Field is the Heart of Social Work Education!

2019-2020
MSW Field Education Manual

University of Maryland
School of Social Work
# TABLE OF CONTENTS

i. A MESSAGE FROM THE DEAN

ii. A MESSAGE FROM THE ASSOCIATE DEAN FOR FIELD EDUCATION

I. INTRODUCTION .................................................................................................................. 3
   A. Field Education at the School of Social Work ............................................................... 3
   B. Administration of the Office of Field Education .......................................................... 4
   C. Field Education Committees ....................................................................................... 11

II. OVERVIEW OF FIELD EDUCATION .......................................................................... 12
   A. School of Social Work Mission Statement and Goals ................................................. 12
   B. Role of Field Education in the MSW Program ............................................................ 13
   C. Field Education Model ............................................................................................... 14
      C.1. Foundation Field Practicum .................................................................................. 14
      C.2. Advanced Field Practicum .................................................................................... 15
   D. Concentrations ............................................................................................................ 17
   E. Specializations ............................................................................................................. 18

III. FIELD EDUCATION STANDARDS AND REQUIREMENTS ....................................... 20
   A. Standards ..................................................................................................................... 20
      A.1. Standards ............................................................................................................... 20
      A.2. Procedures to Approve Field Sites and Field Instructors ...................................... 21
   B. Requirements .............................................................................................................. 24
      B.1. Requirements of the Agency .................................................................................. 24
      B.2. Requirements of the Field Instructor and Task Supervisor ................................. 25
      B.3. Requirements of the School, Field Coordinator and Faculty Liaison ................. 27
      B.4. Requirements of the Student ............................................................................... 30

IV. INTERNATIONAL FIELD PLACEMENTS ................................................................…… 32

V. FACULTY FIELD PLACEMENTS ................................................................................ 33

VI. DUAL DEGREE PROGRAMS AND PLACEMENT ..................................................... 36

VII. OPERATIONAL POLICIES FOR FIELD EDUCATION ............................................. 37
   A. Policies ......................................................................................................................... 37
      A.1. Field Education Placement Policies and Process ..................................................... 37
      A.2. Unsuccessful Field Placement Process Interviews .............................................. 39
      A.3. Employment-based Field Education Policy ............................................................ 39
      A.4. Procedures for Resolution of Field Education Problems .................................... 40
      A.5. Liability Insurance for Field Placement Agencies .............................................. 42
      A.6. Field Education Schedule .................................................................................... 42
A.7. Grading................................................................. 45
A.8. Incomplete Grade Policy ........................................ 45
A.9. Stipends.............................................................. 45
A.10. Sexual Harassment Policy.................................... 45
A.11. Policy on Non-Discrimination............................... 46
A.12. Policy on Americans with Disabilities Act (ADA) Disclosures and Accommodation Requests................................. 47

VIII. APPENDIX

A. 2018-2019 Field Education Calendar
B. Performance Improvement Plan
C. Incomplete Grade Policy
D. Request for an Incomplete Grade Form
A Message from the Dean

Field education has been an integral component of professional social work education for over a century. Field education occupies a central role--arguably the central role--in social work education and is very likely to be a hugely valuable part of your experience, here. Virtually all social work students, and graduates view their field placement experience as the most important and instructive part of their professional education. Indeed, considerable evidence heralds the importance of the supervisory and instructional experience in the satisfaction of social workers throughout their careers. Something so important needs your intense attention and commitment.

At the University of Maryland School of Social Work we deeply value those who give their time and talents to the success of our program. The gift of our field instructors is their wisdom that grows future social workers and the profession. The benefits of that gift ripple across all of society. We are committed to providing a high quality field experience to all students. Our field instructors undergo significant preparation and training ensure this result. Our students must, in turn, do everything they can to leave their field instructors and agencies with a great sense of satisfaction.

The many agencies in partnership with the School of Social Work provide the opportunity for students to integrate the knowledge, skills, and values taught in the classroom. They, like us, place a very high priority on providing a field experience that helps achieve our school’s strategic goal of aligning all aspects of SSW policy, programs and practices with the goals of advancing social justice and combating racism and all forms of oppression. In keeping, you, your field instructors, and a newly trained cadre of field seminar leaders will engage in a newly developed field seminar that focuses on cultural humility, racial healing, and anti-oppression social work practice.

We expect that our graduating students will leave us better than they found us. We believe that we are improving every year—and this is a year in which we are taking a large step forward with our new field seminar. The Office of Field Education has my strong support and appreciation and that of the entire faculty and staff in their efforts for this seminar and other major effort at continuous improvement--service excellence, as we call it.

We encourage you to let us know how we can improve our field education program and are always open to hearing from you. Thank you for sharing your time, skills, and commitment to this joint educational journey.

With deep gratitude and warm regards,

Richard P. Barth, PhD
Dean and Professor
A Message from the Associate Dean for Field Education

Welcome to field education at the University of Maryland School of Social Work (UMSSW). Field education is a critical component of the foundation for educating social work professionals. The UMSSW has prepared social work professionals to serve individuals, families, and our communities for over 50 years. As an accredited school by the Council on Social Work Education (CSWE) and one of the largest programs nationally, we are gratified to continue to provide a world-class field education component that empowers students in the MSW program.

This manual provides important information about the field education program, curriculum, standards, and requirements. Extra steps were taken to ensure your field education experience incorporates the Educational Policy and Accreditation Standards and the CSWE emphasis on student competencies and practice behaviors. Please review this manual and refer to it when questions arise.

At the beginning of the semester, students are provided an Electronic Field Notebook (EFN) for submitting field assignments. Throughout the year, important information will be collected and disseminated through the EFN. Students, especially those entering the foundation year, are encouraged to become proficient at using the EFN application.

The Office of Field Education (OFE) team looks forward to working closely with students, field instructors, and faculty liaisons this academic year. To the students, I would like to say the profession expects you to be a maverick, a “breath of fresh air,” and to be distinguished by your scholarship in the classroom and praiseworthy performance in field education. To all the field instructors and faculty liaisons, I would like to thank you for helping our students receive a comprehensive, high-quality field education experience.

On behalf of the OFE team, I extend my best wishes for a successful year in graduate school!

With warm regards,

[Signature]

Samuel B. Little, MSW, PhD, LCSW-C
Associate Dean for Field Education
Section I: INTRODUCTION

A. Field Education at the School of Social Work

This manual contains information for all stakeholders to understand Field Education at the University of Maryland School of Social Work (UMSSW). It also outlines the requirements for a successful field education experience. Information herein may also be accessed on our web site: [http://www.ssw.umaryland.edu/field-education/](http://www.ssw.umaryland.edu/field-education/).

We are very excited to launch a field seminar for our foundation students this year. Our curriculum has previously allowed for some conversation about field to occur in classroom settings, but for the first time, we are creating a dedicated time and space for students to discuss field, during field. We will cover the day-to-day experiences of our students in their placements, and how to integrate classroom material into practice in field. We also recognize, as a culturally humble, anti-racist institution, the critical importance of critical self-reflection among our students. Our new seminar will intentionally hold space for conversations about difference, bias, privilege, and anti-oppression – as applies to each student and their development of professional identities as social workers. We believe this process of critical self-reflection and awareness is central to best practices for all social workers, and essential for every student moving through our program.

The 2019-2020 academic year marks the twelfth year of our automated placement cycle, including the application and referral processes. Perhaps the most exciting part of this automation is the ability to provide students with an Electronic Field Notebook (EFN) in which they complete and maintain their field assignments. This notebook allows students, field instructors and faculty field liaisons to have easy access to assignments and to provide timely feedback to each other. As we continue to implement and improve upon our database, we invite your comments. EFN data are confidential, therefore, access and use of EFN data are prohibited without written permission from the Associate Dean of Field Education.

Since 2007, we have had international field placements. This year we have students in India through the Rajagiri College of Social Sciences, and in London through Greenwich University and the international social work agency Children and Families Across Borders. Our EFN is extremely important to staying in close contact with these students and their educational progress during their study abroad.
B. Administration of the Office of Field Education and Personnel

Field education at UMSSW has several components and the Office of Field Education (OFE) places approximately 950 students in a variety of social work agency settings across the Baltimore/Washington metro region each year. There are two field program options that have identical policies and procedures—one at the main campus and one at the Universities at Shady Grove campus in Rockville, Maryland. The field program represents a dynamic partnership with community agencies and committed field instructors who agree to participate in the education of our students. The OFE is responsible for recruitment of field instructors and placement sites; coordination of student placements; and orientation, training, and monitoring of students, field instructors, and faculty field liaisons. Please visit the OFE, located on the 5th floor of the SSW. Our contact information is: fieldeducation@ssw.umd.edu or 410-706-7187. OFE personnel are committed social work professionals, all having a diverse range of experiences:

Samuel B. Little, PhD, LCSW-C
Associate Dean for Field Education

It was an honor to join the administration of the School of Social Work in 2013. Field education had advanced to become the signature pedagogy of the social work profession. There could be no better time to play a pivotal role in preparing students fundamentally to think, perform and act with integrity. In my role, I direct the Office of Field Education and collaborate with faculty on preparing grant applications and implementing research projects. The department places approximately 950 MSW students at agencies in the Baltimore-Washington region with a focus, for example, on behavioral health, clinical, aging, employee assistance programs, as well as families and children. I am a member of the Field Education Curriculum Committee, Student Review Committee and Global Issues Committee, in addition to serving as chairperson of the Field Education Advisory Committee and National Homelessness Social Work Advisory Council. These are opportunities to enhance the quality of field education for students in the MSW program. In addition to my work at the SSW, I am the founding president of the National Alliance of Resident Services in Affordable and Assisted Housing (NAR-SAAH), a membership organization for the public housing network. During my career in social work, I previously worked in executive level positions in workforce development, public housing, research, and human services combined with university teaching and consulting in the corporate sector. In the affordable housing sector, I served as Executive Vice President at the Philadelphia Housing Authority, Executive Director of Resident Services at the District of Columbia Housing Authority, Executive Vice President at Alliance Network in Denver, and
Associate Deputy Director at the Housing Authority of Baltimore City. These professional experiences involved frequent travel to Asia, Central America, Caribbean Islands, Panama and various cities in the United States. They enabled me to expand affordable housing programs globally and collaborated with a vast network of organizations that transform blighted communities into neighborhoods of choice. It is my pleasure to speak regularly at conferences on capacity building programs for families and conducts certification training for resident leaders and employees of affordable housing agencies in various regions of the country.

Laura Loessner, MSW, LCSW-C, LICSW
Assistant Director of Field Education

My expertise is in clinical intervention, non-profit management and program development, professional development, clinical supervision and field education for bachelor’s and master’s level students of social work. I was a field instructor for 18 years in five different schools of social work, and was an instructor at Catholic University for five years teaching “Advanced Field Instruction and Integrative Seminar I & II - Combined Concentration” -- a two-semester course designed to help advanced year master-level (MSW) students integrate clinical/theoretical content with macro-level practice in their advanced field work experiences, including examining issues related to mental health, social work values and ethics, diversity, social welfare policy and practice, social and economic justice, populations at risk, human behavior and social environment, and research in the context of student field experiences. While at Catholic, I also helped develop field curriculum for the MSW combined concentration, was a field liaison and academic advisor for 15-20 MSW students, and served on the Bachelor of Social Work (BSW) advisory board. In my various leadership positions in non-profits, I provided clinical and administrative leadership to social work professionals; and either developed or enhanced competitive, rigorous field placement opportunities for MSW students interested in clinical or MACRO intervention. As a non-profit leader and consultant, I cultivated numerous strategic partnerships in the non-profit and public sector social service arenas. For the past 2 years I have taught an advanced clinical course in Affirmative Practice with LGBTQ Populations at the UMB School of Social Work, in addition to being promoted to Assistant Director of Field Education. I have been a licensed clinical social worker for 23 years, and am a Board-certified Supervisor in the State of Maryland.
Shatia Blount, LCSW-C, LICSW, CPC
Clinical Instructor, Coordinator for Field Education, Field Seminar Instructor

Ms. Blount graduated from Delaware State University with a Bachelor of Social Work Degree and earned a Master of Social Work Degree from Howard University School of Social Work. She has practiced as a clinical social worker and has served in administrative social work roles within organizations that serve individuals, children and families throughout the Washington DC Metro area. She currently owns and operates, Eye In Me, a virtual psychotherapy and coaching practice. Her research and practice interests revolve around the mental health experiences of Black people across the diaspora.

Franklin Chappell, LCSW-C
Clinical Assistant Professor and Coordinator for Field Education

Mr. Chappell has served on the field education faculty as a Clinical Assistant Professor and Coordinator of Field Education since 2006 and is the senior member of the Office of Field Education Team. His research interests include field education, health, aging, grief and loss. Prior to his current academic appointment, he served as a senior clinical social worker on the pediatric traumatic brain injury unit at the Kennedy Krieger Institute.

Denise Chop, LCSW-C
Clinical Instructor and Coordinator for Field Education

Denise Chop graduated with an MSW from the University of Maryland School of Social Work in 1994 with an Undergraduate degree in Criminal Justice from The American University. Ms. Chop has worked for 20 years in social work specializing in child welfare. Her experiences include the provision of services to families and children experiencing sexual abuse, physical abuse, and neglect; training prospective foster/adoptive parents; and providing adoption search, contact and reunion services. In her multiple roles Ms. Chop served as Student Development Coordinator and Field Instructor as well as Supervisor of In Home Family Services. In December of 2013 she
returned to UMB SSW a Clinical Instructor and Field Coordinator within the Office of Field Education. Denise enjoys spending time with her family and friends. Denise, her husband and two children lead a very active life, enjoying sports and outdoor activities.

Randa Deacon, MSW
Employment Based Coordinator for Field Education

Randa Deacon received her MSW as a 1998 graduate of the University of Maryland School of Social Work. She also holds a B.A and M.S. in Economics from Indiana State University. Ms. Deacon has over 20 years of experience in serving underserved populations in community settings. As a Clinical Instructor for 11 years with the UMSSW Social Work Community Outreach Service, she gained experience developing and implementing new programs, collaborating with community stakeholders to identify and address issues; and developing and coordinating relationships with organizations and communities across Baltimore. Since 2008, Ms. Deacon has worked collaboratively with a team of nurse practitioners, community outreach workers and nurse case managers to provide culturally competent care to the uninsured with the UMSON Governor’s Wellmobile program. In this UM/UMBC partnership she serves as field instructor for UMBC SSW bilingual undergraduate students. She helped to establish a social work presence and infrastructure for referral and outreach to community partners and service providers in Prince George’s County. Ms. Deacon has also served as a field liaison and coordinator for employment based placements with the UMSSW Office of Field Education for 10 years.

Donna Earling, BS
Office Manager

Donna began her career at the University of Maryland, Baltimore (UMB) 27 years ago. During this time she has served in various administrative support roles in several departments across campus. This position is her first in working at a school at UMB. She has a BS in Psychology from the University of Maryland University College.
Gisele Ferretto, MSW, LCSW-C
Clinical Instructor and Training Manager

Ms. Ferretto has over 35 years of social work experience in both clinical and macro practice areas. Her areas of expertise include: policy and leadership development, field education, child welfare practice, professional ethics, confidentiality, and curriculum development. Currently, Ms. Ferretto is the Manager for Field Education Training and Liaison Coordinator for the Office of Field Education. In addition, she supports the instruction of students in the Title IV-E Education for Public Child Welfare Program. Her work at the SSW over the past 20 years included administrative positions in the Title IV-E Education for Public Child Welfare Program, Child Welfare Academy, and Social Work Community Outreach Service (SWCOS). Prior to coming to the SSW she served as administrator at the Maryland Department of Human Resources for 11 years in the following programs: Child Protective Services, Office of Equal Opportunity, and Office of Staff Development and Training. Many key policy initiatives developed by Ms. Ferretto are still in effect and address the following topic areas: mental injury; fair hearing process; screening of child maltreatment; confidentiality; risk and safety assessment; child abuse and neglect prevention and services; family violence; and sexual harassment prevention. Ms. Ferretto also provides consultation and training for private and public agencies on various topics.

Angela Jachelski, MSW, LMSW
Clinical Instructor and Coordinator for MACRO Field Education

Angela Jachelski joined the OFE in August 2017 as a Coordinator for Macro Field Education. She earned her MSW from Florida State University with a concentration in Social Policy and Administration. Angela has been with UMBSSW since July 2009, originally joining the school as a Training and Implementation Specialist in the Child Welfare Training Academy. Angela also served as the Lead Curriculum Writer of Partnering for Success for the National Center for Evidenced Based Practice in Child Welfare, providing training, coaching and consultation to child welfare systems nationally with the goal of improving mental health outcomes for children in out of home care. Angela’s areas of specialty and interest are: Child Welfare systems improvement, community engagement and volunteerism. Angela is a Baltimore native and currently enjoys living in East Baltimore.
Debra Linsenmyer, LCSW-C  
Clinical Instructor & Director Title IV-E Education for Public Child Welfare Program

Debra Linsenmeyer is a clinical social worker, social work educator, and human service administrator with over 35 years of professional social work experience. She holds a Master’s Degree in Social Work and a post-graduate certificate in Human Services Management from the University of Maryland School of Social Work. Her background includes direct practice, supervision, and administration of public child welfare services, and experience as a classroom lecturer for psychology, human services, and social work courses. Currently, Ms. Linsenmeyer is a faculty member at the University of Maryland School of Social Work, where she directs the Title IV-E Education for Public Child Welfare Program. She has authored and implemented two federal child welfare workforce demonstration projects (Excellence in Public Child Welfare Supervision (2004-2008) and a National Child Welfare Workforce Traineeship program (2009-2014). Ms. Linsenmeyer was part of University of Maryland School of Social Work team that developed and implemented a research study in 2013 examining methods of teaching Motivational Interviewing to child welfare students.

Coretta Mckenzie, MSW  
Program Management Specialist

Coretta Mckenzie is the Program Management Specialist for the Office of Field Education. She is approaching her 11th year with the office and has completed her studies and received her MSW in May. Coretta works closely with our students, field instructors and faculty liaisons. At the current time, she works closely with the web administrator on enhancements to the Electronic Field Notebook. Coretta currently resides in Baltimore and enjoys spending time with her two boys.
Barbara Nathanson, LCSW-C  
Clinical Instructor and Coordinator for Field Education

Barbara Nathanson is a proud alum of the University of Maryland, School of Social Work (UMB). Since joining the University of Maryland, School of Social Work in 2007 as a faculty member, Ms. Nathanson’s roles include being a faculty field instructor, clinical instructor, and faculty liaison in the Title IV-E Education for Public Child Welfare program. As part of the Title IV-E program, she teaches monthly seminars for students placed in child welfare agencies. Currently, Ms. Nathanson is a Field Coordinator at the Universities at Shady Grove (USG) campus with the Office of Field Education. She is responsible for placing students that attend classes at the USG campus in their internships as well as recruiting new agencies to become field sites. As a UMB faculty member, Ms. Nathanson has served on two inter-disciplinary educational (IPE) projects including the President’s Pediatric Gastroenterology Clinic at University Hospital, Baltimore and a start-up IPE clinic at Holy Cross Hospital in Gaithersburg, serving patients with diabetes. In that capacity, Ms. Nathanson provided mentoring to students and faculty from nursing, pharmacy, social work, medical, and law schools. She has worked directly in child welfare for over 10 years in Washington, DC and in Montgomery County, Maryland. She has been an expert witness in court in child abuse and neglect. Ms. Nathanson has taught social work classes as an adjunct at the University of Maryland, Baltimore County’s undergraduate social work program.

Everett Smith, LMSW  
Clinical Instructor and Coordinator for Field Education

Everett Smith, Jr. graduated from the Diana R. Garland School of Social Work at Baylor University with a BSW and MSW. He is trained in multisystemic family therapy, functional family therapy, and the Sanctuary Model for trauma responsive work with juvenile justice involved families in Baltimore City. Additionally, he has provided therapeutic services to children, adults, and families at two outpatient mental health clinics in Baltimore. Everett's current work and interests include teaching social work students to provide individual, group, and family therapy, interprofessional education projects, supporting the implementation of the community school model in Baltimore City’s public schools, anti-oppressive field education, critical reflection in social work practice, providing mental health and de-escalation trainings, and addressing the social determinants of health and mental health. Everett recognizes the importance of liberation-based and person-centered approaches to clients frequently dehumanized by social and institutional systems.
C. Field Education Committees

Several committees are responsible for enhancing the quality of the field education experience for students. They include the following:

**Field Education Curriculum Committee**
Membership on the Field Education Curriculum Committee includes five faculty members elected by the faculty body who have staggered 2-year terms. One voting student may also be a member. This committee reviews field education policies and procedures; recommends to the Master’s Program Committee (MPC) policies, procedures, and changes in the curriculum that will strengthen field education; and consults with the assistant dean and the director of field education. Other responsibilities of this committee include approving the field syllabi; assisting in the integration of classroom content and field assignments; monitoring classroom assignments, which are implemented at field sites; and providing suggestions for faculty speakers and content for field instructor workshops.

**Field Education Advisory Council**
The Field Education Advisory Council (FEAC) is comprised of field instructors, faculty field liaisons, students, and other stakeholders who are committed to maintaining excellence in all aspects of field education. Established in 2014, the primary objective of the FEAC is to strengthen field education through action planning, recruiting of high-quality field placement sites, and identifying innovations and best practices in field education that could be implemented in the school’s MSW program. Meetings are held four times during the academic year, at which times members make recommendations to the associate dean for field education to expand program capacity, enhance quality in field education, and contribute to the development of competent social work professionals.

**National Homelessness Social Work Advisory Council**
The National Homelessness Social Work Advisory Council was organized in 2016 to expand field placement sites that will enable interns to serve homeless families; integrate relevant content in the MSW curriculum that will broaden students’ knowledge and understanding of the range of professional work with homeless families; and sponsor research projects that examine the diverse issues and practice models applicable to serving this vulnerable population. Members include faculty, field instructors, faculty field liaisons, community service providers, students, legislators, and others who are committed to enhancing the quality of social work practice in this arena.
Section II: OVERVIEW OF FIELD EDUCATION

A. School of Social Work Mission Statement and Goals

All educational programs and activities at the UMSSW are informed by our mission, which is as follows:

*The mission at the UMSSW is to develop practitioners, leaders, and scholars to advance the well-being of people and communities and to promote social justice. As national leaders, we create and use knowledge for education, service, innovation, and policy development.*

Goals of the MSW Program

Several goals have the purpose of preparing students to:

- utilize a person-in-environment framework and a strengths-based perspective that recognize the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic and social;

- embrace social work’s fundamental mission to promote social, economic, and environmental justice, which requires practice with and on behalf of, vulnerable and oppressed populations, people of diverse backgrounds and needs, and within multiple systems, domestically and internationally;

- practice competently, working across the spectrum of social work with individuals, families, groups, organizations, communities, and society and build upon this strong foundation to practice at an advanced level in a method of concentration (clinical or macro social work) and an area of specialization;

- practice in a manner that reflects the values and principles underlying the *Code of Ethics* of the National Association of Social Workers (NASW);

- critically assess, implement and inform evidence-based and best practices in social work

- understand the critical influence of social policy on social work practice and to engage in advocacy for socially just policies at all levels of society; and

- pursue ongoing professional development to become highly skilled practitioners and the next generation of social work leaders.
B. Role of Field Education in the Master’s Program

Field education is a critical and required component of the Master’s curriculum, with specific professional competencies and associated behaviors that each student must demonstrate. These competencies are detailed below and the related behaviors are detailed in the syllabi for each of the field education courses.

It is through the integration of theoretical, research, and practice-oriented material presented in the classroom, and the opportunity for guided practice experiences available through field education that UMSSW students are prepared for professional practice. Through field education, students are provided the opportunity to apply the knowledge and skills learned in the classroom to real people and real situations, facilitated by the efforts of the agency field instructor, the faculty field liaison seminar instructor, and course assignments that draw upon field content.

The central goal of the field education component of the UMSSW’s Master’s Program is to prepare competent professional social workers. To that end, Field Education is guided by the Council on Social Work Education (CSWE) competencies that graduating MSW students acquire in a Master’s program. These competencies detail the fundamental practice behaviors students develop and use in their new roles as professional social workers. For more details about these practice behaviors, please see both the field syllabi and student learning agreements for foundation and advanced macro and clinical field placements. The nine core competencies as outlined by CSWE are as follows:

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

One of the purposes of this manual is to provide agencies, field instructors, and students with a description of the field education model for the MSW Program, as well as the standards, policies, and procedures utilized in the selection of placement sites and field instructors, the placement of students, and the assessment of the
student’s progress toward meeting professional competencies.

C. Field Education Model

The School utilizes a concurrent model of field education that requires students to take classroom methods courses while in field placement. Included in a student’s plan of study will be two different field placements: foundation and advanced. These placements are located in social service agencies, departments, or other service delivery systems throughout the Baltimore/Washington metro region. Field placements take place during traditional workday hours and begin in the fall and continue through the spring semester. It is important to understand that the OFE cannot arrange placements that are exclusively during evening and/or weekend hours.

C. 1. Foundation Field Practicum

Foundation placements are arranged by the OFE and are based on developing generalist skills in an agency that expands on the student’s previous experience. Since the development of competence is a lengthy and complex process, students must be able to work with different client systems and in agency settings to develop a solid base for practice. An agency may screen students in the same manner in which it screens employees. Students may be required to have an additional health examination, be tested for drug use, be fingerprinted for a criminal background clearance, and/or meet other agency requirements before beginning placement. Foundation year field placements are two full days a week (usually on Mondays and Wednesdays, or Tuesdays and Thursdays) for a minimum of fifteen (15) weeks each semester. Placements are generally within a fifty (50) mile radius of the student’s home.

Field Seminar -- Promoting Cultural Humility in Field Education

Field seminar is an opportunity for MSW students to meet in small groups to discuss their field experiences. Seminar is also a place where MSW students learn how to bridge material and concepts learned in the classroom with their practice experiences in field placement. Students in the foundation field placement at UMSSW will participate in monthly small group seminars designed to not only cover these essential elements of learning in the field, but also intentionally include conversations about difference, anti-oppression, privilege and cultural humility. These seminars will be led by liaison seminar instructors responsible for ensuring students exercise critical self-reflection and awareness as they move through their UMSSW field experiences. In field seminar, students will:

1. Become oriented to the principles and practice of social work.
2. Practice critical self-reflection to improve self-awareness, and awareness of the impact of self on developing professional identity.
3. Discuss issues of oppression, privilege and cultural humility, and integrate the practice of critical self-reflection within an anti-oppression, culturally humble framework.
4. Bridge material learned in class with the practical application of that material and other practices in field.
5. Discuss experiences and troubleshoot issues in field.

Field seminars will be held monthly, online, and for 90 minutes during field time (some exceptions may be necessary to accommodate student course schedules). Students are responsible for planning seminar into their schedules, notifying their field instructors of seminar times in advance, and appropriately planning ahead for coverage of field and client responsibilities during seminar times.

Course Requirements to Support the Foundation Field Practicum
Students must enroll in two consecutive semesters of the Foundation Field Practicum (SOWK 635 and SOWK 636) for a total of six (6) credits. In conjunction with these practicum courses, students are required to enroll in the following three methods courses which provide the theoretical and conceptual framework for foundation practice: SOWK 630 and SOWK 631 (must be taken in the fall semester) and SOWK 632 (required in the spring semester). A grade of “C” or better is required in the fall practice courses in order to proceed to the second semester. In addition, an overall grade point average of 3.0 or better for all foundation curriculum courses is required in order to proceed to the advanced curriculum. A grade of “Pass” is required in field practicum to proceed to the second semester field practicum and from the foundation to the advanced practicum.

Fall Semester:
SOWK 635 (Foundation Field Practicum and Seminar I)
SOWK 630 (Social Work Practice with Individuals)
SOWK 631 (Social Work Practice with Communities and Organizations)

Spring Semester:
SOWK 636 (Foundation Field Practicum and Seminar II)
SOWK 632 (Social Work Practice with Groups and Families)

C.2. Advanced Field Practicum

Advanced placements support the concentration and specialization that the student chooses as the focus for their advanced study. The concentrations and specializations are described below. Advanced year field placements are three full
days a week (Tuesdays, Wednesdays, and Thursdays) for a minimum of fifteen (15) weeks each. A student’s preference for a particular placement site is considered when arranging the placement. There is a course syllabus, student learning agreement, and student assessment for each of the two concentrations.

**Course Requirements to Support the Advanced Field Practicum**
Advanced field practicum builds on the foundation curriculum. Students must take two (2) consecutive semesters of advanced field practicum for a total of twelve (12) credits. In conjunction with field education, students are required to take a methods course each semester. The methods course requirements are specific to the concentrations and specializations. Students should consult the curriculum overview ([http://www.ssw.umaryland.edu/academics/curriculum_overview/](http://www.ssw.umaryland.edu/academics/curriculum_overview/)) and meet with the academic advisor (sswadvising@ssw.umaryland.edu) to be certain that they are fulfilling the requirements of their concentration and specialization. Students must receive a grade of “Pass” in their advanced field practicum and have a grade point average of 3.0 in order to graduate.

**Fall Semester:**
SWCL/SWOA 794 Advanced Field Practicum I
Advanced Methods Course

**Spring Semester:**
SWCL/SWOA 795 Advanced Field Practicum II
Advanced Methods Course

**Extended Field Placement**
A student applying for an advanced field practicum may request an extended field placement which requires them to be in a field placement two days a week from the beginning of the fall semester to the end of July. The request is made to and must be approved by the OFE. The competencies and associated behaviors for the extended placement students remain the same. Students who choose this field placement model follow a different field education calendar (see Appendix and website). Grading, for example, is on a different timetable. The extended student receives both the fall and spring semester grades later than the other field students and will receive their diploma in July rather than May. An evaluation of the student’s performance will be submitted via the EFN one week prior to the end of the field practicum. Once a student has begun a placement based upon this model, they will not be allowed to shift to the three-day a week model. Students make a commitment to the extended field schedule at the beginning of placement and are expected to remain in placement until the posted conclusion of the extended schedule. Students cannot accrue extra time to conclude field early.
The availability of an extended placement is dependent upon agency resources. Some agencies will not accept an advanced student who is requesting an extended placement because the nature of their service delivery models and the needs of their client population require the student to be in placement three days per week. The only exception to the three-day a week schedule is the extended field placement.

D. Concentrations

Advanced field practicum students are placed in settings that support their choice of primary concentration. The following concentrations are offered:

Clinical
The clinical concentration prepares students to provide direct service to individuals, families, and small groups in order to improve their quality of life and enhance their social functioning and to work with organizations and/or aspects of the community that have a direct impact on their lives. Clinical social workers are active in the promotion, restoration, maintenance, and enhancement of the functioning of their clients and client systems, and the prevention of distress and provision of resources.

Macro
The macro concentration prepares students for a wide and diverse range of positions in social planning, grassroots and non-profit administration, employee assistance, community organization, community economic development, political and social action, and policy analysis. Both classroom courses and field education combine social work practice principles, value bases, ethical concerns and skills with technologies and concepts drawn from related disciplines. Macro practitioners work at an organizational and inter-organizational level in order to plan, develop, organize, administer, and evaluate programs of social services on behalf of populations in need.

Secondary Concentration Option:
“Clinical/Macro” or “Macro/Clinical”

It is also possible to select a secondary concentration in conjunction with a primary one. Students who select a primary and secondary concentration (i.e., “Clinical/Macro”) are placed in their advanced field practicum based upon their primary concentration. For example, a student who chooses “Clinical/Macro” would be placed in a clinical placement. A secondary concentration will expose the student to some of the content from the other concentration through study in two classroom courses. A student interested in this educational plan would satisfy all of the requirements for either the clinical or macro concentration, including the
diversity requirement. The student would also complete two courses from the other concentration. Thirty-six (36) advanced credits are required at a minimum. Students choosing a secondary concentration must develop their plan of study carefully. For more information, please visit the curriculum overview (http://www.ssw.umd.edu/academics/curriculum_overview/).

E. Specializations

Advanced field practicum students are required to select a specialization, in addition to a concentration, as a focus for their advanced study. Each specialization focuses on a specific population and/or social issue, and students are expected to develop an in-depth understanding of the population served by the specialization. They are expected to develop the ability to analyze relevant social policy and to apply knowledge gained from relevant research as they develop the ability to effectively serve the particular population. Advanced students are placed in settings that support their choice of specialization.

The School offers the following five specializations:

Aging
The aging specialization prepares students for work with older persons and provides students with the requisite knowledge base for the field. This specialization prepares graduates to assist organizations and agencies in their efforts to help older persons function at the highest level possible in both community and residential settings. The aging specialization provides a basic knowledge of the field of aging, including knowledge of programs and policies directed toward older persons, as well as an ability to analyze and evaluate these programs. This specialization also provides a theoretical base that includes interdisciplinary content crucial to working in the field of aging, background in past and current research in the field and the opportunity to develop skills to work effectively with older clients and in programs and organizations targeted toward older persons and their needs. The specialization is available to students in both the clinical and macro concentrations.

Behavioral Health
The behavioral health specialization seeks to prepare students to play active roles in improving the behavioral health of people through the conception, development, and preparation for delivery and evaluation of mental health policies and social services in the mental health field. It prepares students to work in direct practice (clinical) and in organizations and agencies (macro) whose goals are to improve the mental health of the population. The behavioral health specialization provides students with a broad understanding of the mental health care field. It includes
knowledge building of mental health care programs and policies as well the ability to analyze and evaluate them, a sound theoretical base in the application of social work values and principles to mental health care, an understanding of mental health care research and opportunity to develop a specific social work method in the mental health care context. Special attention is paid to current trends in mental health care such as managed care, new advances in psychotropic drugs, and the use of cognitive behavior treatment. Students become familiar with how to treat and care for people with severe mental illness. The specialization is available to students in both the clinical and macro concentrations.

Families and Children
The families and children specialization prepares students for practice with families and children in a wide range of professional settings, including child protection and child placement, home-based services to families at risk, children’s group and residential care, school social work, child guidance, child and family service, parent education, juvenile and family courts, family violence programs, and child and family advocacy and policy development. Students are expected to develop both an in-depth understanding of the issues that face families and children and an ability to provide effective interventions. The specialization is available to students in both the clinical and macro concentrations.

Health
The health specialization seeks to play an active role in improving the health of people through the conception, development and preparation for delivery, and evaluation of health policies and social services in the health care field. It prepares students to work effectively in an increasingly complex system, to communicate with other health professionals and with a wide variety of patients and families, and to advocate for increased attention to the psychosocial aspects of health care. The specialization is available to students in both the clinical and macro concentrations.

Community Action and Social Policy (CASP) - Macro Only
Social workers specializing in community action and social policy help community organizations and agencies help themselves. They employ a grassroots, empowerment-based approach and collaborate with other disciplines and professions to create social and policy change, promote community development, and provide services to reduce poverty and economic and social inequality. During this era of social alienation, and economic degeneration of the poor and the middle class, the need for skilled professionals in social and community development, policy analysis, and policy advocacy has never been greater. Students in this specialization benefit from faculty expertise, a strong alumni and social network, and excellent resources. The SSW is in downtown Baltimore, yet only a short drive or train ride from the nation’s capital and social policy center, and near the state
This prime location provides a host of opportunities for students to participate in policy analysis and advocacy at the local, state, and national levels. In addition, the diversity of the Maryland-DC area provides ample opportunities for students in both rural and urban social and community action and development. This specialization is only available to macro concentrators.

The School offers the following two sub-specializations:

**Employee Assistance Programs (EAP)**

The employee assistance program (EAP) sub-specialization, available within the behavioral health specialization, has a special emphasis on EAPs, work/life programs, and managed behavioral health care. Faculty members at the SSW are recognized experts in EAP and related fields.

**Child, Adolescent and Family Health (CAFH)**

The child, adolescent and family health sub-specialization prepares students to work in programs for pregnant and parenting teens; services for children with chronic illnesses, disabilities or handicapping conditions; school-based health clinics; state and local public health departments; child health advocacy organizations and other related settings. Students are placed in CAFH agencies and take the health practice policy and human behavior courses as well as the child, adolescent and family health practice and research courses. Students who select this sub-specialization must complete all the health specialization requirements.

**Section III: FIELD EDUCATION STANDARDS AND REQUIREMENTS**

**A. Standards**

**A. 1. Standards**

Field education takes place only in approved practice sites with an approved field instructor. It is the responsibility of the OFE to approve both the placement sites and the field instructors. This approval process occurs prior to the placement of the student. Our field education model does not provide summer placements or weekend only placements.

The primary criterion for agency affiliation with the SSW is commitment to active participation as a partner in professional education for social work. This involves an acceptance of the basic mission and competencies of the School’s educational program and a readiness to invest staff time and other agency resources in student education.
Students in field education are expected to have field assignments appropriate for graduate social work practice and congruent with the competencies and practice behaviors of the particular field education course. The Foundation Field Practicum and Seminar has one syllabus, and in advanced field education, there is a different syllabus for each of the concentrations. Emphasis is placed on the teaching aspect of supervision for field education, and seminar participation by foundation students. Documentation is a critical part of the practice experience and must be submitted in a timely fashion. The specific requirements for documentation are listed under “Requirements of the Student” in the following section. The field instructor or the faculty field liaison or liaison seminar instructor may require additional documentation from the student. The student’s EFN provides the Learning Agreement, process recordings, and monthly or weekly reports that must be used and submitted by the student.

The field education calendar identifies important events and establishes the dates that specific assignments are due. The student, field instructor, and faculty field liaison are expected to work together to complete the required student assessment forms and submit them by the deadline.

Field education involves close cooperation of the agency, field instructor, faculty field liaison/seminar instructor, SSW, and the student. Each has a share in the development and on-going assessment of the field education experience. The following statements summarize the mutual expectations and responsibilities of each of the partners in field education.

A.2. Procedures to Approve Field Sites and Field Instructors

Selection of field agencies emphasizes the importance of ensuring agencies are able to provide generalist practice opportunities for students. When recruiting agencies for field education, the program ensures that practicum sites:

- Provide services which offer students the variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program’s objectives and goals for generalist field instruction.
- Demonstrate commitment to the agency’s participation in professional social work education, where the agency’s executive director or, in the case of large organizations, the director of a large department identifies a staff member who will serve as the agency coordinator to work with the School.
• Agree to provide opportunities for students to demonstrate competencies and identify behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes.
• Ensure the availability of case materials and projects for instructional use by students, subject to the guidelines of confidentiality.
• Adjust the field instructor’s workload to assure adequate time to meet student’s learning needs and to attend seminars and other meetings related to field education (i.e., one of direct supervision per student per week; attending orientations and trainings at the School, on-going availability to students, etc.).
• Orient students to both the service delivery system and the population served. The orientation will include a personal safety plan for the student.

Selecting and Approving Practice Field Sites: The Initial Steps
• An employee of a practice site contacts the OFE and inquires about the process of becoming an approved site. The caller will be given the information listed below.
• Field coordinators from the SSW recruit new sites by participating in career fairs, training programs, and learning of new practice sites in the community from colleagues.
• Students, alumni, members of the Field Advisory Counsel, faculty, field liaisons, and other agencies can suggest practice sites that are interested in accepting students for field education.

Process:
• The interested practice site must submit an agency application electronically. This can be done by the agency administrator, a social worker employed at the site, or the practice site student field coordinator (http://ssw.umd.edu/field-education/agency-notebook/).
• The application requires that the practice site have a social worker on staff who is interested in working with a student. The social worker must:
  a. Have a MSW from a CSWE accredited program.
  b. Have three (3) years of post MSW experience.
  c. Have worked at the practice site for six (6) months.
  d. Be on site at least fifty percent (50%) of the time that the student is in placement at the agency.
  e. Be licensed in the state in which they practice (LMSW, LCSW, LCSW-C).
  f. For pilot demonstrations in field education, the amount of time in the position and at the placement agency may vary.

• If the above requirements are met, a SSW field coordinator will contact the practice site to arrange a visit. The field coordinator assesses the physical environment, the range and depth of available experiences for foundation and advanced students, and the field instructor’s ability, willingness, and time to
take on a teaching role, and to meet the orientation and training requirements of the School. The goals and competencies of the school are shared with the field instructor as well as the field assessment tools. For placements taking foundation students, the coordinator will also assess the site for internet access and appropriate space for students to participate in seminar, or secure agreement from the agency that foundation students may leave the site in order to find an appropriate place to participate in seminar.

• The field coordinator completes a “Field Education Site Visit Form” with his/her recommendation to approve or not to approve the practice site.
• If the agency is approved, the field coordinator submits the site visit form and agency application to the program manager and informs the practice site that they have been approved.
• The practice site receives an email with an Affiliation Agreement signed by the Associate Dean for Field Education. The practice site must return the Affiliation Agreement with a signature.
• The practice site is approved in the EFN. A student cannot be placed until the Affiliation Agreement has been signed by both parties.
• The practice site should provide opportunities for students to demonstrate mastery of competencies and practice behaviors specific to the student’s concentration.
• The practice site is provided with a link for the expectation of field sites. This information is also available on our web page at: http://www.ssw.umaryland.edu/media/ssw/field-education/Expectations_of_the_Agency.pdf.

Selecting and Approving Field Instructors
• A social worker can be recruited to be a field instructor if the practice site where they work is an approved site by the SSW. The social worker can be recommended by a field coordinator, faculty, staff, students, or practice site personnel.
• A social worker can call the OFE directly requesting information on how to become a field instructor for the School. The Social Worker must receive written approval from the agency director, or their supervisor, or the practice site student coordinator. If the practice site is not an approved site, an application by the practice site and the potential field instructor needs to be completed and submitted.
• Approved practice sites can designate a field instructor or a social worker can volunteer to provide field education for a student.
• The potential field instructor must go to the OFE’s website and fill out an application. The requirements for becoming a field instructor are on the website.
• A field coordinator checks the application for accuracy, the letter of recommendation from the social worker’s supervisor, a resume, and that the
credentials and time requirements meet the SSW criteria. If the application is not complete, it remains in pending status and the social worker is asked to complete the application process. A deadline for pending status is set by the field coordinator reviewing the application.

- When the application is complete and the required criteria are met, the field coordinator accepts the application.
- The OFE is notified and the new field instructor receives a letter confirming their status. A password and user name is provided to the new field instructor in order to access the EFN.
- New field instructors attend an orientation prior to the beginning of the academic year.
- Field instructors who supervise advanced students are expected to have expertise in the student’s concentration or specialization.

B: Requirements

B.1. Requirements of the Agency

1) The agency’s executive director is committed to participating in professional social work education. They should identify a staff member who will serve as the agency coordinator to work with the School.

2) The agency and SSW will enter into an agreement regarding the mutual expectations for affiliation prior to a student’s placement.

3) The agency should provide the variety, quality, and quantity of learning experiences appropriate for the type and level of field education: foundation/advanced clinical or macro.

4) The agency will ensure the availability of case materials and projects for instructional use by students, subject to the guidelines of confidentiality.

5) The agency will provide the physical facilities necessary to accommodate students, including internet access and space for field seminar, or, release from field for students who must relocate in order to participate in seminar.

6) The agency will reimburse students for agency-related expenses (i.e., travel expenses from the agency to home visits).

7) The agency should provide the opportunity for students to attend staff meetings and have other appropriate collegial and professional exchanges.

8) The agency must have an approved field instructor at the field placement site at
least 50% of the time that the student is assigned to be there.

9) The agency will adjust the field instructor’s workload to assure adequate time to meet student learning needs and to attend seminars and other meetings related to field education (i.e., one hour of direct supervision per student per week; foundation student participation in field seminar; attending orientations and trainings at the School, on-going availability to students, etc.).

10) The agency will orient students to both the service delivery system and the population served. The orientation will include a personal safety plan for the student. For additional information, please visit www.ssw.umaryland.edu/field_education/notebookagency.html.

B.2. Requirements of the Field Instructor and Task Supervisor

Requirements of the Field Instructor
This is an instructional role with the student; the field instructor is part of the teaching team, along with the faculty field liaison and the field coordinators.

1) Persons selected to be field instructors must have:
   • An MSW from a CSWE-accredited program.
   • Three (3) years of social work experience beyond receiving the MSW degree.
   • Worked at the site for at least six (6) months.
   • A presence on site for at least 50% of the time that the student is assigned to be there.
   • Licensed at the graduate level (LMSW, LCSW, LCSW-C) in the state in which s/he practices (exceptions can only be made by the Assistant Dean for Field Education).
   • For pilot demonstrations in field education, the amount of time in the position and at the placement agency may vary.

2) New field instructors are required to attend a new field instructor orientation. Orientation sessions are held prior to the beginning of the academic year. Continuing education units (CEUs) are awarded for attendance.

3) The field instructor should become familiar with the CSWE competencies and consistently use the appropriate field education curriculum to develop clear expectations of student performance. The course practice behaviors for each level of placement are contained in the field course syllabi. Visit http://www.ssw.umaryland.edu/academics/course-offerings/ to obtain a copy of the field syllabi for SOWK 635, SOWK 636, SOWK 794, and SOWK 795.

4) The field instructor will develop learning opportunities for each identified social work competency in relation to the curriculum, and make specific
assignments in consultation, as needed, with the faculty field liaison. If the field instructor experiences difficulty developing opportunities for students to achieve each of the social work competencies, they should contact the liaison for assistance.

5) The field instructor must provide weekly 1:1 educational supervision of at least one hour. The field instructor must review and approve student timesheets as part of the monthly report.

6) The field instructor must provide timely review and approval of all student materials. For instance, the student will prepare assessment materials for review by the field instructor (i.e., process recordings, case presentations, client documentation and projects, monthly reports and work hours submitted by the student) in the EFN.

7) The field instructor will provide clear constructive feedback to the students on an ongoing basis about their performance using assessment tools, such as process recordings, minutes of meetings, and other assessments specified in the Learning Agreement.

8) The field instructor and student will collaborate and develop an individual Learning Agreement within the first month of the student’s placement. A copy of this agreement will be submitted to the student’s EFN for approval.

9) The field instructor must follow school guidelines in recommending grades by assessing performance relative to the CSWE competencies and practice behaviors as outlined in the syllabus and Learning Agreement. Recommended grades are not based on effort or potential, but on actual performance.

10) The field instructor should include the student in preparation of the mid-semester and end-of-semester assessments. The student is expected to indicate in the EFN that they read the assessment and had the opportunity to make comments.

11) The student assessment must be submitted to the student’s EFN on the required date in order for the faculty field liaison to review the ratings and assign the grade for the student.

12) The field instructor may act as a resource for students as they complete agency-based class assignments. Students are expected to have consulted their field instructor concerning confidentiality of agency and client information.
13) The field instructor should provide early and on-going feedback on the student’s progress to the faculty field liaison, and meet with the liaison at the time of the liaison’s site visit.

14) The field instructor is expected to inform the faculty field liaison promptly of any concern or problem with the student’s performance or change in the agency’s ability to meet the expectations for providing a field placement for the student, including the Instructor’s extended leave of absence from the agency. For additional information, please visit: [http://www.ssw.umaryland.edu/field-education/field-instructor-notebook/](http://www.ssw.umaryland.edu/field-education/field-instructor-notebook/).

**Requirements of the Task Supervisor**

1) A task supervisor is designated by the field instructor to assist with the instruction of the student. Task supervisors typically assist field instructors with day-to-day operations that include, but are not limited to: assigning daily projects or tasks, assisting with agency orientation procedures, and assisting students with client interactions.

2) Task supervisors work under the immediate supervision of the field instructor.

3) Task supervisors may or may not be a licensed MSW.

4) Task supervisors are not required to attend any orientations or trainings offered by the school, but are welcome to do so if desired, or if requested by the field instructor.

5) Task supervisors must provide on-going feedback on the student’s performance to the field instructor.

6) Task supervisors may act as a resource for students as they complete agency-based class assignments.

**B. 3. Requirements of School, Field Coordinator, and Faculty Field Liaison**

**The Role of the School**

1) The School will maintain on-going communication with the agency through the faculty field liaison who is considered the primary source of support and consultation to the field instructor and student.

2) The School will provide an orientation for all students at the beginning of their first field placement. The orientation will include a discussion of the
requirements and roles of the agency, field instructor, faculty field liaison, School, student, an overview of CSWE competencies and behaviors, a review of mandatory reporting requirements, a review of the NASW Code of Ethics, a discussion of the creation of a personal safety plan, and use of universal precautions.

The Role of the Field Coordinator
1) The field coordinator will approve all agency applications to determine the agency’s appropriateness for MSW students.

2) The field coordinator approves all new field instructor applications to determine the social worker’s eligibility to become a field instructor.

3) The field coordinator conducts periodic site visits to ensure the requirements of the SSW are continually met.

4) The field coordinator reviews student field applications and assigns students to field placements.

5) The field coordinator will provide an orientation for all new field instructors at the beginning of their first year as a field instructor.

6) The field coordinator will assist the faculty field liaison with resolving problems or critical situations that arise in the field, as needed and will meet with the student, field instructor and faculty field liaison as appropriate.

7) The field coordinator conducts site visits to screen for new agencies/field placements.

The Role of the Faculty Field Liaison
1) The faculty field liaison will become familiar with the nature of the field experiences within each agency they monitor.

2) The faculty field liaison will contact the field instructor and assigned students within the first month of academic year and be available on an as needed basis. If a faculty field liaison is not available for an extended period of time, they are required to inform in writing both the student and their assigned field coordinator. During this period, the field coordinator will serve as backup.

3) The faculty field liaison will have a minimum of one meeting each semester at the agency with the field instructor and student, and should include individual meetings with the student and field instructor followed by a joint meeting with all parties.
4) The faculty field liaison will review the student’s work prior to the time of the agency meeting. This can be in the form of process recordings, monthly reports and any other relevant agency projects or documents.

5) The faculty field liaison will read and provide timely comments on the student’s process recordings in the EFN.

6) The faculty field liaison will facilitate discussion regarding integration between class and field; and will provide consultation on educational matters and assistance in dealing with concerns the agency may have in relation to the student’s performance.

7) Upon review of the field instructor’s written assessment and recommendation, the faculty field liaison assigns the semester grade.

8) The faculty field liaison will provide prompt consultation to both the agency and the student in critical situations (See Section IV, A.5. “Procedures for Resolution of Field Education Problems”) and will meet with the student and the field instructor prior to recommending a resolution.

9) The faculty field liaison will provide, and encourage the student to provide, on-going feedback to the field instructor about the student’s evaluation of the field experience.

10) The faculty field liaison will advise the OFE of any problems that the agency or field instructor is experiencing which have (or are likely to have) an impact upon the ability of either to provide field education consistent with the standards, competencies, and practice behaviors established by the School. If the student is at risk of failing field or is experiencing difficulty, a Performance Improvement Plan (PIP) will be completed in collaboration with the field instructor and submitted to the OFE (see Appendix). If necessary, the PIP will incorporate extended time, including absences to be made up, in order for the student to complete the requirements of field education.

11) For foundation students, the faculty field liaison is also the seminar instructor for 90-minute, online seminars each month of the academic year (eight seminars total). Liaison seminar instructors will engage in initial, and on-going training to be fully prepared to navigate sensitive discussions about student experiences in field, especially with regard to cultural humility, difference, privilege, and anti-oppression.
B. 4. Requirements of the Student

1) The student is expected to meet the course competencies for each level of field education.

2) The student will adhere to the NASW Code of Ethics that serves as a guide for everyday professional conduct of social workers. The student is expected to read the Code of Ethics during the first week of field placement and is expected to adhere to ethical behavior in all contacts with and on behalf of clients. A copy is provided by the School, but they can be accessed by visiting (https://www.socialworkers.org/pubs/code/default.asp). Any questions the student has about the Code of Ethics should be discussed with the field instructor, the faculty field liaison and/or course instructors. Failure to adhere to the Code of Ethics may result in a hearing before the Student Review Committee for professional misconduct and dismissal from the field practicum and/or the MSW program.

3) The student must observe the confidentiality of agency information and records, as well as other confidentiality practices of the agency.

4) The student is expected to abide by all rules and regulations of the agency where they are placed and obtain written permission from the agency before submitting any agency material for publication or public dissemination.

5) The student shall neither accept, nor complete, a field placement in an agency where certain prior relationships exist, such as if a student:
   a) is a prior or current client of the agency;
   b) is a prior or present employee of the agency (except in the case of an employment-based field placement that has been approved in writing by the OFE);
   c) is a recent or current volunteer of the agency;
   d) has a relative or other close relationship among the staff in the agency.

   The student is expected to inform the field coordinator about any such relationship during the placement process. If the student is unaware of the prior relationship until after the placement has begun, the student is expected to notify the field coordinator immediately.

6) The student is not to begin employment with their field placement agency during the course of the academic year.

7) The student must submit, in advance of the regular weekly supervision
meeting, an agenda and documentation of their performance. This
documentation can include process recordings, case summaries, etc. At some
agencies, foundation and clinical students must also complete psychosocial
assessments for the field instructor’s review. If process recordings are not
completed, no grade will be recommended and assigned.

8) The student, in collaboration with the field instructor, shall develop a
Learning Agreement with the field instructor and submit it in the EFN
within the first month of the field practicum.

9) The student shall submit three (3) monthly reports (or weekly reports if
requested by their Field Instructor) and a minimum of three (3) process
recordings in the EFN each semester. Field instructors and/or faculty field
liaisons may require additional process recordings. For foundation students,
one of the six process recordings must be a macro process recording. If
process recordings are not completed, no grade will be recommended and
assigned. Students may not submit a process recording for an event or
interview which took place more than 30 days prior to submitting the
reflection.

10) The student shall participate in monthly, online seminars during the
foundation year. These seminars are a required part of the foundation field
curriculum. Students may be granted one (1) excused absence only for the
year from seminar. Any additional absences from seminar will require a
meeting with the Associate Dean of Field Education, or his designee, to
discuss absences and remediation; and may have a direct impact on the
student’s grade for foundation field. Students who do miss one seminar
must notify the liaison seminar instructor in advance of the absence
whenever possible, and will be required to complete a written assignment
given by the liaison seminar instructor that has relevance to the discussion
during the missed seminar.

11) The spring semester field practicum begins immediately after the start of the
New Year.

12) The student will not alter their field placement schedule without the consent
of the faculty liaison and field instructor and knowledge of field coordinator
and the Associate Dean for Field Education.

13) The student will adhere to the dress code established by the placement
agency.

14) The student is expected to be in field for the duration of the agency day (see
Section VII A6 – Field Education Hours, Holidays and Absences). If for medical reasons a student is absent from field three days or longer, an authorization to return to field must be issued by the student’s physician prior to resuming field placement activities. A copy is submitted to the field instructor, faculty field liaison and field coordinator in the OFE.

15) The student is required to keep and submit an accurate record of their completed and missed field days as a part of the monthly report. The student’s reporting of time is reviewed by the faculty field liaison and field instructor as part of the monthly report.

16) The student is responsible for their own transportation costs to and from the agency.

17) A student shall pay for malpractice insurance for each year they are registered for a field education course. The cost is included in the payment for regular school tuition and fees.

Section IV: INTERNATIONAL FIELD PLACEMENTS

The international field placement program provides social work students the opportunity to spend a semester abroad. Students are immersed in a foreign culture and gain a unique perspective on social work practices while completing an advanced field placement and coursework at either the University of Greenwich in London, England or at the Rajagiri College of Social Sciences located in Kalamassery, Cochin, India. Students are required to live in campus housing with our partnering universities.

Students must meet the minimum requirements for an international field placement:
- Currently enrolled at the SSW
- Fulfilled all Foundation year requirements
- Complete at least one additional semester at the SSW after the semester abroad
- Have a minimum 3.3 GPA in the the Foundation MSW program
- Have a declared area of specialization/concentration that fits the program's offerings
- Have a U.S. passport with at least one year remaining on his/her passport
- Meet all program timelines
- Have no history of referrals to the Student Review Committee
- Provide two letters of reference; one from a current or former field instructor, along with a second professional reference
• Complete an interview with program staff and be accepted

Students complete their entire advanced field placement and take two classes, one of which must be a methods class that matches their concentration and one of which is generally an elective. Therefore, the international programs consist of a total of eighteen academic hours, representing twelve hours of field education, and six hours of coursework. Field placements vary from year to year and have included a variety of projects focusing on child rights, micro-credit and entrepreneurship, natural resource management, women’s empowerment, homelessness, substance use, mental health, community development, and health.

While in placement in India or London, students must complete all required SSW learning agreements, weekly reports, and process recordings, and submit these through the EFN and as scheduled by their faculty field liaison. Students also must complete all assignments as directed by their field instructor. Field grades (Pass/Fail) will be assigned by the field liaison in consultation with the field instructors after a review of course evaluations. Additionally, students must complete all course assignments as required by their India or London classroom faculty. Course grades (Pass/Fail) will be submitted to the Office of Records and Registration at the SSW after documentation has been received from Rajagiri College and the University of Greenwich that all course requirements have been satisfactorily met.

Since the entire Advanced placement is completed during the international program, students will only be enrolled in the courses needed for graduation during their final semester(s) at UMB. Typically, this will be a total of four courses. Students are required to consult with the SSW Academic Advisor in order to complete a Plan of Study inclusive of

Section V: FACULTY FIELD PLACEMENTS

A faculty field placement is a social work field placement where the assigned field instructor is a clinical instructor employed by the UMSSW. Students complete their internship in a community-based agency under the direct supervision of a dedicated faculty member. The faculty field instructor assists the SSW to develop models for field education while informing the curriculum and serving the community. Faculty-based programs focus on three core outcomes: (1) service to the community, (2) instruction of students on evidence-based and evidence-informed services which incorporate elements of best-practice models, and (3) enhancing social work research. These faculty-based programs provide placements for foundation, advanced clinical and advanced macro students in a variety of specializations. In addition to the requirements for all field instructors, the faculty
field instructors develop and lead educational seminars to develop enhanced skills, participate in research projects, create instructional materials, and serve on various SSW committees. For more detailed information for each site, refer to the agency profiles in the EFN. From time to time, pilot demonstrations in addition to the program listed below, will be implemented to advance field education.

**V1. Promise Heights:**
Promise Heights was established in 2009 by the University of Maryland School of Social Work to improve educational outcomes for youth and ensure families are healthy and successful in the West Baltimore community of Upton/Druid Heights. In 2012, Promise Heights became a U.S. Department of Education Promise Neighborhood grantee—only one of 50 nationwide—to create a comprehensive community building model that supports residents of Upton/Druid Heights with educational, social, physical, and economic opportunities which provide them with the necessary tools to thrive in their schools, families, and careers.

Promise Heights includes the following programs:

**B’more for Healthy Babies:** A community-based partnership designed to improve birth outcomes and maternal and child health. (ADV MACRO)

**Early Childhood Mental Health Consultation:** School-based services which help to prepare children age birth through kindergarten for school readiness. Employs a two-generational approach, which focuses on creating opportunities for and addressing the needs of children, parents and families. They work with a variety of partners to offer the following services: adult education, case management, child care assistance, developmental and health screenings, family engagement activities, parenting classes, and play groups. Includes facilitation of Parent University: An eight-week parenting education program incorporating evidence-based interventions to increasing responsive parenting.

**Community Schools:** Provides a range of support for children and their families from health and mental health services to after-school enrichment and parent programming. There are five sites in the Upton/Druid Heights neighborhood: Eutaw-Marshburn Elementary School, Furman L. Templeton Preparatory Academy, The Historic Samuel Coleridge-Taylor Elementary School, Booker T. Washington Middle School for the Arts, and Renaissance Academy High School.

**Family Prosperity Program:** Financial case management, education, benefits screening, free income tax preparation, and housing support.

**Partnerships:** Working directly with Promise Heights' Director of Partnerships, interns will be exposed to a number of activities including, non-profit
administration, community organizing, political/social action, program development, evaluation, and event planning. (ADV MACRO)

**V2. Social Work Community Outreach Service (SWCOS):**

SWCOS' mission is to advance social justice through mutually transformative community-university partnerships. The vision of SWCOS is that all communities will be equitable and promote well-being, self-determination, individual and collective power.

SWCOS places students in the following programs:

**Family Connections:** Family Connections Baltimore, develops, implements, and tests trauma informed community-based family strengthening services that empower vulnerable families to achieve their safety, well-being, and stability. The program is committed to educating social workers and other professionals to use evidence-based models of practice. Practice principles guide interventions: community outreach; individualized family assessment; tailored interventions; helping alliance; empowerment approaches; strengths perspective; cultural competence; developmental appropriateness; outcome-driven service plans, and trauma responsive intervention.

**Positive Schools Center:** The goal of the Positive Schools Center is to promote positive, supportive and mindful learning communities where k-12 students and school staff can connect, develop and grow. The Center aims to partner with school districts to identify and collaborate around issues related to school climate and punitive discipline, especially when those issues result in high rates of suspensions and expulsions.

**Community Schools:** SWCOS' work with community schools supports educational goals while making wider use of school facilities for the benefit of the students, families, and the broader community. Community Schools provide a range of support for children and their families from health and mental health services to after-school enrichment and parent programming. There are four school sites: Wolfe Street Academy, Harlem Park, Wildwood and James McHenry.

**Peace Corps Fellows:** SWCOS is deliberately recruiting returned Peace Corps volunteers to enter graduate studies in social work and to assist with urban challenges. These individuals bring prior experience working with marginalized communities and foreign language skills to their tasks, making it easier to connect with foreign born populations.

**Neighborhood Fellows:** By placing SWCOS interns into at-risk neighborhoods we rebuild the social fabric of communities through coordinating block projects,
strengthening the housing market, reducing the risk of predatory lending and reaching out to new immigrants to include them in home ownership opportunities.

**Social Work in the Libraries:** Partners with Enoch Pratt Free Library to engage social work professionals in the library system through providing referral and support services to individuals and families, organizing support groups that foster peer network building among library patrons, increasing community volunteers, and training library staff around crisis intervention, accessing public benefits and supporting youth development.

**V3. Title IV-E Education for Public Child Welfare Program:**
The program is a partnership between the SSW and the Maryland Department of Human Services to prepare BSW/MSW candidates for public child welfare social work practice. Students are placed in a local Department of Social Services and work with families and children through Child Protective Services, Family Preservation, Foster Care, Kinship Care, or Adoption Programs in public child welfare settings throughout Maryland.

Students participate in specialized coursework, internships, and training workshops designed to teach best practice in the delivery of public child welfare services. Coursework, workshops, and field internships integrate a family strengths approach with core child welfare values, knowledge, and skill competencies. Motivational Interviewing is taught throughout students’ experience in the program through live supervision, field instruction assignments and working with standardized clients. Students receive tuition assistance and make a commitment to accept employment in Maryland’s public child welfare service programs after graduation.

**Section VI: DUAL DEGREE PROGRAMS AND PLACEMENTS**
The SSW participates in four dual-degree programs. Applicants to any dual degree program must apply separately to each program. Admission to one program does not guarantee admission to the other. The dual degree programs are:

- MSW and Leadership in Jewish Education and Communal Service
- MSW and Juris Doctor
- MSW and Master of Business Administration
- MSW and Master of Public Health
- MSW and Master of Public Policy
Section VII: OPERATIONAL POLICIES FOR FIELD EDUCATION

A. Policies

A.1 Field Education Placement Policies and Process

All placements are developed and approved by the OFE. Arrangements made between students and placement sites that have not been approved by the OFE do not meet the definition of a field placement and thus will not be eligible for academic credit. According to the CSWE Standard 3.2.5, “The School does not grant social work course credit for life experience or previous work experience.”

1) All three parts of the application must be submitted to the OFE before a student will be referred to a practice site for a placement interview.

2) There are four phases to the placement process. Each phase has specific time-frames and dates when completed applications are due. The specific timetable for a placement cycle is published in the Student Bulletin and on the OFE website.

Phase 1: Applications
The OFE surveys and recruits practice sites for participation in the field education program. Agency profiles are available for students to review in their EFN. Students may seek assistance from the OFE to complete applications and make decisions about placement interests.

Phase 2: Placement of Currently Enrolled Students
All applications from currently enrolled students are due in January.

Phase 3: Placement of Newly Admitted Students
Upon acceptance to the School and confirmation, newly admitted students will be given information about applying to field education.

Phase 4: Final Preparation for the Fall Semester
Placements are adjusted as required. Last minute changes at practice sites sometimes require a replacement before the semester begins. The OFE provides orientations for students and new field instructors. The OFE sends confirmation of students’ malpractice insurance coverage directly to participating agencies.

Foundation Field Practicum
All students who are requesting a foundation field placement are required to submit an electronic field placement application form, two narratives, and a resume to provide information about their interests, previous social service experiences and
social work educational goals. Foundation students are referred to placement sites that are able to provide them with generalist social work practicum experience. Please review the foundation field practicum section of the Field Education Manual (Section II, C).

**Advanced Field Practicum**

All students who are requesting an advanced field practicum are required to submit an electronic field placement application form, two narratives, and a resume (which includes their foundation year placement) to provide information about their interests, previous social service experiences and social work educational goals. Advanced level students choose a concentration and specialization, and may also indicate their preferences for particular placement sites. Please review the Advanced Field Practicum section of the Field Education Manual (Section II, C) for a more complete description of advanced field practicum.

1) Referrals of students to specific placement sites occur during phases two and three of the placement process. Both the agency/placement site and student receive an email notice of the referral, and the student must contact the agency to schedule an interview within one (1) week.

2) Agencies may require additional screenings and/or information from students such as previous evaluations, references, drug screening, and criminal background check. Such requests and costs will be handled between the agency and the student.

3) After the interview, the agency coordinator accepts or declines the referral in the EFN.

4) If at any point, after filing a field placement application, the student determines they will not be going into a field placement as planned, the student is expected to notify the OFE at (410) 706-7187 or by email at fieldeducation@ssw.umd.edu, as well as the placement site to which the referral was made.

5) Faculty field liaison assignments are made to students and practice sites in late August. When finalized, every faculty field liaison’s contact information can be viewed in the EFN. Faculty field liaisons should not be contacted before the beginning of the fall semester.

6) All new students are required to attend one of the scheduled field orientations prior to the beginning of their field placement. Orientations are scheduled prior to the first week of classes. The orientation is considered the 1st day of field and if missed, the student must schedule a makeup day.
A.2. Unsuccessful Field Placement Process Interviews

As part of the placement process, students are required to successfully interview and be officially accepted by a placement site. If a student is not accepted for placement after the initial interview, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. However, if the student is not accepted subsequently for a second field placement site, the student may be required to meet with the Associate Dean for Field Education to review their interview experiences and determine if a placement can be made for the current semester.

A.3. Employment-Based Field Education Policy

An employment-based field education option is available for students who would like to have a field placement at the agency where they are employed. To be eligible for this option:

• The student must have been an employee, in good standing, for at least 6 months prior to the start of the academic year in which they are applying for an employment-based placement.

• The placement must meet the same criteria set for non-employment based field sites.

• The student submits a pre-screening form for an employment-based field education placement to the OFE along with their application for a field placement. After review of the pre-screening form, OFE will notify the student if they are eligible to apply for an employment-based field education placement. If eligible, a student must submit an electronic proposal for employment-based field education.

A copy of the Employment-Based Field Education Pre-screening and Proposal Form is available in the EFN.

In order for a proposal to be approved, the agency and the student’s supervisor must ensure the availability of release time for course work and field education. Release time must be sufficient for the student to complete the requirements for field education. Foundation and advanced extended students are required to spend two agency days per week in the field. Advanced students are required to spend three agency days per week in the field. Field assignments and supervision must differ from tasks associated with the student’s employment. The plan for field education must be educationally focused, not centered solely on agency services,
and must meet the criteria applicable to all of the School’s field education placements.

Employment-based field education placements will be approved for organizations with multiple divisions that are able to demonstrate their capacity to permit the student to work in a diverse practice setting and to achieve the core competencies. The agency must be able to demonstrate that the student’s employment responsibilities and assignments are separate and distinct from the proposed field education assignments. This can be accomplished, in part, through reassignment of the student to another unit, division, or department, which may or may not be in the same physical location, for the days the student is in field. A change in physical location can include, but is not limited to, a change in desks, department within the same building, or department in a satellite building. Some agencies may not be large enough to meet the criteria for an employment-based field education placement.

The student must have a field instructor that is different from their work supervisor. The field instructor must meet the requirements of the SSW. Field instructors and assignments within the agency must be approved by the OFE prior to the student being referred to the agency for an employment-based field education placement. The transfer to the new unit, division, or department should begin on the first day of field education.

A.4. Procedures for Resolution of Field Education Problems

Should problems in the field placement impact the student’s ability to learn or the field agency’s ability to provide services, the student, field instructor and faculty field liaison share responsibility for addressing the issues as soon as they become evident. In case of sexual harassment, discrimination, or disability related issues, the University of Maryland, Baltimore campus policies will apply. Please refer to sections A10, A11 and A12 for applicable policies.

If the student’s personal safety is thought to be at risk, or if there has been alleged unethical behavior on the part of the student or field instructor, the student and/or field instructor must immediately contact the faculty field liaison, field coordinator, and/or Associate Dean for Field Education verbally for direction. The faculty field liaison, in consultation with the field coordinator, will provide a written description of the situation within five (5) working days to the Associate Dean for Field Education. More information on the SSW’s Student Grievance Committee may also be found in the Student Handbook (http://www.ssw.UMaryland.edu/students/student-handbook/).
For all situations NOT involving sexual harassment, discrimination, student safety or alleged unethical behavior, the following procedures will be followed:

1) The student and field instructor will attempt to resolve the problem together. If this is unsuccessful, either one or both will inform the other of their intention to seek additional help and should contact the faculty field liaison immediately.

2) The faculty field liaison has the authority and responsibility to mediate the problem and is expected to communicate with both the Student and the field instructor within five (5) working days of receiving notification of the problem.

3) The faculty field liaison will seek to mediate a resolution that supports the learning process for the student, the ability of the field instructor to provide instruction and the agency to serve its clients.

4) It is the expectation that, through mediation, the problem will be resolved and the field placement maintained. In most situations, the presenting problem may be viewed as an opportunity for the student to learn more about resolving professional conflicts, their own presentation of self, learning style, and interpersonal skills, and as an opportunity to strengthen and support the field education process at the agency.

5) If the problem cannot be resolved, the faculty liaison will notify the appropriate field coordinator immediately. The field coordinator will make a decision regarding the continued viability of the field placement in consultation with the faculty field liaison and notify the student and field instructor in writing.

6) Depending on the nature of the problem, the action taken by the School could range from developing a performance improvement plan, reassigning the student to another agency, referring the student to the Student Review Committee and/or to assigning the student a failing grade for field education (see Student Handbook).

7) At any point in the field placement, the field instructor may request immediate removal of the student from the field placement agency. Removal could be related to the student's behavior or performance. A field instructor can request immediate removal of the student should they deem that continuing the student seriously places at risk the quality of services delivered to clients and/or the reputation of the field placement agency. Examples of unprofessional performance can include, but are not limited to a lack of commitment to the values and ethics of the social work profession; exhibiting professional inappropriateness; inability to establish and
maintain positive and constructive interpersonal relationships with clients and field instructors; inability to perform professional duties due to personal problems, refusal to accept and follow through on field placement assignments, inability to accept constructive feedback from the field instructor and/or faculty liaison, attendance problems or failure to communicate with field instructor about schedule difficulties; consistent lateness; inability to meet deadlines or complete work; inability to apply professional skills and knowledge gained through classroom learning to the field experience; violating the NASW Code of Ethics; etc. Failure to meet a Performance Improvement Plan can also be grounds for removing a student from placement.

8) In the event a student withdraws from field during the semester or receives a failing grade, they must repeat field starting the same semester in the next academic year. Hours completed during the semester in which the withdrawal occurred are not transferable to a subsequent semester.

9) If the student is not in agreement with the decision made by the field coordinator, the student may appeal the decision to the Associate Dean for Field Education by making a written request within five (5) working days.

10) The Associate Dean for Field Education will review all appeal requests and render a written decision to the student within five (5) working days of receipt of the appeal.

11) Consistent with School policy, grading decisions may be referred to the Student Grievance Committee (see Student Handbook).

12) If a student is reassigned to a new placement site, a new Learning Agreement must be completed within the first month of placement. The student is responsible for making up missed days.

A. 5. Liability Insurance for Field Placement Agencies

Each year, the SSW provides liability insurance to cover its students against exposure at their field placement agencies. At the beginning of the academic year, the OFE distributes an insurance certificate to each approved agencies at which students are placed. Questions regarding this matter should be directed to the Associate Dean for Field Education.

A.6. Field Education Schedule

All MSW students completing both the foundation generalist and advanced specialized curriculum at either the Baltimore or the Universities at Shady Grove
campus must complete a minimum of 64 days of foundation and 84 days of advanced supervised field practicum to graduate. We believe exceeding the minimum time required by CSWE for field education enhances student learning. The number of days is required for graduation by all students, including those in employment-based placements, dual-degree programs, international placements, and entering the program part-time.

Students must spend the contracted number of days in the agency, on a regular schedule. The foundation field practicum is a total of two (2) days each week for a minimum of fifteen (15) weeks each semester as well as eight (8) monthly field seminars. Advanced year field placements are three (3) full days a week (usually Tuesdays, Wednesdays and Thursdays) for a minimum of fifteen (15) weeks each semester. Students are expected to adhere to the agency’s definition of a day in field. Once a field schedule is established, any modifications must be approved by the field instructor and the faculty liaison.

Absences
Students must notify the field instructor promptly in case of any absence due to illness, religious observance, or unforeseen circumstance. An appropriate written plan must be developed with the field instructor in consultation with the faculty field liaison for making up the time and work resulting from either a short or a prolonged absence beyond two agency days per academic year. In the case of frequent absences from the field agency, the field instructor should seek the advice of the faculty field liaison to resolve the matter.

Foundation Field Seminar Attendance
Students must participate in monthly, online seminars during the foundation year. These seminars are a required part of the foundation field curriculum. Students may be granted one (1) excused absence only for the year from seminar. Any additional absences from seminar will require a meeting with the Associate Dean of Field Education, or his designee, to discuss absences and remediation; and may have a direct impact on the student’s grade for foundation field. Students who do miss one seminar must notify the liaison seminar instructor in advance of the absence whenever possible, and will be required to complete a written assignment given by the liaison seminar instructor that has relevance to the discussion during the missed seminar.

Students participating in Faculty Field Placements (Promise Heights, SWCOS, Title IVE) will participate in those program seminars, and should follow the attendance and make up policies for those specific programs.
School of Social Work (SSW) Committees
Students who are appointed as representatives to organizational meetings at the SSW, including but not limited to the Master’s Program Committee, concentration sequences, Foundation, Search, Student Affairs, Field Advisory Committee and the Field Curriculum Committee, may be granted time from field education not to exceed 30 hours per academic year to participate in these decision-making bodies. The OFE will obtain an official list of student representatives from the Student Government Association (SGA) each semester. These absences must be requested by the student and approved by the placement site field instructor prior to leaving the field placement site. Students may be able to integrate the committee experience with field practice through feedback to the field instructor in supervision.

Holidays
Students are excused from field education on the following holidays observed by the SSW: Thanksgiving (two days), a portion of Winter Break (students return to field immediately after the start of the New Year), Martin Luther King Jr.’s Birthday, Spring Break, and other holidays officially observed by the placement site. Please check the field education calendar for the dates. Students at placements that observe a spring break different from UMB’s spring break must attend field placement during UMB’s spring break. Students who miss time in the field to observe a religious holiday are expected to make-up the time they have missed, beyond two agency days per academic year.

Inclement Weather
The student is expected to be in the agency on field days if the agency is open despite inclement weather, such as storms, extreme cold, snow, flooding, etc. If the student is absent when the agency is open, this time must be made up in the same semester. If the agency is closed due to inclement weather, those missed days do not need to be made up.

Foundation Field Seminar takes place in an online forum and therefore may still be held if an agency site or the SSW is closed due to inclement weather. Should the Liaison Seminar Instructor cancel the Foundation Field Seminar due to inclement weather or other reason, the session will be rescheduled for another date.

Agency Closure
The student is required to contact the field instructor for instructions if the practice site is closed on a day that the student is scheduled to be there. The field instructor may develop an alternative assignment for the student or may excuse the student for that day.
A. 7. Grading

A mid-semester assessment is completed for all students for the fall and spring semesters. In addition, the field instructor and faculty field liaison jointly prepare a Performance Improvement Plan (PIP) if a student’s performance is unsatisfactory or if they are at risk of receiving a failing grade in field (see Appendix).

Students are graded on a “PASS/FAIL” basis, using the assessment format that is consistent with the course competencies and practice behaviors for each level of field education. At the end of each semester, the agency field instructor, with advice and consultation of the faculty field liaison, reviews the student’s performance with the student, documents the student’s level of performance and recommends a grade of “PASS or FAIL.” The assessment must be submitted to the student’s EFN on the required date. The faculty field liaison, upon review of the assessment, assigns and submits the grade.

A.8. Incomplete Grade Policy

Occasionally, a student is unable to complete the requirements of field education on schedule. In such instances, the student will receive an incomplete grade. A copy of the Incomplete Grade Policy and Request for an Incomplete Grade Form are provided in the Appendix.

A. 9. Stipends

There are a limited number of field placements that offer stipends. For example, the School administers stipends for Title IV-E Child Welfare and Child, Adolescent and Family Health. All other stipends are offered by placement sites directly to the student. These stipends are awarded yearly, at the discretion of the practice site and are generally agreed upon prior to placement.

A.10. Sexual Harassment Policy

The University of Maryland, Baltimore (UMB) is accredited by the Middle States Association of Colleges and Schools. The UMB is an equal opportunity institution with respect to both education and employment. In educational programs, UMB does not discriminate on the basis of race, color, religion, age, ancestry or national origin, gender, sexual orientation, physical or mental disability, marital status, or veteran status. Exceptions are made as allowed by law; for example, due to bona fide occupational qualifications or lack of accommodations for disabilities that fundamentally alter the nature of an academic program.
UMB is committed to fostering an environment in which its students, faculty and staff are free from sexual harassment and violence or illegal discriminatory practices. These behaviors impede learning and positive working conditions and, therefore, are not tolerated. The policies and procedures outlined below have been developed to ensure the safety and well-being of all members of the University community.

- **UMB Notice of Non-Discrimination** [VI-1.00(C)]
- **UMB Behavioral Evaluation and Threat Assessment Policy** [XI-3.00(A)]
- **Title IX Related Policies** (Sexual Misconduct and Gender-Based Discrimination)
- **Disability Services**
- **School-Specific Grievance Procedures**

**ADMINISTRATIVE REMEDIES:** A student who believes they have been sexually harassed by a field instructor or other personnel within the field placement site, is encouraged to report an incident of sexual misconduct by contacting a member of the Title IX Compliance Team directly or by submitting an on-line report form at the UMB link: [https://www.umaryland.edu/oac/areas-of-responsibility/report-a-concern/report-sexual-misconduct/](https://www.umaryland.edu/oac/areas-of-responsibility/report-a-concern/report-sexual-misconduct/)

You may file an anonymous report through the UMB Ethics Point Hotline: Dial toll-free: 866-594-5220, or report online at [www.ethicspoint.com](http://www.ethicspoint.com) and choose *File a Report*. In case of emergency, please contact the local police at 911 or Campus Police at 711 (internal) or 410-706-3333 (external). Please refer to the Student Handbook for additional information on this matter if you feel you have been sexually harassed by SSW faculty, staff, or fellow students. Information on sexual harassment, violence and nondiscrimination can be found by visiting the following website: [http://www.umaryland.edu/oac/](http://www.umaryland.edu/oac/)

**A. 11. Policy on Non-Discrimination**

Title IX prohibits discrimination on the basis of sex in UMB’s programs and activities. The current policies and procedures regarding prohibited sex discrimination are:

- **UMB Student Sexual Orientation Non-Discrimination Policy and Procedures** [VI-1.05(B)]
- **UMB Policy Prohibiting Sexual Misconduct and Other Sex and Gender-Based Discrimination** [VI-1.60(A), *effective March 30 2015*]
• **UMB Procedures for Adjudicating Complaints Against UMB Personnel of Sexual Misconduct and Sex and Gender-Based Discrimination** [VI-1.60(B), effective March 30 2015]

• **UMB Procedures for Adjudicating Complaints Against Students of Sexual Misconduct and Sex and Gender-Based Discrimination** [VI-1.60(C), effective March 30 2015]

Unwelcome sexual advances, unwelcome requests for sexual favors, and other behavior of a sexual nature constitute sexual harassment when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment by UMB or an individual’s participation in a UMB educational program, or;

Submission to, or rejection of, such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or;

Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.

**REPORT SEXUAL MISCONDUCT:** UMB does not tolerate discrimination in any form. All discrimination should be reported promptly. A student who believes they have been sexually harassed by a field instructor or other personnel within the field placement site should report the matter to their faculty liaison. The faculty liaison shall report this situation to the Office of Field Education who is required by University policy to report the situation to the UMB Title IX coordinator. View the UMB link: [https://www.umd.edu/oac/areas-of-responsibility/report-a-concern/report-sexual-misconduct/](https://www.umd.edu/oac/areas-of-responsibility/report-a-concern/report-sexual-misconduct/)

**A. 12. Policy on Americans with Disabilities Act (ADA) Disclosures and Accommodation Requests**

If you are requesting accommodations under the ADA for field education, please contact the Associate Dean for Student Affairs (sswstudentaffairs@ssw.umd.edu) as soon as possible. The Associate Dean for Student Affairs is the liaison to the Educational Support and Disability Services (ESDS) office ([http://www.umd.edu/disabilityservices/](http://www.umd.edu/disabilityservices/)) and can assist you in applying for the support you need. You may also begin an application for accommodation with ESDS by clicking here: [https://cf.umd.edu/disabilityservices/apply.cfm?CFID=16019984&CFTOKEN=60470378](https://cf.umd.edu/disabilityservices/apply.cfm?CFID=16019984&CFTOKEN=60470378). Taking these steps will enable the Office of Field Education to work
closely with you to ensure your needs for accommodation are met. Disability accommodations are not retroactive nor provided until approval has been completed with this office.

UMB is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008.

UMB will not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or other aspects related to a student’s participation in an academic program of UMB.

While a student’s request for accommodation is always considered, the Office of Educational Support and Disability Services (ESDS) engages in an interactive process to devise a plan that is acceptable to the University, the School, and the student. Determination of whether an accommodation is reasonable is made by ESDS in consultation with School liaison and other appropriate campus personnel. In keeping with the provisions of the ADA, an accommodation will not be approved: (1) that is incompatible with the technical standards for admission to, and completion of, the program; (2) that alters the fundamental nature of the academic program; (3) that would result in a risk to the health or safety of the student or another individual; or (4) that would result in undue hardship to the University.

A decision that an accommodation would result in undue hardship due to its cost must be approved by the Assistant Vice President of Student and Academic Affairs. Proposed accommodations will also incorporate any school specific practices for handling of disabilities. UMB may offer alternative accommodations that differ from those suggested by the student.

UMB students and applicants may allege violations of this policy by following the Guidelines and Process for UMB Student Grievances. However, students and applicants are encouraged to resolve alleged violations and complaints informally by contacting ESDS.
# A. 2019-2020 Field Education Calendar

## Field Education Calendar 2019-2020 Academic Year

<table>
<thead>
<tr>
<th>All Foundation and Advanced Students on REGULAR Schedule</th>
<th>Advanced Students on EXTENDED Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8/19</strong> General School Orientation for all New Students 9:00 – 2:00</td>
<td>8/19 General School Orientation for all New Students 9:00 – 2:00</td>
</tr>
<tr>
<td><strong>8/20, 8/22 – 8/23</strong> Foundation Student Field Orientation (Tues, Thurs, and Fri) Orientation will be from 8:30 - 5:00 each day</td>
<td>8/20, 8/22 – 8/23 Advanced Standing Field Education Orientation (This is only for new students to the school) 1:00 – 5:00</td>
</tr>
<tr>
<td><strong>9/3</strong> Tu/Th Foundation Students AND Advanced Students – FIELD BEGINS</td>
<td><strong>9/3</strong> Extended Students – FIELD BEGINS</td>
</tr>
<tr>
<td><strong>9/4</strong> M/W Foundation Students – FIELD BEGINS</td>
<td><strong>9/7</strong> Learning Agreements Due To Faculty Liaisons</td>
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<tr>
<td><strong>9/27</strong> Learning Agreements Due To Faculty Liaisons</td>
<td><strong>10/5</strong> Monthly Report and Process Recording due</td>
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<tr>
<td><strong>10/5</strong> Monthly Report and Process Recording due</td>
<td><strong>11/5</strong> Monthly Report and Process Recording due</td>
</tr>
<tr>
<td><strong>10/18</strong> Mid-Semester Student Assessment/Evaluation due</td>
<td><strong>11/8</strong> Mid-Semester Student Assessment due</td>
</tr>
<tr>
<td><strong>10/29</strong> Last Day to Drop Class for the Fall Semester</td>
<td><strong>11/28-12/1</strong> THANKSGIVING BREAK - NO FIELD</td>
</tr>
<tr>
<td><strong>11/5</strong> Monthly Report and Process Recording due</td>
<td><strong>12/5</strong> Monthly Report and Process Recording due</td>
</tr>
<tr>
<td><strong>11/28-12/1</strong> THANKSGIVING BREAK - NO FIELD</td>
<td><strong>12/14 -1/2</strong> WINTER BREAK FOR ADVANCED EXTENDED STUDENTS</td>
</tr>
<tr>
<td><strong>12/5</strong> Monthly Report and Process Recording due</td>
<td><strong>1/2</strong> Fall Semester of Field Education Resumes</td>
</tr>
<tr>
<td><strong>12/6</strong> Fall Field Student Assessment/Evaluation due</td>
<td><strong>1/31</strong> Field Student Assessment/Evaluation due</td>
</tr>
<tr>
<td><strong>12/13</strong> Last Day of Field Education For The Fall Semester</td>
<td><strong>2/8</strong> Fall Semester Ends For Students</td>
</tr>
<tr>
<td><strong>12/14-1/2</strong> WINTER BREAK</td>
<td><strong>2/11</strong> Spring Semester Begins For Students</td>
</tr>
<tr>
<td><strong>1/2</strong> Spring Semester For Field Education Begins For Students</td>
<td><strong>3/5</strong> Monthly Report and Process Recording due</td>
</tr>
<tr>
<td><strong>1/10</strong> Deadline to Submit Field Applications - Current Students Registering for Field 2020-2021 Academic Year</td>
<td><strong>3/15-3/22</strong> SPRING BREAK - NO FIELD</td>
</tr>
<tr>
<td><strong>2/5</strong> Monthly Report and Process Recording due</td>
<td><strong>3/20</strong> Last Day to Drop a Class</td>
</tr>
<tr>
<td><strong>2/14</strong> Mid-Semester Student Assessment/Evaluation due For All Students</td>
<td><strong>4/1</strong> Job Fair @ SSW - NO FIELD for Advanced Students</td>
</tr>
<tr>
<td><strong>3/5</strong> Monthly Report and Process Recording due</td>
<td><strong>4/5</strong> Monthly Report and Process Recording due</td>
</tr>
<tr>
<td><strong>3/15-3/22</strong> SPRING BREAK - NO FIELD</td>
<td><strong>4/10</strong> Mid-Semester Student Assessment/Evaluation due</td>
</tr>
<tr>
<td><strong>3/20</strong> Last Day to Drop a class</td>
<td><strong>5/5</strong> Monthly Report and Process Recording due</td>
</tr>
<tr>
<td><strong>4/1</strong> Job Fair @ SSW - NO FIELD for Advanced Students</td>
<td><strong>5/15</strong> SSW Convocation</td>
</tr>
<tr>
<td><strong>4/5</strong> Monthly Report and Process Recording due</td>
<td><strong>5/25</strong> MEMORIAL DAY - NO FIELD</td>
</tr>
<tr>
<td><strong>4/10</strong> Spring Field Student Assessment /Evaluation due</td>
<td><strong>6/5</strong> Monthly Report due</td>
</tr>
<tr>
<td><strong>4/10</strong> Field Ends for Advanced Students</td>
<td><strong>7/4</strong> INDEPENDENCE DAY - NO FIELD</td>
</tr>
<tr>
<td><strong>4/17</strong> Field ends for Foundation Students</td>
<td><strong>7/5</strong> Monthly Report due</td>
</tr>
<tr>
<td><strong>5/15</strong> SSW Convocation</td>
<td><strong>7/10</strong> Spring Semester Student Assessment/Evaluation due</td>
</tr>
<tr>
<td></td>
<td><strong>7/17</strong> Field ends for extended students</td>
</tr>
</tbody>
</table>
B. Performance Improvement Plan

Performance Improvement Plan       Date: _________

<table>
<thead>
<tr>
<th>Student:</th>
<th>□ Foundation □ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Placement Agency</td>
</tr>
<tr>
<td>Liaison:</td>
<td>Coordinator:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting Issue</th>
<th>Related Practice Behavior/Competency</th>
<th>Plan for Improvement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:** Provide a brief assessment of the student’s current performance. State the plan/action items for addressing the concerns/issues, which should include the agency’s and student’s roles. Identify the Practice Behaviors and related Competency/Competencies that need to be addressed. Indicate dates for assessing the students’ progress based on the plan and action items. (Attach additional pages as necessary.)
C. Incomplete Grade Policy

**Incomplete Grade Policies for Field**

An incomplete grade is given under exceptional circumstances to a student who has made satisfactory progress in the course and because of illness or circumstances beyond the student’s control is unable to complete the course requirements by the end of the semester. The incomplete grade is not designed to accommodate an illness or circumstance that is long in duration where the student misses the majority of a course. More appropriate avenues for such long illnesses or circumstances are to withdraw from the course, retake the course, take a leave of absence from the program, or to withdraw from the program.

The student is only eligible to receive an incomplete (“I”) grade when there is a reasonable expectation that all course requirements can be completed with a passing grade. The grade of “I” may be considered only for a student who has completed at least half of the course, completed approximately half of all coursework assignments (if assigned) with at least a grade of “Pass”, and, in the judgment of the instructor, is performing at a passing level. If the course in which an incomplete grade is assigned is a prerequisite for another course, the student cannot attend the other course until a final grade for the prerequisite course is entered.

In the case where there is not enough time between semesters to make up missed field days and assignments, the student, field instructor and faculty field liaison will develop a written plan for completion of missed field days and assignments. This plan may extend beyond the usual 10-day limit for all classes, but may not exceed 4 weeks from the last day of the semester. The administration of the Office of Field Education must approve the plan in writing.

It is the student’s responsibility to complete and submit the remaining coursework before the assigned deadline. The liaison will submit the grade change to the OFE, converting the “I” to a Pass or Fail grade, no more than one week after receiving the student’s completed work. Liaisons must submit all grade changes to the Office of Field Education using the Incomplete Grade Form. The OFE will then submit the grade change to the Office of Records and Registration using the Supplemental Grade Form.

If the student does not meet the deadline, the “I” will automatically convert to an “F”. Liaisons may not issue a terminal “I” grade.
D. Request for an Incomplete Grade Form

Office of Field Education

REQUEST FOR AN INCOMPLETE (I) GRADE

An incomplete grade is given under exceptional circumstances to a student who has made satisfactory progress in the course and because of illness or circumstances beyond the student’s control is unable to complete the course requirements by the end of the semester. The student is only eligible to receive an incomplete (“I”) grade when there is a reasonable expectation that all course requirements can be completed with a passing grade.

Outstanding work that resulted in receiving an incomplete grade should be submitted within 4 weeks. In the case where there is not enough time between semesters to make up missed field days and assignments, the student, field instructor and faculty field liaison will develop a written plan for completion of missed field days and assignments. This plan may extend beyond the usual 10-day limit for all classes, but may not exceed 4 weeks from the last day of the semester. The administration of the Office of Field Education must approve the plan in writing. Once the student completes the outstanding task, the Faculty Liaison will enter a confirmation of satisfactory performance in the note section located in the EFN and give notification to the Field Office that the student has passed the course.

STUDENT NAME
________________________________________

STUDENT ID
________________________________________

EMAIL
________________________________________

PHONE
________________________________________

COURSE NUMBER
________________________________________

FIELD INSTRUCTOR/AGENCY
________________________________________

FACULTY LIAISON
________________________________________

COORDINATOR
________________________________________

Please include student information and the plan to satisfy the incomplete grade below:


Deadline: _______________________

Associate Dean of Field Education ________________________ Date ______

(For office use only) Date Received by OFE: __________ OFE Initials: ______