, through the students' functioning in the field placement. Graduates will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Demonstrate the values of the social work profession with an understanding of and respect for the positive value of diversity including ethnic minorities, gays/lesbians, the aging, women/children and the developmentally disabled.
3. Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Integrate practice, research and policy skills to understand and ameliorate the distress of diverse populations who often experience social and economic injustice.
5. Understand and interpret the history of the Social Work profession and contemporary structures and issues.
6. Begin generalist practice with the theoretical knowledge and the skills essential for Social Work with diverse client systems of all sizes.
7. Apply the theoretical and conceptual knowledge base of the four sources of human behavior (biological, psychological, sociological and cultural) across the life span to their understanding of the interactions among individuals and between individuals and families, groups, organizations and communities.
8. Formulate, influence, and analyze the impact of social policies on diverse populations, workers and agencies.
9. Evaluate research studies, apply findings to practice, and evaluate their own practice interventions and those of other relevant systems.
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. Utilize supervision and consultation when applying generalist social work knowledge and skills on behalf of all client systems.
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

F. Overview of the Curriculum

Major for Bachelor of Science

These include General Studies courses that will meet General Studies requirements of MSU Denver. All prerequisites must be completed with a grade of C- or better for the Social Work Major.

The Social Work Major requires MANDATORY completion of all prerequisites before the Fall semester in which the student starts the program.

<table>
<thead>
<tr>
<th>Social Work Prerequisites</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 1010</td>
<td>Intro to Social Work and Social Welfare</td>
<td>3</td>
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<tr>
<td>SWK 1020*</td>
<td>Intro to Agency Experience</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SWK 2010*</td>
<td>Quantitative Thinking</td>
<td>2</td>
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<th>General Studies Prerequisites</th>
<th>Course</th>
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<td>ANT 1310</td>
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<td></td>
</tr>
<tr>
<td>PSC 1010</td>
<td>Intro to American National Government</td>
<td>3</td>
<td></td>
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<tr>
<td>PSY 1001</td>
<td>Intro to Psychology (PSY101 AND PSY102 at community college are the equivalent of this course)</td>
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<td></td>
</tr>
<tr>
<td>SOC 1010</td>
<td>Intro to Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 1000 or BIO 2310</td>
<td>Human Biology OR BIO2310 Human Anatomy and Physiology (BIO 105 or BIO1080 AND BIO 1090 at a community college are the equivalent)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPE 1010</td>
<td>Public Speaking OR SPE1710 Interpersonal Communications</td>
<td>3</td>
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*SWK1020: 30 hours of Volunteer Work are required to be completed in this course. The Program Prerequisite is 60 hours of volunteer experience, which must be completed prior to entering the program in the Fall. All 60 hours may be completed in this course, or you may complete the additional 30 hours independently of this course either before or after you take the course. An evaluation at the end of the course documents the 30 hours completed in the course.

A [Volunteer Experience: Certificate of Completion](#) form is required to document the remaining 30 hours of volunteer experience.

*SWK2010: Quantitative Thinking was formerly SWK390X and will be substituted for SWK2010 on CAPP reports.

If you have already taken PSY2310 or MTH1210, the department will waive SWK2010 for you. However, you will need to take an additional 2 credits of Social Work elective credits to meet the 54 credit requirement of the major.

**TOTAL Program Required Prerequisites** 24

**Program Additional Requirements**

These courses do not need to be completed prior to entering the Social Work Program, but are required to earn the Social Work B.S. Degree and to graduate from MSU Denver. Visit the current [Catalog](#) to choose courses that meet these requirements.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 1010</td>
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<td>ENG 1020</td>
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<tr>
<td>Historical</td>
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<tr>
<td>Arts and Humanities 1 of 2</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities 2 of 2</td>
<td>3</td>
</tr>
<tr>
<td>Natural &amp; Physical Science</td>
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</tr>
<tr>
<td>Multicultural, Lower Division</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural, Upper Division</td>
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</tr>
<tr>
<td>Global Diversity**</td>
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**TOTAL Program Additional Requirements** 30

*Math: The department recommends MTH1080, Mathematical Modes of Thought. If you have to take a math placement test, you may take the test up to three times. If you do not place into MTH1080 or higher, and place into MTH 060 or MTH 090, you must complete that course with a "C" or better to take the MTH1080GPT placement test. Passing this test will allow you to take the MTH 1080 Peer Study course and meet this college requirement. The MSU Denver Timing of Completion Policy does require all students to complete their Math requirement within 30 credits if they are a non-transfer student and up to one year if they have 45 credits and are a transfer student. If the Math requirement is not completed within this time, the student will receive a hold on their account and will not be able to register for any courses until they register for their Math course.
*Global Diversity: Beginning with the Fall 2012 Catalog Year, this university requirement may be fulfilled by taking an approved course within one of the following categories: Arts and Humanities, Historical, Natural and Physical Science, Social and Behavioral Sciences I, or Social and Behavioral Sciences II. Thus, you may meet this requirement by fulfilling one of the other additional requirements above.

Please take a moment to visit the MSU Denver General Studies Catalog so that you understand the requirements.

Multicultural Courses

Social work majors are required to take two multicultural classes outside the Social Work Department. Student should consider focus on one specific ethnic minority when possible (African American, Hispanic, Native American, or Asian American). One must be upper division. Students should make sure that at least one of the two multicultural courses they chose counts towards the multicultural credit for the University. Approved courses to meet the Social Work requirement are as follows:

Take one of the following lower division multicultural courses:

Course
AAS1010 Intro to African American Studies
AAS2100 Women of Color
AAS2200 Politics of Black People
AAS2330 Cross-Cultural Communication
CHS1000 Intro to Chicana/o Studies
NAS1000 Intro to Native American Studies
SED2200 Diversity, Disability, and Education

Take one of the following upper division multicultural courses:

Course
AAS3300 The Black Community
AAS3480 Cultural Diversity in Health and Illness
AAS3550 The Black Family
AAS3700 Psychology of Group Prejudice
CHS3100 The Chicano/a Community
CHS3200 Chicanos and the Law
CHS3210 The Chicana/o Family
ECE3860 Cultural Socialization of Children
HCM3700 Health Disparities in the U.S.
NAS3200 Native American Politics
SOC3220 Prejudice and Discrimination in Contemporary Society
SPE3760 Diversity and Communication in the U.S.

Course and Credit Requirements Summary

All MSU Denver degree seeking students must have 120 credits to graduate. Most students need to take approximately 21 credits of general electives to reach this requirement. Social Work does not require a minor.

TOTAL Program Prerequisites 24 credits
TOTAL Program Additional Requirements 30 credits
TOTAL General Electives 18 credits
TOTAL Social Work Program Coursework 48 credits
TOTAL 120 credits

G. Social Work Program Coursework

Social Work Program course sequence ONLY begins in the Fall semester and students MUST have written acceptance from the Social Work Department to begin taking these courses. The following courses must be completed in the correct sequence. Elective courses may be taken if you have not been accepted. However, students accepted to the program are given priority to register for social work electives.

JUNIOR YEAR Fall Semester
SWK3050 Human Behavior and the Social Environment I 3 credits
SWK3790 Research in Social Work 3 credits
SWK Electives based on Area of Emphasis 5/6 credits
TOTAL 11/12 credits

JUNIOR YEAR Spring Semester
SWK3060 Human Behavior and the Social Environment II 3 credits
SWK3780 Social Welfare Policy 3 credits
SWK3410 Generalist Practice I 4 credits
SWK Electives based on Area of Emphasis 3/4 credits
TOTAL 13/14 credits

SENIOR YEAR Fall Semester
SWK4010 Generalist Practice II 4 credits
SWK4250 Exploring Current Social Work Issues 3 credits
SWK4780 Applied Research I 2 credits
SWK4790 Professional Field Experience I 4 credits
TOTAL 13 credits

SENIOR YEAR Spring Semester
SWK4410 Advanced Cross Cultural Issues 4 credits
SWK4810 Professional Field Experience II 4 credits
SWK4820 Applied Research II 2 credits
TOTAL 10 credits
H. BSW Program Areas of Emphasis

The BSW Program offers 7 areas of emphasis:

1. Child Welfare

   Social workers assume primary roles in providing intake and ongoing services in all areas of child welfare. The child welfare emphasis is designed for students choosing a career as a caseworker and/or supervisor in child welfare services.

2. Developmental Disabilities

   Families with children and/or parents with developmental disabilities are often in need of ongoing family. Parents with developmental disabilities or who have children with developmental disabilities may come to the attention of social services because of a lack of ongoing supports. Family support, family-centered service planning and coordination are needed as families negotiate a complex and fragmented service delivery system. This emphasis is designed for students choosing a career in the area of developmental disabilities services.

3. Early Intervention for Children: Birth to age 5

   This emphasis recognizes the importance of providing, safe, nurturing and stimulating environments during the early, crucial phases of child development and the key role social workers have in assisting families in achieving these goals. This emphasis is designed for students choosing a career in the area of infant stimulation, early intervention and early education services.

4. Child and Adolescent Mental Health

   Social workers often support families and provide services to children and adolescents with an array of emotional and behavioral problems. Mental health policies and practices including assessment, diagnosis, intervention and evaluation of mental health services for children and their families will be presented from a social work perspective. This emphasis is designed for students choosing a career in the area of mental health services for children and adolescents.

5. Gender & Sexuality

   There are many challenges facing gay, lesbian, bi-sexual, transgender, questioning and inter-sex individuals, families and groups in today's society. The strengths, stresses and life style choices of this population at risk and the role of social workers with individuals, families, groups, organizations and communities are the major themes of this area. The gay and lesbian emphasis is designed for students choosing a career in GLBTQI health, mental health and community services.

6. Women

   In today's society, there is an increasing awareness of the need for specialized generalist social work training and commitment to assisting women in overcoming barriers, identifying strengths and supporting goal attainment in a patriarchal society. Social policies and common issues facing women today are explored. Current social work strategies are evaluated from a feminist social work perspective. This emphasis is designed for students choosing a career in the area of women's mental health and welfare services.
7. Aging

Social workers provide a variety of supports and services to elderly individuals and their families. Individual needs, strengths, family supports, use of community resources and knowledge of social policies that impact this population are the major themes. This emphasis is designed for students choosing a career in aging, health, mental health, home health, and long term care services.

J. Course Descriptions and Syllabi

Descriptions and official syllabi for BSW courses can be found on our website at: http://www.msudenver.edu/socialwork/about/officialsyllabi/
II. INTRODUCTION TO THE FIELD EXPERIENCE COURSE
A. Field Overview

In 2008, the Council on Social Work Education designated field education as the signature pedagogy of social work. The major purpose of the field education curriculum is to develop a social worker practitioner who:

- is grounded in the knowledge and values base of the social work profession,
- uses the knowledge base to guide his or her interventions with clients and client systems, and
- evaluates the outcome of his or her interventions in order to improve them.

(taken from www.nanfed.org/pedagogy.php)

It is in the field placement that students get a chance to apply what they are learning in the classroom to real life practice situation.

As part of the required Field Experience courses, every student in the BSW program will be assigned to a community agency and complete an internship (field placement) under the guidance and supervision of an experienced professional social worker called a Field Instructor.

Each Field Experience course is divided into two required components:
- field placement (aka internship) in agency
- weekly field education seminars

The Field Experience courses required for the BSW program are: SWK 4790 and SWK 4810. These two courses must be completed consecutively.

Students cannot enroll in any Field Experience course without formal written acceptance into the BSW Program. Students must adhere to required sequence of BSW coursework.

1. Hour Requirements

Students will be in the field placements for 30 weeks from the start of the fall semester (mid-August) until the end of the spring semester (mid-May).

Total Required Hours: 16 hours/week (240 hours/semester) = 480 hours/year

The hour requirements are minimum hour requirements. Students must complete their field placement in the same agency for the entire academic year (30 weeks).

2. Supervision

Each student must receive at least one hour of supervision weekly by a qualified Field Instructor.

Field Instructors are social work educators and serve in the roles of teacher, guide, challenger, and role model. According to Maypole (1997), supervision is considered to have three components, which interact to achieve the goals of the agency and the Metro State BSW Field Program:
- to ensure the student’s accountability to the agency and to the Metro State BSW Field Program,
- to ensure the professional education of the student, and
- to provide emotional support for the student’s learning

Supervision may be a combination of individual and group, depending on the learning style and needs of the student. However, at least 50% of supervision should be individual.
Field Instructors may provide biweekly (every other week) supervision, if supplemented by weekly supervision by a Task Supervisor with a related degree (ex- counseling, psychology, etc.) or significant relevant work experience.

Definitions:

Field Instructor: has primary responsibility for the student’s learning experience in the field placement and ensures appropriate learning experiences are provided that integrate social work theory, values, and practice. Must have a BSW degree and at least two year of post-degree work experience or an MSW degree.

Task Supervisor: a staff member at the field placement agency who may be responsible for supervising the day to day activities of the student during the internship. No degree requirements. Must work in conjunction with the Field Instructor to provide constructive feedback and ensure appropriate learning assignments, tasks, and experiences.

3. Site Visits

Each student will be assigned a Faculty Field Liaison (a member of the Department’s faculty who provides a link between the agency, student, and school). This Faculty Field Liaison is responsible for teaching the weekly field seminar in addition to providing at least two in-person site visits per year to each student’s agency.

The site visits serve as a means to maintain regular contact with the student and field instructor to monitor that placement learning objectives are being met, ensure academic curriculum is infused with practice in the field, and assist with mediating any conflict that may occur in the field.

4. Weekly Field Seminar

Each student will participate in a weekly field education seminar to complement their experiences in their field placement. The seminar will be led by their Faculty Field Liaison. No more than 15 students will be in each seminar class. The seminar will be a place where students will discuss specific content (ex- vicarious trauma, crisis intervention, ethical dilemmas, etc.) and process what is happening in their field placements.

B. Generalist Social Work Practice

In the BSW field placement, students are exposed to generalist social work practice. The goal of the practitioner is to enhance human and social well-being and develop a base of core social work knowledge, values, and skills. Student will work at a variety of system levels - individuals, families, groups, organization, and communities. Students should be engaged in all steps of client work including assessment, planning, intervention, termination, and evaluation. The generalist social worker should take on a variety of social work roles - advocate, broker, networker, counselor, educator, case manager, facilitator, planner, researcher, mediator, and administrator. Depending on the experience and comfort level of each student, they may progress from observing and shadowing their Field Instructor to co-facilitating therapy or group sessions and handling a small individual client load. BSW students will be in their field placements for 16 hours each week.
Examples of types of learning activities BSW students may be involved in:

- Psycho-social assessments
- Interviewing and problem-solving
- Supportive counseling with individuals and families
- Co-facilitation of groups
- Completion of agency paperwork
- Resource identification and referral
- Case management
- Advocacy and crisis intervention
- Evaluations (determination of outcomes, data collection, etc.)
- Community development task forces
- Agency Board meetings
- Professional and educational workshops
- Developing and presenting training workshops/materials
- Volunteer recruitment

C. BSW Field Experience Course Learning Objectives (SWK 4790 and SWK 4810)

Upon completion of the Field Experience course, students should be able to:

1. Demonstrate the values of the social work profession with an understanding and respect for the positive value of diversity including ethnic minorities, GLBTQI population, the aging, women/children and the developmentally disabled.
2. Demonstrate the professional use of self and continued personal growth and awareness, which facilitate ethical social work practice.
3. Begin generalist practice with the theoretical knowledge and skills essential for social work with diverse client systems of all sizes.
4. Apply the theoretical and conceptual knowledge base of the four sources of human behavior (biological, psychological, sociological and cultural) to the understanding of the interactions of individuals and social systems in their environment including families, groups, organizations, and communities.
5. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
6. Use supervision and professional field experiences in applying generalist social work knowledge and skills on behalf of all client systems.
7. Function within the structure of an organization and service delivery system, and under supervision, seek necessary organizational change.

D. Grading, Assignments, Learning Agreement, and Evaluation

1. Field Experience Course Grading:

The Professional Field Experience course is broken into two components: the Agency Field Placement and the Field Seminar. A student must successfully complete both components of this class. If a student does not pass the Agency Field Placement portion of the class OR does not successfully complete the seminar portion with a C- or better; the student has not successfully met the requirements of this course and will be considered as having received a failing grade for the entire course. The student will be brought up on a performance review. Students may be required to repeat the field experience course in its entirety before continuing in the program; complete additional requirements; or be dismissed from the program.
A. Agency Field Placement (50%):

Each student is required to complete 240 hours of placement in both SWK 4790 (Fall semester) and SWK 4810 (Spring semester). The agency supervisor will complete an evaluation for the student at the end of the semester. Instructions on how to complete this evaluation are explained in the Field Manual. The feedback from the agency supervisor on the evaluation will assist in determining whether the student receives a pass or fail grade on Agency Field Placement portion of the class.

- Student must complete 240 hours of field placement each semester successfully in order to pass.
- If a student receives a marking of Approaching Expectations (AE) or Does Not Meet Expectations (DE) on more than one practice behavior within any one competency, the student, agency supervisor, and faculty field liaison will develop a plan to improve their skill development in these areas for the remainder of the field placement (through Spring Semester)
- If a student receives a Does Not Meet Expectations (DE) on more than 30% of the total practice behaviors, than this will result in a failing grade for the entire course.

B. Field Seminar (50%):

The faculty field liaison will determine points earned for participation and assignments in the course. The grade received on this portion of the class will be what appears on the student transcript, provided the student successfully completes the Agency Field Placement component.

2. Assignments

Assignment details are outlined in each course syllabus. Assignments are subject to change.

SWK 4790:
- Learning Agreement
- Field Journals
- Agency Orientation Report
- Case Presentation
- Self-care Plan

SWK 4810:
- Field Journals
- Process Recording
- Class Presentation
- Journal Summary

2. Learning Agreement (see Forms and Resources page on website: www.msudenver.edu/socialwork/socialworkfieldeducation/seniorfieldexperience)

The purpose of the Learning Agreement is to provide a framework for planning the student’s individualized experiences within the field placement agency. The student and field instructor should work together to identify learning tasks, activities, and experiences for the student to engage in, in order to assess mastery in the areas listed on the end of semester evaluation. Time frames in which the learning will take place or be completed should also be included in the Agreement. The Learning Agreement is to be completed early in the semester (due September 23-27, 2013). This document is flexible and may be modified throughout the year to ensure the student is engaged in appropriate learning experiences. At least two or three learning activities must be included under each
objective area. Examples of learning activities and time frames may include:

• **Attend regular monthly Board meetings (once a month)**
• **Co-Facilitate psycho-educational sexual assault support group (Jan-April)**
• **Observe three individual client sessions with various therapists in department. (Oct-Nov)**
• **Meet with ---X--- referral agency to learn about the services they offer and how our agencies collaborate (October)**

3. **Evaluation** (see Forms and Resources on website: [www.msudenver.edu/socialwork/socialworkfieldeducation/seniorfieldexperience/](http://www.msudenver.edu/socialwork/socialworkfieldeducation/seniorfieldexperience/))

An evaluation must be completed for each student at the end of each semester by the student’s Field Instructor. This evaluation will determine whether the student receives a Pass or Fail grade in the Agency Field Placement portion of the Field Experience course. The evaluation is designed to assess the student’s mastery of the included practice behaviors. The evaluation form is not designed to assess the student’s level of effort or sincerity, or to “reward” students for “doing time”, but rather their demonstrated ability and performance. The ratings that a student receives on this evaluation do not translate into a letter grade. Rather, this evaluation is designed to focus on constructive feedback to assist the student in growing as a social work professional; allowing the student to engage in critical self-reflection as they move through their educational journey. The Faculty Field Liaison will use the information in this evaluation to assign a pass or fail grade to the student.

Student are rated using the following scale:

**EE Exceeds Expectations:** Student has performed at a superior level. Student has proven they have not only fully met expectations of an undergraduate/graduate student, but also have shown mastery of this area significantly above and beyond expectations. Student takes initiative and critically reflects on their performance in this area.

**ME Meets Expectations:** Student has performed at an accomplished level. Student consistently and completely demonstrates competence in this area. Student has used learning activities and supervision to demonstrate full mastery of this area as an undergraduate/graduate student.

**AE Approaching Expectations:** Student has performed at a beginning level and has not yet demonstrated the minimum expectations in this area as an undergraduate/graduate student. Student development is in-progress in this area- one can see movement and student shows an interest in, and is working towards, growth in this area.

**DE Does Not Meet Expectations:** Student has performed at a low and inconsistent level in this area. Student has had an opportunity to demonstrate this practice behavior and has been unable to. Student performance is unsatisfactory.

*In the first semester only, the ‘NO’ rating may be used sparingly for unusual circumstances:*

**NO No Opportunity to Evaluate:** Student has not had the chance to demonstrate competence in this area. No attempts to address this area have been made.

*the ‘NO’ rating may not be used in second semester*

Fall Semester: If a student receives a DE on more than 30% of the total practice behaviors, than this is considered a failing grade.

Spring Semester: If a student receives an AE/DE on more than 30% of the total practice behaviors, than this is considered a failing grade.

**Steps for completing evaluation:**
Step 1: Student completes self-evaluation, including all comment sections. Responses must be typed. Student saves evaluation document and emails it to agency supervisor(s).

Step 2: Agency supervisor(s) (Field Instructor and Task Supervisor together) complete the evaluation of student. Comments may be made under any section. If a student receives a rating of ‘EE’, ‘AE’, or ‘DE’ comments are required to indicate in which areas the student is exceptionally strong or in which areas the student needs improvement. Agency supervisor(s) saves document.

Step 3: Evaluation Conference: Agency supervisor(s) and Student schedule a one-hour meeting to have the evaluation conference. This conference is intended to be used as a mechanism for dialogue to give the student feedback about their performance. Students and Agency supervisor(s) should both explain their ratings and provide examples to support their selections. Agency supervisor(s) may choose to adjust their ratings and comments based on this dialogue. The Student and Agency supervisor(s) ratings and comments do not need to be in agreement.

Step 4: Finalized evaluation is printed and both Student and Agency supervisor(s) must sign the field evaluation. Two extra copies of the field evaluation should be made so the Student and Agency supervisor(s) can both keep a copy for their records. It is the Student’s responsibility to ensure the original field evaluation, with signatures, is turned in to their Faculty Field Liaison by the due date.
III. FIELD PLACEMENT PROCESS
A. Recruitment of Field Placement Agencies

The Field Office is responsible for recruiting and developing relationships with community agencies in order for them to become field placement sites. Field placements should provide students with new educational experiences and allow students to meet the prescribed learning objectives for each year. Each agency is carefully screened to ensure they are able to do this. New agencies interested in being affiliated with the field program should contact the Field Office.

In order to maintain the integrity of the placement process that is used for hundreds of students, and to preserve the ongoing relation with field agencies, students are not to contact agencies to propose placements or inquire about availability. If a student would like to suggest an agency be added to the database of affiliated field placements, simply contact the Field Office.

B. Affiliation Agreement- Roles and Responsibilities

All agencies must submit a signed Affiliation Agreement that outlines roles and responsibilities of all parties in order to become a field placement agency.

C. Criteria for Selection of Agencies, Field Instructors, and Task Supervisors

1. Agencies

Agencies will be selected to be an affiliated field agency for the Bachelor of Social Work program at Metropolitan State University of Denver based on the following criteria:

- The agency provides social work services to “enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” (NASW Code of Ethics, 2008)

- The agency is able to provide learning assignments and practice opportunities for students that allow them to achieve mastery of the core behavioral learning objectives appropriate to the student's educational sequence.

- The agency is able to provide a qualified field instructor to provide a meaningful and consistent learning experience to the student

- The agency signs an Affiliation Agreement and agrees to the responsibilities set forth in the agreement.

- The agency has a commitment to active participation as a partner in professional education for social work. They demonstrate an acceptance the NASW Code of Ethics and the basic mission, values, and goals of the School’s educational program.

2. Field Instructors

Field instructors within the practice setting are essential partners and on-site teachers in the endeavor of helping the student to develop the requisite competencies/practice behaviors of
professional practice. Field Instructors must meet the following criteria:

- Hold a BSW degree with two year post-degree experience OR an MSW degree.

- Agree to attend and participate in the field instructor orientation and training, which is provided by the Social Work Department.

- Commit to provide educationally focused experiences and opportunities for student learning appropriate to the student’s educational sequence.

- Able to provide one-hour of individual supervision per week, and ongoing supervision and consultation as needed.

  **Exceptions:** In certain circumstances, Field Instructors may provide bi-weekly supervision to their students IF this is supplemented by regular weekly supervision by an experienced Task Supervisor with a related-degree.

- Agree to all responsibilities set forth by the Affiliation Agreement with the University. Field Instructors understand and support the mission, values, and goals of the University’s educational program.

- Willing to be in constant and clear communication with the Social Work Department at all times and complete all necessary student evaluations and other required paperwork.

3. **Off-Site Field Instructors**

When qualified agencies do not have a BSW or MSW staff member on staff, the agency may designate an off-site BSW/MSW Field Instructor to work in collaboration with an on-site agency staff member. In these situations, and agency staff member will serve as the Task Supervisor, to direct the day-to-day activities of the internship, and provide constructive feedback and supervisions. The external Field Instructor must meet the following criteria:

- Hold a BSW degree with two years post-degree experience OR an MSW degree

- Have a thorough understanding of the agency’s mission, services, and daily workings.

- Agree to attend and participate in the field instructor orientation and training, which is provided by the Social Work Department.

- Assume responsibility for the student’s overall learning experience and ensure that a social work perspective is reinforced throughout the educational process.

- Commit to maintain constant and clear communication with the Task Supervisor in regards to the student’s progress.

- Able to provide one-hour of individual supervision per week, and ongoing supervision and consultation as needed.

  **Exceptions:** In certain circumstances, Field Instructors may provide bi-weekly supervision to their students IF this is supplemented by regular weekly supervision by an experienced Task Supervisor with an advanced related-degree.
• Agree to all responsibilities set forth by the Affiliation Agreement with the University. Field Instructors understand and support the mission, values, and goals of the University’s educational program.

• Willing to be in constant and clear communication with the School at all times and complete all necessary student evaluations and other required paperwork.

4. Task Supervisors

In many agencies, in addition to utilizing a Field Instructor, it may be beneficial to also assign a student to a Task Supervisor(s) to assist with the learning experience. This Task Supervisor will work with the Field Instructor to provide an effective field placement by meeting the following criteria:

• Be a skilled and capable professional in his or her field with at least two years of professional work experience in the field and is very knowledgeable about the agency.

  Note: If the agency is using an off-site Field Instructor OR if the Field Instructor will be providing biweekly supervision to the student, the Task Supervisor MUST hold a related-degree.

• Agree to attend and participate in the field instructor orientation and training, which is provided by the Department.

• Direct the day-to-day activities of the internship, and in coordination with the Field Instructor, identify educationally focused experiences and opportunities for student learning appropriate to the student’s educational sequence.

• Commitment to maintain constant and clear communication with the Field Instructor in regards to the student’s progress.

• Collaborate and attend the weekly supervision meetings with the Field Instructor and student.

  Note: If the Field Instructor is using a biweekly supervision model, the Task Supervisor must assume responsibility for scheduling regular one-hour weekly supervision meetings with the student in order to provide assistance with planning, managing, and completing field assignments and provide ongoing feedback and support.

• Agree to all responsibilities set forth by the Affiliation Agreement with the University. Task Supervisors understand and support the mission, values, and goals of the University’s educational program.

• Willing to be in constant and clear communication with the School at all times and complete all necessary student evaluations and other required paperwork.
D. Student Placement Process

1. Students will be mailed an Application for Field Placement in the early spring before the academic year in which their field placement will start.

2. Students submit their completed Application for Field Placement to Field Office by date listed on application. The application and attached resume will assist the Field Office in assessing each student’s interests, goals, and background.

3. Students will receive at least three options for potential field placement agencies from the Field Office.

4. Students contact each assigned agency to request internship interviews. These interviews are to be treated as professional job interviews. It is a chance for the student to learn more about the agency, potential learning activities, and field instructor to determine if this will be a suitable agency for them to be placed at. Similarly, it is an opportunity for the agency and field instructor to determine if the student will be a match for their agency.

5. Agency will determine whether to offer or decline the internship to the student. The student will decide to accept or decline the agency’s internship offer.

6. Once a mutually determined field placement is agreed upon, students will submit the Field Confirmation form to Field Office.

Under NO circumstances may a student interview with an agency without prior permission from the Field Office. The goal of the field placement is to learn and practice social work knowledge, values, and skills in order to become a more effective social work practitioner. While we will work hard to ensure that each student’s placement is in line with their future career interests, the emphasis remains on the educational value of a placement site.
IV. FIELD PROGRAM POLICIES
A. Social Work Department Policies- Policies are subject to change at the departmental level. For the most current policies, students should refer to the Department of Social Work website: http://www.msudenver.edu/socialwork/about/policiesandprocedures/

1. Department of Social Work Attendance Policy

Metropolitan State University of Denver, Department of Social Work adheres to the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards. In abiding by the standards of the national governing body, CSWE, Metro State’s Department of Social Work provides students and the surrounding communities a measure of confidence regarding competent, well-prepared professional social workers at the undergraduate level. In addition to presentation of course content such as concepts and theories, social work education provides socialization into the profession-the development of an identity as a social work professional. Therefore, classroom sessions meet several learning objectives through the use of lecture, text review, guest speakers, interactive exercises, and student discussion. In order to ensure optimal development of professional identity, classroom attendance is required.

Consequently, the MSU Denver Social Work Department presents the attendance policy:

Absences:
In each social work class in which a student is enrolled, the student may miss, as unexcused absences, only as many class sessions per semester as the number of times the class meets in a week. Any additional absences will lower the student’s grade by 10% (one letter grade) for each week’s worth of unexcused absence. Absences from Field Seminar will effect seminar portion of the grade. Classes that meet once every two weeks will be considered as meeting once a week, for the purposes of this policy. For on-line or hybrid classes, students must be present in Discussion during each Session of the semester. Since the department determines an online course to be meeting an equivalent of once a week, a student may have only one "absence" from Discussion. Any additional unexcused absences from Discussion will result in a grade reduction of 10% (one letter grade) in the overall course grade.

Students may miss no more than 25% of any class, whether the absences are excused or unexcused. If more than 25% of the class is missed for any reason, the student must present his/her situation to the Social Work Attendance Committee for permission to continue. The purpose of the Attendance Committee is to review the individual situation and determine whether the student should continue in the program at this time, or may require time off to resolve the issue and refocus on their education. If the Attendance Committee does not give permission to continue, the student must take an incomplete or fail the class, regardless of whether the absences are excused or unexcused. In the event that a social work course has been taken twice, resulting in a grade lower than a ‘C’ as a result of poor attendance, the student will NOT be allowed to take the class again for a period of one year. The student will be advised of the Committee’s decision, and of any corrective action plan, by the student coordinator.
Documentation of excused absences is required. The student is responsible for getting documentation to the professor within one week of the absence. Weather concerns: if class is held and you are not present, you will be counted absent. Your personal safety is your responsibility; there may be times you choose not to come.

**Excused Absences:**
- Religious Holidays
- Jury Duty
- Death in Family
- Field Placement—only for court appearances or in cases of emergency if requested by the Field Instructor.
- Personal illness/injury
- Emergency—with instructor agreement
- Seriously sick child/family member—students are asked to have a backup plan for sick children so that they do not have to miss class.
- Car breakdown—only if it happens on the way to class. If your car is in the shop please make other arrangements to get to class.
- Professional Conference, or giving a presentation—with instructor approval only
- Special request—such as other class field trip, life cycle event or special meetings during class time—with instructor approval only

**Tardies and Departing Class Early:**
A student is considered to be tardy, or to have an early departure form class, when s/he is five to fifteen minutes late to class, or leaves early, depending on the length of the class period (five minute for a 1 hour class, 10 minute for a 2 hour class and 15 minutes for a longer class). The accumulation of three tardies or the equivalent amount of time as an early departure equals one absence. Every tardy or early departure, beyond the third will be counted as an additional absence unless the professor has prior knowledge of it and excuses it. The professor will consider special circumstances within one week of the tardy or early departure. It is the student’s responsibility to bring any special circumstances to the attention of the instructor. For online or hybrid classes, since sessions begin and end Fridays at 5 PM, timely postings for each session are due in order to receive full credit for each session. Late postings, and/or the lack of responses as interaction with other members in the course, will be considered tardies for the purposes of this attendance policy.

**Forms of Early Documentation for Excused Absences, Tardies or Early Departures:**
Acceptable forms of documentation will be left up to the discretion of the professor and/or the attendance committee. Professors are encouraged to address their interpretation of “acceptable” forms of documentation at the time the syllabus is passed out.

**Attendance Committee:**
This committee is comprised of the Student Coordinator and two other social work faculty who do not currently have the student in class. The committee will actively seek recommendations for action from all faculty involved in the student’s current situation.
The goal of the attendance committee is to develop an intervention plan for the student’s current attendance situation. The intervention plan will be given to the student in written form, by the student coordinator, within one week of the committee meeting. Failing to comply with the intervention plan will result in disciplinary action that may include termination from the program. An attendance committee meeting must be scheduled within one week of the faculty request; participants will be notified verbally. Each student appearing before the attendance committee has the right to have a faculty, or student, advocate present.

**Responsibilities:**
Professors are responsible for taking attendance. A sign in sheet that requires a student’s signature may be passed around at the beginning of every class session. It is the responsibility of the students to make sure they sign this sheet. If a student is tardy, the professor will put a T next to the student’s signature. In Field Seminar, attendance will be tracked in the students file.

2. **Academic Standing Policy**

BSW students who fall below a 3.0 GPA at any point during the program or receive one grade of “C+” or below will receive an automatic performance review. Students must receive a grade of “B-” or better in SWK 4790 Field Experience I, SWK 4810. A grade of “C+” will initiate an automatic performance review. Students may be required to repeat the field experience course in its entirety before continuing in the program; complete additional requirements; or be dismissed from the program.

3. **Field Disruption Policy**

Students are required to complete two consecutive semesters of field experience at the same agency under the same agency field instructor. This provides students with an in-depth experience in which they can move toward more independent social work functioning over the course of ten months.

However, there are unique circumstances in which students cannot remain at the same agency or continue working with the same agency field instructor.

a. In situations where disruptions in field placement occur, **through no fault of the student**, the student will continue in field placement with a new field instructor or in a different agency during the current academic year. If a different agency is unable to be secured, the student may need to continue in field in the following academic year. In this case the Field Office may ask the student to complete additional requirements to ensure learning goals are achieved. Such disruptions include:

b. Agency turnover or changes in job requirements require the assignment of a different agency field instructor.

c. The agency field instructor is not able to provide field instruction in keeping with CSWE requirements.
d. The agency closes down or is not able to maintain social work field instruction in keeping with CSWE requirements.

e. Any situation in which a student switches placements will require the student to complete an additional 30 hours in their new field placement for orientation purposes. The student must also work with their Faculty Field Liaison to determine an appropriate plan for termination with their previous placement.

f. If a student needs to change field placements mid-year due to a “goodness of fit” issue, and the Field Office approves a change of placement, the student will be permitted to transfer to a new agency, provided there is one available, with an additional 30 hours of orientation required at their new agency. If a different agency is unable to be secured, the student may need to continue in field in the following academic year. The Field Office may ask the student to complete additional requirements to ensure learning goals are achieved.

g. There are some circumstances in which a student may need to withdraw temporarily from the program or switch from a full-time to part-time program status due to medical or life-cycle issues. In these circumstances, if the student must discontinue in field after completing one semester of field successfully, AND provided that all courses in the semester were also completed successfully, the student will be able to return the following academic year to resume the Field Experience Coursework. The student will be required to complete an additional 30-60 hours in their field placement in the second semester field experience course to ensure adequate time for orientation to the agency.

h. Students in the BSW program who successfully complete one semester of field may be removed from the Field Experience Course sequence due to not completing co-requisite or pre-requisite coursework successfully; falling out of line with required course sequencing; or for not maintain overall required academic standing. If a student is allowed to continue in the program, AND they are able to meet all other academic requirements, they may be permitted to continue in the second semester field course the following academic year. Students whose placements are disrupted for this reason will be required to complete an additional 60 hours in their agency when they resume in order allow additional time to demonstrate that classroom learning can be fully integrated with their field experience.

i. There may be some students who successfully complete their final Field Experience course, but do not successfully complete their final co-requisite Practice course. These students will be required to retake the Field course alongside the Practice course. Students will not be able to complete the required Practice Evaluation project if they do not take a Field course concurrently with Practice. Students will be required to complete an additional 60 hours in their agency when they resume in order allow additional
time to demonstrate that classroom learning can be fully integrated with their field experience.

Any student who allows more than one academic year to pass between completion of the two consecutive Field Experience courses will be required to complete the full two semester Field Experience course sequence over again.

4. Performance Review

All students are admitted and retained in the Bachelor of Social Work program on the assumption that they have the potential academic ability and personal suitability for completing the program. All students admitted to the Bachelor of Social Work Program at Metropolitan State College of Denver are expected to maintain the standards established by the Social Work Department, the Social Work profession and the College.

During the course of study a student may not perform at the required level. When problematic situations are identified, the Performance Review Committee will conduct a review to determine whether it is appropriate for the student to continue in the Bachelor of Social Work Program, and if so, under what conditions. Such conditions could include a requirement to complete study skills or writing skills development, completion of psychological counseling or other treatment, or other appropriate activities to resolve academic or personal problems.

B. General Field Policies

1. Liability Insurance

Students who are completing their field placements in approved field agency sites, and who are formally enrolled in a Field Experience course (SWK 4790, SWK 4810) may be covered by MSU Denver’s liability insurance through the State of Colorado. In order for coverage to be in effect, the student must be: enrolled in MSU Denver; registered for, and currently taking, the field experience course; placed in an approved field agency; and practicing in accordance with agency policy and within the guidelines of the Social Work Department as set forth in this field manual.

MSU Denver shall provide Students who participate in the program with indemnity against liability for their covered acts and omissions through the Colorado Risk Management Division, pursuant to section 24-30-1501 CRS, et seq. and in accordance with the provisions of the Colorado Governmental Immunity Act, section 24-10-101 CRS, et seq.

MSU Denver is an entity covered by the State of Colorado’s self-insurance program pursuant to Part 101 to 120, Article 10 of Title 24, Colorado Revised Statutes. Liability for claims for injuries to persons or property arising out of acts or omissions of MSU Denver and certain covered individuals is
controlled and limited by the Colorado Constitution, the Colorado Governmental Immunity Act, (C.R.S. §§ 24-10-101 et seq.), and the Risk Management Act (§§ 24-30-1501 et seq.). The University provides coverage via the State Liability Fund with a Combined Limit $150/600,000 per CRS 24-10-114.

2. Use of Personal Vehicles

All students are required to find their own transportation to and from their field placement. Students without cars will be placed in an agency located by public transportation (no more than a one-hour commute time from MSU Denver). Many agencies will require that students have access to their own transportation for the purposes of home visits, community work, etc. It is up to the student to inquire about the agency’s vehicle requirements during the interview process. Each agency will have its own policies regarding proof of driver’s license and insurance. Students’ use of personal or agency vehicles will not be covered under the Department’s insurance, nor will the Department reimburse students for the use of their vehicles. All issues in regards to transportation, including the transportation of clients, must be discussed between the student and the Field Instructor prior to beginning placement. The Department will not be responsible for any decisions in regards to transportation in the field.

3. Work-Related Injury or Illness

All students who are enrolled in a Field Experience course and who are completing their field placement in an approved agency site will be covered under MSU Denver’s Worker’s Compensation Policy for work related injury or illness while in the field placement.

Except in the case of a serious or life-threatening emergency, students must be treated by one of Metro State’s designated providers. Students must also notify the MSU Denver Human Resources Office and the Field Director within 48 hours of injury.

Specific information as to providers and procedures is available on the MSU Denver HR website.

4. School Breaks and Holidays

Students are not required to be in placement during regularly scheduled School Holidays and School Breaks. School Holidays may differ from Agency Holidays. In this case, students must arrange their field placement schedule in coordination with their Field Instructor. Some agencies may require that student continue field placement hours during breaks and holidays to ensure continuity of care. These requirements should be discusses during the field placement interview process. While students may work extended hours over the Winter Break, they may not terminate from their field placements before mid-April. This may mean students will accrue more hours than the required hours. Any student who wishes to terminate from
field placement before the official end date must gain approval from both the Field Instructor and Faculty Field Liaison.

5. **Employment-Based Field Placement**

Placement of students in an agency in which they are employed is an exception rather than a standard student option, and must be evaluated closely and approved by the Field Director. We normally discourage students from completing their internship in their place of employment as the Field Experience is not about simply completing hours, but rather a well-rounded educational experience. It is very easy for there to be role confusion around work being done as a student versus work being done as an employee. However, in recognition that such a placement is sometimes the best option, the following guidelines have been developed:

a. The agency must be approved by the Field Director and assume all of the responsibilities required of any other Field Agency.

b. The agency must agree to provide for the student an educational experience which is new to the student and separate from regularly scheduled employment duties. This delineation will be clearly outlined in the student’s Application for Employment-Based Field Placement. The Application MUST also include a full job description for the student’s current employment position.

c. Supervision for the student’s field placement must be provided by a professional BSW or MSW-level Field Instructor that has at least two years of post-graduate work experience, and has been employed by the specific placement agency for at least one year. This Field Instructor MUST be a different person than the student’s current supervisor and may not have supervised the student at any time in the past. The Field Instructor must be on-site and available for supervision during the student’s internship hours and must provide field instruction in accordance with the School’s curriculum and policies for field placement.

d. The field placement will occur in sustained periods of time, consisting of no less than 4 hour blocks of time, in a different service area, program, or unit, and preferably in a different location than their regular employment.

e. If approved, the employment-based field placement will only be used for one academic year only. Advanced standing students will not be considered for an employment-based field placement if they have already used their place of employment for their field placement in their BSW program. In accordance with Child Welfare Stipend policies, some exceptions will be made for students receiving this Stipend.

f. The agency field instructor must attempt to provide an environment in which the student is not constrained by the requirements of employment, but is free to reveal feelings/concerns regarding their work, and to explore new personal growth as well as new professional learning.
g. The Application for Employment-Based Field Placement must also include a signed letter from the Agency Director indicating his/her recognition and support for the value of the student’s educational experience. They must state a commitment in helping ensure that an appropriate environment for learning be provided, which includes time and opportunity to be involved in specific learning activities that are in accordance with the objectives of the Field Experience curriculum.

6. Field Problem Resolution Process

The Social Work Department is committed to ensuring that students are placed in quality learning environments in order to complete their field experience. However, there may be times in which problems arise during a field placement. It is best that these issues are addressed openly and immediately. Issues may be brought forth by the Student, Field Instructor/Task Supervisor, Faculty Field Liaison, or Field Office. In any circumstance, the following steps should be taken:

a. Supervision Meeting between Student and Field Instructor/Task Supervisor-

In this meeting, problem area(s) and issue(s) will be clarified. The Student and Field Instructor will identify strategies (specific activities and/or steps) for improvement and expectations for change. The Faculty Field Liaison may be contacted by either or both of the parties involved to discuss the best way to proceed prior to this meeting. The Faculty Field Liaison must be notified by both the Student and the Field Instructor of the situation immediately after this meeting takes place so they can monitor the developments as appropriate.

In most cases, the issues can be resolved, and placement can continue. If the problem persists, then the following additional step must be taken:

b. Formal Conference between Student, Field Instructor/Task Supervisor, and Faculty Field Liaison-

In this meeting, all parties will meet to discuss the specific issues at hand. The Faculty Field Liaison will consult individually with both the Field Instructor and the Student prior to the conference. A formal plan for resolution will be made and the Faculty Field Liaison will document stated concerns and future steps. The Faculty Field Liaison will inform the Field Office of the conference and provide a copy of the written documentation to the Student, Field Instructor, and Field Office.

If the problem continues to persist, then the final remediation step must be taken:

c. Field Placement Re-evaluation Conference-

The Field Office will determine whether the student will continue in the Field Experience course. The Field Office may determine either:

1. The placement is not suitable for the student to continue their field placement, and
efforts will be made to re-assign the student for the remainder of the year, if possible, and under what parameters this may occur.

OR

2. The student must be terminated from the Field Experience course. If a student is terminated from the Field Experience course, they may be referred for a Student Performance Review through the Social Work Department. They may also be required to meet additional criteria before re-enrolling in a future Field Experience course.