



BOISE STATE UNIVERSITY

COLLEGE OF HEALTH SCIENCES

School of Social Work

School of Social Work BSW and MSW Field Manual

“Field education is the signature pedagogy for social work.”

Council on Social Work Education (EPAS 2.2)

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I. Introduction & Welcome

Field Practicum is a critical component of Boise State University School of Social Work's BSW and MSW programs. The Council on Social Work Education emphasizes that fieldwork is the "signature pedagogy" of social work education:

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

- Council on Social Work Education (EPAS 2.2)

Through field education students develop social work competencies and practice behaviors under the supervision of an experienced social worker.

The ideal field placement offers students a focus on the methods of direct practice, policy development and implementation, and other social work special projects and research activities. It is expected that students will experience a diversity of client populations and intervention issues, relying upon a range of theoretical concepts and models to develop breadth of learning and to establish a broad base for practice.

Supervised practice in a field agency is central to the development of competent, humane, knowledgeable, skilled, and effective social workers. Field education is the point at which the integration of theory, practice, skills, and ethics come together for emerging social work professionals. As the profession's "signature pedagogy" it allows opportunities for applying classroom content and experiences to professional situations, developing and evaluating student readiness for professional practice, and developing collaborative partnerships among students, faculty, field agencies, and the University.

Students are encouraged to read the entire Field manual and to keep it handy as a reference throughout their time in the Field Education Program. Current and prospective Agency Field Instructors and their organizations will find the material in this manual helpful in understanding social work education at Boise State University, roles and expectations of parties involved in field education, and relevant policies and procedures.

The word "practicum," from the Greek and Latin meaning "practical", has become common terminology for social work internships in an agency intended to facilitate the integration of theory and practice. The terms "field education" and "practicum" are used interchangeably throughout this manual. However, due to the expanding roles of social work practice beyond the clinical or teaching internships for which the term was initially used, we are beginning to replace the somewhat narrow and often unfamiliar word "practicum" with the broader term "field education."

Mission Statement & Degree Programs

The Boise State University School of Social Work prepares BSW graduates for beginning social work practice with individuals, families, groups, organizations, and communities and MSW graduates for specialized practice to advance the wellbeing of individuals and families. We are committed to human rights; social, economic and environmental justice; and diversity.

Boise State University School of Social Work has social work programs in Twin Falls, Lewiston, and Coeur d'Alene and an online MSW program. If you are a student enrolled in one of these programs, rather than on the main Boise campus – please be advised that the timing and structure of your program (e.g. length of program, schedule and structure of coursework and Field Practicum) may vary from the descriptions provided in this manual. Please refer to your Program Site Coordinator for up to date information for your program.

The Boise State University School of Social Work prepares graduates at two levels:

Level One: The Bachelor of Social Work Program

The Bachelor of Social Work Program consists of an undergraduate liberal arts education; a foundation of social work values, knowledge, professional skills, and use of self for supervised, beginning generalist practice with individuals, families, households, groups, organizations, and communities; and preparation for lifelong learning and graduate education. Graduates of the BSW program must demonstrate beginning professional practice behaviors and competencies by the time of graduation.

Level Two: The Master of Social Work Program

The Master of Social Work Program prepares students for advanced direct practice with individuals and families within the context of varying system sizes (i.e. individuals, families, groups and communities). Students learn clinical, organizational, policy, and administrative skills necessary for promoting social justice and equality, and for enhancing the quality of life for all people.

Non-Discrimination and Equality-of-Opportunity Policy

Boise State University prohibits discrimination in educational and employment opportunities, services, and benefits on the basis of race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information,

limited English proficiency, or any other status protected by applicable federal, state, or local law.

II. Overview & Importance of Field Education

Field Practicum is an experiential course that challenges students to develop and demonstrate social work practice behaviors and competencies within an organizational and community context and affords experiential assessment and evaluation of students' development in the process of becoming helping professionals. Field Practicum is a vital dimension of students' social work education. In the Field Practicum, students master the lessons of the classroom through interaction with real clients in a supervised agency setting. In social work education, the Field Practicum is where theory and science join the art of practice. The Council on Social Work Education (CSWE) has stated that field education is the "signature pedagogy" of social work education. Field work provides students with opportunities to apply theory to practice and to develop and practice essential social work skills.

Field Practicum provides students an opportunity to participate in and become familiar with the many components of the social work role. The ideal field placement offers students a focus on the methods of direct practice, policy development and implementation, and other social work special projects and research activities.

Field Practicum provides practice experiences in a continuum of modalities, including work with individuals, families, small groups, and communities within an organizational and community context. It is expected that students will experience a diversity of client populations and intervention issues, relying upon a range of theoretical concepts and models to develop breadth of learning and establish a broad base for practice.

IPT – Intern Placement Tracking (*Web-based database and software program*)

The Boise State University School of Social Work field program maintains a web-based database and software program called "Intern Placement Tracking," commonly referred to as "IPT." Students and Agency Field Instructors will receive login information and training on IPT during their orientation. In addition to training offered at orientation, tutorials and a help section are available within the IPT program. Students and Agency Field Instructors are welcome to contact Field Program staff should they have questions or difficulties with IPT.

IPT is used:

- To house forms used to track and monitor student learning and progress in their Field Practicum (*Learning Agreements, Time Sheets, Evaluation Forms*).
- To facilitate record sharing and communication between student, Agency Field Instructor, Faculty Field Liaison, and Field Program staff.
- To house contact and descriptive information on agencies in the area that provide fieldwork opportunities for students.

Learning Agreement

As part of Field Practicum students are expected to work collaboratively with their Agency Field Instructor to develop a behaviorally specific learning agreement based on their level in the social work program (BSW, MSW Foundation, MSW Advanced). The Boise State University School of Social Work provides learning agreement templates for each level of learning (BSW, MSW Foundation, and MSW Advanced). The learning agreement promotes adult learning and is the blueprint for students to develop and demonstrate social work practice behaviors and competencies.

Learning agreements outline the specific competencies and practice behaviors students are expected to develop over the course of their Field Practicum. Students and Agency Field Instructors should discuss specific learning opportunities, tasks, and assignments available to the student in the agency and document these in the learning agreement by the end of the fifth week of the practicum. Learning activities should be personalized to student interest, skill level, and to opportunities available in the agency setting. Learning agreements will be reviewed by Faculty Field Liaisons to ensure appropriateness, mutual understanding, and expected outcomes.

It is recommended that students and Agency Field Instructors regularly review the Learning Agreement as part of their weekly supervision meetings. Agency Field Instructors are encouraged to monitor student progress toward development of competencies and are expected to provide constructive feedback to support student learning and professional growth.

At the end of the first semester, students and Agency Field Instructors are expected to review the student's progress toward goals outlined in the learning agreement and to evaluate progress toward development and mastery of social work practice behaviors and competencies. Students will write a new learning agreement outlining new goals and learning activities for the second semester. This new plan may include first semester learning goals as appropriate.

Evaluation

At the end of each semester, students and Agency Field Instructors must complete an evaluation of the student's progress toward the development of professional competencies and practice behaviors. The Boise State University School of Social Work provides evaluation templates for each level of learning (BSW, MSW Foundation, and MSW Advanced). Examples of the evaluation tools are provided in the Appendix of this manual. Evaluations will be reviewed and discussed with the Faculty Field Liaison during site visits conducted at the end of the first semester and the end of the year. The Faculty Field Liaison issues the final grade of pass/fail for field.

III. Field Education for Undergraduate Students: Bachelor of Social Work (BSW)

BSW Mission

The Boise State University Bachelors in Social Work program prepares graduates to practice with individuals, families, groups, organizations, and communities. We are committed to human rights; social, economic and environmental justice; and diversity.

BSW Goals:

1. Promote academic excellence that integrates social work theory and generalist practice with community-based experiential learning;
2. Foster knowledge of global human conditions;
3. Address local, state, and regional social work education and workforce needs;
4. Foster inclusiveness and cultural humility in working with diverse populations;
5. Prepare graduates for ethical professional practice.

Field Education Requirements for BSW Degree**Eligibility for Field Practicum**

Students become eligible for Field Practicum based on their progress toward completing the curriculum required to earn the BSW degree. Completion of the following courses is prerequisite or co-requisite for admission to the field practicum.

For students to be eligible for field practicum, they must:

Be accepted into candidacy for Social Work degree

Have completed or be enrolled in the courses listed below:

SOCWRK 301 Social Welfare Policy

SOCWRK 320 Human Behavior in Social Environment I

SOCWRK 333 Generalist Social Work Practice I: Individuals

SOCWRK 380 Social Work Research Methods and Statistics

SOCWRK 420 Human Behavior in Social Environment II

SOCWRK 444 Generalist Social Work Practice II: Families and Groups or SOCWRK

455 Generalist Social Work Practice III: Organizations and Communities

BSW Field Hours Requirement

Field practicum is the capstone of professional social work education. Students in the BSW program must complete 480 hours of field practice, approximately 16 hours per week. This field experience helps prepare students to enter the work force as beginning professional social work practitioners.

Organization of Field Practicum and Senior Seminar

Social Work Field Practicums I & II (SOCWRK 480/481), and their companion Senior Seminars I & II (SOCWRK 498/499), are the capstone courses of the professional social work curriculum.

Field Practicum is organized into two academic courses: SOCWRK 480 (Social Work Field Practicum I), taken in the fall semester of a student's senior year, and SOCWRK 481 (Social Work Field Practicum II), taken spring semester. Each practicum course accounts for 5 credit hours. Students are in field for 16 clock hours per week to reach a total of the 480 required hours, 240 hours per semester. Senior Seminar is organized into two academic courses: SOCWRK 498, Senior Seminar I, and SOCWRK 499, Senior Seminar II, for 1 credit hour each.

Field Work and Seminar are co-requisite courses, meaning that they must be completed during the same semester. Field placement allows students to demonstrate competence in the field; while seminar provides the time for processing and evaluating personal behaviors in the context of the field placement. Foundation Practicum Seminar and Foundation Field Work are graded separately, but they work in conjunction with one another for the learning experience. As co-requisite courses, a grade of C-minus or higher is considered passing, and anything below a C-minus will automatically lead to retaking both courses. Additionally, a failure in field will require seminar be repeated as a co-requisite regardless of the grade achieved in the seminar course.

Students are expected to apply knowledge, skills, values, and ethics learned in their academic courses to the practice experiences afforded them in the field agency. The student learning agreement and evaluation tool are used by students, Agency Field Instructors and the Faculty Field Liaison to evaluate student's progress toward developing professional practice behaviors and competencies.

IV. Field Education for Graduate Students: Master of Social Work (MSW)

MSW Mission

The Boise State University Masters in Social Work program prepares graduates for practice with individuals, families, groups, organizations and communities and for specialized practice to advance the wellbeing of individuals and families. We are committed to human rights; social, economic, and environmental justice; and diversity.

MSW Program Goals:

The faculty have established seven goals for the MSW program:

1. Promote academic excellence that integrates social work theory and practice with community-based experiential learning;
2. Foster knowledge of global human conditions;
3. Address local, state, and regional social work education and workforce needs;
4. Foster inclusiveness and cultural humility in working with diverse populations;
5. Prepare graduates for leadership in service delivery systems;
6. Prepare graduates for ethical professional practice;
7. Prepare graduates to enhance the wellbeing of individuals and families through engagement, assessment, intervention, and evaluation.

Field Education Requirements for MSW Degree – On Campus and External Sites

MSW Foundation Field Hours Requirement: Students in the Foundation (1st) year of the 2-year MSW program are expected to complete 400 clock hours in field, approximately 16 hours per week over two semesters. Students in the Foundation program begin fieldwork after they have completed their initial five weeks of classroom learning. Students are expected to complete 160 field hours during fall semester (16 hours per week for 10 weeks) and 240 hours (16 hours per week for 15 weeks) during spring semester.

Organization of MSW Foundation Field Practicum and Practicum Seminar: Field Practicum is organized into two academic courses: SOCWRK 570 (Foundation Field Work I, taken in the fall semester) and SOCWRK 572 (Foundation Field Work II, taken spring semester). Each Foundation Field Work course accounts for 2 credit hours. Foundation Practicum Seminar is organized into two academic courses: SOCWRK 573 (Foundation Practicum Seminar I), taken in the fall semester of student's foundation year, and SOCWRK 574 (Foundation Practicum Seminar II).

Foundation Field Work and Foundation Practicum Seminar are co-requisite courses, meaning that they must be completed during the same semester. Field placement allows students to demonstrate competence in the field; while seminar provides the time for processing and evaluating personal behaviors in the context of the field placement. Foundation Practicum Seminar and Foundation Field Work are graded separately, but they work in conjunction with one another for the learning experience. As co-requisite courses, a grade of C or higher is considered passing (C-minus is not passing), and anything below a C (including a C-minus) will automatically lead to retaking both courses. Additionally, a failure in field will require seminar be repeated as a co-requisite regardless of the grade achieved in the seminar course.

Field Education Requirements for MSW Degree – Online

MSW Foundation Field Hours Requirement: Online students in the Foundation program begin fieldwork after they have completed their first 4 courses (503, 512, 514, 530) Students in the online program will complete a total of 400 hours over two consecutive semesters (approximately 14-16 hours a week). Each semester students will be required to complete 200 hours of field work.

Organization of MSW Foundation Field Practicum and Practicum Seminar: Field Practicum is organized into two academic courses: SOCWRK 570 (Foundation Field Work I) and SOCWRK 572 (Foundation Field Work II). Each Foundation Field Work course accounts for 2 credit hours. Foundation Practicum Seminar is organized into two academic courses: SOCWRK 573 (Foundation Practicum Seminar I), taken during second semester, first term of the student's foundation year, and SOCWRK 574 (Foundation Practicum Seminar II), taken during the second semester, second term.

Foundation Field Work and Foundation Practicum Seminar are co-requisite courses, meaning that they must be completed during the same semester. Field placement allows students to demonstrate competence in the field; while seminar provides the time for processing and evaluating personal behaviors in the context of the field placement. Foundation Practicum Seminar and Foundation Field Work are graded separately, but they work in conjunction with one another for the learning experience. As co-requisite courses, a grade of C or higher is considered passing (C-minus is not passing), and anything below a C (including a C-minus) will automatically lead to retaking both courses. Additionally, a failure in field will require seminar be repeated as a co-requisite regardless of the grade achieved in the seminar course.

MSW Advanced Practicum Requirements

The second year of Field Practicum for Masters students emphasizes specialization related to direct social work practice with individuals and families. The role, function, and structure of the family are a particular focus across service delivery systems/Field Practicum placement sites.

Eligibility for MSW Advanced Field Practicum

To be eligible for Advanced Social Work Practicum I and II, the student must have:

- Achieved second-year status.
- Maintained a 3.0 grade point average.
- Be admitted into the Advanced Standing MSW program.

MSW Advanced Field Hours Requirement: MSW Advanced students are expected to complete 600 field hours over the course of two semesters, approximately 20 hours per week.

Organization of Advanced Field Practicum and Practicum Seminar: Advanced Field Practicum is organized into two academic courses: SOCWRK 575 (Advanced Social Work Practicum I, taken in the first semester) and SOCWRK 576 (Advanced Social Work Practicum II, taken in the second semester). Each Field Practicum course accounts for 5 credit hours. Advanced Practicum Seminar is organized into two academic courses: SOCWRK 577 (Advanced Practicum Seminar I), taken in the first semester of student's advanced year, and SOCWRK 578 (Advanced Practicum Seminar II), taken during second semester.

Field Work and Seminar are co-requisite courses, meaning that they must be completed during the same semester. Field placement allows students to demonstrate competence in the field; while seminar provides the time for processing and evaluating personal behaviors in the context of the field placement. Foundation Practicum Seminar and Foundation Field Work are graded separately, but they work in conjunction with one another for the learning experience. As co-requisite courses, a grade of C-minus or higher is considered passing, and anything below a C-minus will automatically lead to retaking both courses. Additionally, a failure in field will require seminar be repeated as a co-requisite regardless of the grade achieved in the seminar course.

Field Education Requirements for MSW Degree – Online

MSW Advanced Field Hours Requirement (*Online Program ONLY*): MSW Advanced students are expected to complete 600 field hours over the course of two consecutive semesters, approximately 21.5 hours per week. Each semester will require 300 total field hours.

V. Roles and Responsibilities of Involved Parties

Director and Associate Director of Field Education: The Director and Associate Directors of Field Education have primary responsibility for the Field Practicum Program. Students work directly with Field Education staff concerning matters of placement. The Director & Associate

Directors develop and monitor practicum sites, provide training to agencies and Agency Field Instructors, and are available upon request to meet with students and Agency Field Instructors regarding concerns that arise in the field.

External Program Site Coordinators: Boise State University has social work programs in Twin Falls, Lewiston, and Coeur d'Alene. Program Site Coordinators are responsible for developing field placement sites in their areas, assisting external program students with field placement, and addressing problems or concerns that may arise for external program students in the field.

Online Program Site Coordinators:

Online program Site Coordinators are responsible for developing field placement sites in their areas, assisting external program students with field placement, and addressing problems or concerns that may arise for external program students in the field.

Field Agencies: Social service agencies and their staff play an important role in the Boise State University Field program. Agencies must meet the following criteria in order to be approved placement sites for students.

1. The agency should be an established program that has community and professional sanction. (Sanction includes, but is not limited to, one of the following: program accreditation by a professional licensing body, employer of Licensed Social Workers, recipient of a grant from a governmental body or foundation, longevity of program, operation under auspices of a Board of Directors, has established accountability procedures.)
2. The agency may not have exclusionary policies or practices that discriminate on the basis of race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.
3. The agency should provide ethical and professional social work services with an emphasis on evidence-based practice. Agencies and Agency Field Instructors are expected to follow the NASW Code of Ethics and requirements of the Idaho Board of Social Work Examiners.
4. The agency understands the placement of Practicum students is designed primarily to develop skills in students and secondarily to enhance agency services. Agency staff should provide students with learning experiences and meaningful tasks that will support the development of social work skills and competencies. Increasingly complex tasks should be assigned as students gain confidence and competence.
5. The agency must agree that all student work will be supervised directly by Agency employees.
6. The agency must provide for a Licensed BSW or MSW employee who meets Agency Field Instructor requirements to serve as the student's Agency Field Instructor. If the agency does not have a qualified Agency Field Instructor available who meets Agency

Field Instructor Requirements outlined in this manual, the agency may designate an “Agency Task Supervisor” to oversee the day-to-day activities of the student. The agency will need to hire or use a BSW or MSW from another part of the agency to serve as the student’s Agency Field Instructor to help with social work integration. The Agency Field Instructor must also be accessible to the student by telephone and meet with the student and the Agency Task Supervisor a minimum of one hour weekly, to plan and implement the student’s learning goals and objectives.

7. The agency will not change Agency Field Instructors without the consent of Boise State University’s Director of Field Education.
8. The agency should provide the student with a physical place to work within the agency setting and with necessary supplies for their work (desk, supplies, telephone, computer, support services).
9. The agency must provide mileage compensation if assignments require more travel than to and from field agency site.
10. The agency will provide an orientation for students covering rules, regulations, procedures, facilities, and equipment of the agency.
11. The agency must agree to follow the Boise State University Field Problem Solving Policy should concerns arise about a student’s performance in field.
12. A representative from the agency must sign an affiliation agreement which outlines agency and school responsibilities. The process of securing and storing affiliation agreements will be facilitated by Boise State University field program staff.

Faculty Field Liaison: Faculty Field Liaisons are Boise State University faculty members who teach Field Practicum Seminar and oversee the field education of the students in their seminar class. Faculty Field Liaisons are expected to:

1. Assist students with setting appropriate learning goals and developing a learning agreement.
2. Foster a safe atmosphere during seminar to discuss challenges, concerns, client issues, and field experiences.
3. Regularly review student’s time sheets to ensure hour requirements are being met and that students are engaging in meaningful learning activities that will assist them in development of professional social work practice behaviors and competencies.
4. Assist with problem solving if/as concerns arise in field placement.
5. Conduct a minimum of three site visits over the course of the year, these may be in person or virtual visits depending on the location of the student and placement.
 - An initial site visit should occur by the end of the fifth week of the student’s practicum. This initial visit focuses on discussion of student learning opportunities in the agency and the student’s learning agreement.
 - End of first semester visit: This visit focuses on the student’s progress in field and should include a review of the first semester evaluation and discussion of new goals for second semester.

- End of year visit: This visit provides the student, Faculty Field Liaison, and Agency Field Instructor to reflect on the student's successes over the course of the year, to review the Final Field Evaluation, and to discuss student's readiness for professional practice.
6. Complete site visit form for each visit to document student progress and any concerns or recommendations that were discussed.
 7. Monitor and evaluate student performance in field and Field Practicum Seminar.

Agency Field Instructor: Agency Field Instructors are approved supervisors with a field agency who assume responsibility for supervising and monitoring student progress, assigning tasks to the student, and assisting the student in integrating theory and practice. Agency Field Instructors are critical role models and provide important feedback to students to assist them with learning and applying social work skills, and with development of professional self.

Agency Field Instructors must:

1. Be licensed social workers (LSW license or higher to supervise BSW students and MSW license or higher to supervise MSW students). Some states may not require licensure at the MSW level of practice, in these instances Agency Field Instructors may not need to be licensed.
2. Have graduated from an accredited CSWE School with a BSW or MSW degree in social work.
3. Have at least two years of post-graduate professional practice experience commensurate with level of supervisee (e.g. BSW, MSW).
4. Have been employed in current position for at least six months prior to becoming a field instructor.
5. Be willing to support Boise State University program objectives for student learning.

Agency Field Instructors are expected to:

1. Complete and submit Agency Field Instructor Verification Form (see Forms section of manual).
2. Complete the Boise State University Agency Field Instructor Orientation and Trainings
3. Orient the student to the agency setting in terms of the personnel, functions, policies, and goals; clientele served; and relationship to the community and other agencies.
4. Assist the student in creating a schedule and plan for field learning.
5. Assist the student with setting appropriate learning goals and outlining these in the learning agreement.
6. Provide student with opportunities for observation and shadowing of social work and other staff.
7. Instruct / educate the student on social work practice behaviors, roles, responsibilities, and professional competencies.
8. Meet with each student a minimum of one hour per week for face-to-face supervision.
9. Monitor student hours and sign off on electronic time sheet regularly.

10. Monitor and evaluate student progress toward learning goals and professional social work practice on a consistent basis.
11. Provide regular constructive verbal feedback to students and assist student with plans to improve practice as needed.
12. Complete formal evaluation of the student's performance at the end of each semester and provide feedback on student's learning and progress to the Faculty Field Liaison.

Agency Task Supervisor: Some students choose to complete their field work in an agency that may not have a qualified Agency Field Instructor available to provide supervision. In these cases, agencies are asked to designate an "Agency Task Supervisor" who will help plan, assign, and coordinate learning opportunities for the student on a day-to-day basis. As Task Supervisors do not meet the Agency Field Instructor requirements, it is essential that students have a designated Agency Field Instructor who they meet with weekly, in addition to their Agency Task Supervisor.

Student: Students are expected to:

1. Follow all rules, regulations, and procedures of the agency.
2. Be familiar and comply with policies and procedures outlined in the Boise State University School of Social Work Field Manual.
3. Adhere to the NASW Code of Ethics and behave in accordance with professional values.
4. Fulfill commitments made to the agency.
5. Complete hours required in field and adhere to schedule determined at beginning of semester with Agency Field Instructor as to when hours will take place.
6. Notify the Agency Field Instructor in advance of any anticipated absence from field work.
7. Arrange to make up any field work time lost due to illness, family crisis, or other barriers.
8. Demonstrate motivation to learn.
9. Demonstrate mature and professional behavior.
10. Strive to provide effective and evidence-based services to clients.
11. Prepare for meetings and client contacts.
12. Develop self-awareness, self-discipline, and social work practice behaviors and competencies.
13. Actively engage with Agency Field Instructor in the development of the learning agreement.
14. Bring relevant questions to Agency Field Instructor.
15. Be open to feedback provided by Agency Field Instructor and/or Social Work faculty. Incorporate feedback into practice.

Field Committee: The Director of Field Education selects Agency Field Instructors, faculty, and students to serve on the Field Committee on an annual basis. The field committee meets regularly and provides input to Field staff on policies and issues related to the field program.

VI. Field Education Placement Process

External Program and Online Students: Field placement processes are unique to each campus and to the online program. If you are a student in one of the external programs (Twin Falls, Coeur d'Alene) or attend the online MSW program, consult with your Program Coordinator for specific details on the placement process.

Boise State University – Boise Campus Students:

Steps for Securing Your Field Placement: Students are expected to follow the field placement process detailed below to secure a field placement. Students **do not** develop their own placements. All field placements must be approved by the Director of Field Education to ensure they meet the requirements of the program. Boise State University School of Social Work cannot guarantee that all students will secure a placement. If students are not able to successfully secure a placement by the 5th week in the semester, they may be required to withdraw from the social work program or postpone field placement.

Students are expected to:

1. Attend or complete new social work student orientation. At your program orientation, you will receive information about the Field placement process, meet Field Program staff, and receive information and training about how to login to and use the web-based Field education software program, *Intern Placement Tracking*, commonly referred to as IPT.
2. Read the School of Social Work Field Manual to learn about expectations, important policies, and processes related to fieldwork.
3. If you are a Boise area student, attend the Agency Field Fair, typically held each February. The Agency Field Fair provides an important opportunity to meet representatives from agencies that offer fieldwork placements for students. We recommend you dress professionally and bring copies of your resume to provide to Agency Field Instructors.
4. Make a Field Advising appointment with the Director of Field Education or Associate Director of Field Education to discuss your learning goals and fieldwork preferences. Bring an updated resume with you to this meeting and complete the field advising form. To schedule an appointment to talk with the field office about available times. **It is important that you meet with Field Program Staff PRIOR to contacting agencies to set up interviews.** Field staff will assist you with finding a placement that will support your ability to develop competencies and skills required for graduation.
5. Any student requiring accommodations in a field setting should notify the Director of Field Education or appointed Field Coordinator of these accommodations.
6. Any student who has been convicted of a misdemeanor or felony must disclose this information to the Director of Field Education. A felony involving a crime against person(s) may make placement difficult or impossible and may be grounds for exclusion from field work.
7. With input from the Director of Field Education or Associate Field Director, identify your top three agency preferences.

8. Reach out and call or e-mail Agency Field Instructors to request the opportunity to interview for a Field Placement.
9. If you are offered a placement at one of your top three agencies, notify Field Program staff of your offer and decision to accept placement. Once you have accepted an offer, be sure to notify any other agencies you have interviewed with or contacted so they know you are no longer seeking placement.
10. If you do not receive an offer for placement after three interviews, you must schedule an appointment with the Director or Associate Director of Field Education. Field program staff will help you identify two additional options and will assist with barriers or challenges that may be affecting your ability to secure a placement. However, if a field placement is not secured after the 5th week of the semester for traditional students or by the start of field classes for online students, the student may be dismissed from the program, or asked to take field at a later time. In this instance, the student would not be able to continue in their Seminar course work, as Field Instruction and Seminar must be taken concurrently.

Interviewing Tips & Resources: It is important to put your best self forward during your interviews with agencies. You are encouraged to utilize resources available through the Boise State University Career Center and to solicit feedback on your resume or interviewing skills from social work faculty. The tips below may also be helpful:

1. Demonstrate professional behavior:
 - Communicate respectfully via e-mail and/or phone. Return calls if messages are left for you and respond to e-mails you receive from agency personnel.
 - Dress professionally for your interview.
2. Take a resume. Resumes should include relevant professional and volunteer experience. You may also want to include information about relevant coursework you have completed to date, as well as professional references.
3. Prepare questions: Take time to consider what you would like to ask agency personnel in order to get an understanding of what field work in their agency might be like. Some sample questions include:
 - What is the mission and purpose of your agency?
 - Who are your most common clients and what are the problems/challenges they commonly face?
 - What learning opportunities / experiences will I be able to participate in at your agency?
 - How is social work viewed in your agency? Will I be able to see a variety of social workers in practice?
 - What specific social work skills will I have the opportunity to develop in this setting?
 - How does your agency support student learning and balance the needs of the student, Agency Field Instructor, and clients?

VII. Field Education Policies, Procedures, & Guidelines

Placement

Field Placement Development: The Director & Associate Director of Field Education have primary responsibility for selecting agencies that can provide appropriate field education experiences for students. Students do not develop their own placement opportunities, but rather work directly with the Field Director & Associate Director in identifying appropriate placements.

Difficulty Securing Placement: On occasion, students may interview at multiple agencies and not be offered a field placement. Boise State University School of Social Work cannot and does not guarantee that students will successfully secure a placement. If a student is not offered placement after three interviews, it is the student's responsibility to schedule a Field Advising appointment to discuss barriers to placement with the Director or Associate Director of Field Education. If no match is found after three interviews, a review of the student's appropriateness for placement will be conducted by the Field Education Department. Students that are repeatedly experiencing unsuccessful interviews may not be allowed to continue with the placement process. They might be offered the opportunity to delay placement until the following academic year. They would not be able to continue in their Seminar course work, as Field Instruction and Seminar must be taken concurrently. Students who are not offered a placement after three interviews may alternately be required to withdraw from the social work program.

Field Placement at Agency in Which Student has been a Client or Where a Family Member(s) Works / Dual Relationships

- Boise State will not approve placement of students in agencies where family members are employed or are receiving services.
- Boise State discourages and, in most situations, will not approve placement of students in agencies where they have been employed, or where they have previously received services as a client.
- If a student wishes to complete their field placement at their place of employment, refer to the Guidelines for Students Considering Field Practicum at Student's Place of Employment.

These recommendations exist to protect students, agency employees, and clients from conflicts that may arise due to dual relationships.

Field Placement in an Agency Where the Student Previously Completed a Year of Field Work

Students doing a concentration practicum are expected to select a site for the concentration practicum that differs from the foundation or BSW practicum learning experience. This is to ensure a student has a variety of field learning experiences while in the social work program. It also allows the student to experience growth and learning in a completely new environment—allowing for exposure to new processes, different organizational culture, and different clientele; thus, creating a more educationally sound experience for the student learner. Placement in agencies where the students have previously completed field work must be approved by the Director of Field Education. An approval will only be given in exceptional circumstances. A

student enrolled in the full two-year MSW program will not be allowed to complete a field practicum placement at a place of employment for two consecutive years.

For placement in an agency where students have previously completed field work to be approved, the following requirements must be met:

1. Past supervisors of the student may not be utilized as Agency Field Instructors.
 - a. The new Agency Field Instructor must meet Boise State's minimum requirements (BSW/MSW, licensure and two years post-graduate practice experience).
 - b. If the Agency Field Instructor is new to Boise State University, an "Agency Field Instructor Verification Form" must be completed and submitted with the proposal.
 - c. The Agency Field Instructor must be approved by the Director of Field Education to provide off-site instruction with the assistance of an on-site agency task supervisor.
2. The Agency must agree to identify new and challenging activities for the student that are relevant to the learning agreement core competencies. The agency must be equipped to provide students with responsibilities and learning opportunities that fit the competencies aligned with the student's year in the field.

Further Considerations for Students:

1. Internships are essential to building the foundation for the student's successful development of professional competencies. Field Placement should expose students to a wide range of problems and possibilities.
2. Internships can be helpful for exploring different types of career options and allow students the ability to gain valuable experience in different settings.
3. Experience in different Field settings allows students to obtain a broader knowledge of their field.
4. Internships allow for networking, reference acquisition, professional mentorship, and gaining new connections.
5. Placement at more than one agency reflects well on a resume, as it allows students to develop and endorse a diverse set of skills.
6. Completing Field Placement in different agencies allows students the ability to work with diverse types of professionals and client populations.

Guidelines for Students Considering Field Practicum at Student's Place of Employment

Field Practicum Placement in an agency where a student is employed may be proposed by BSW or MSW students. Evaluation and approval of the proposal, to use the agency where the student is employed for a field practicum placement, is the responsibility of the Boise State University School of Social Work. The agency official with the authority to grant permission for release time for the field placement should be contacted before submitting proposals to the Director of Field Education for approval. The final proposal must be approved by both the student's proposed Agency Field Instructor and the Director of Field Education.

Criteria for approval of Field Practicum Placement at Student’s Place of Employment:

Practicum experience may not include or in any way duplicate the roles, tasks, or responsibilities for which the student is employed by the agency. Any roles, tasks, or responsibilities performed by the student for practicum purposes must be separate and additional to any roles, tasks, or responsibilities for which the student is employed by the agency, including clientele and caseload. Practicum hours must be completed outside the scope of employment hours. Any roles, tasks, or responsibilities performed by the student for practicum purposes must be under the direction of a separate supervisor from that which oversees the roles, tasks, or responsibilities for which the student is employed by the agency. University liability insurance and professional insurance will cover the student only during field placement hours.

If the field placement agency intends to offer students a stipend, such funding should not be given for work that would otherwise be paid. Stipends do not function as payment for work performed.

Students should be aware that consequences could arise from a change in employment status or management at their agency. If a student’s employment is terminated by an agency, it could jeopardize the ability to complete field requirements. In the case of termination, the university would need to investigate the reason for termination before the student could be reassigned to a new field placement. Reassignment and continuation of field placement is not guaranteed. The approval and acceptance of the Agency Field Instructor rests with the School of Social Work. The Agency must agree to comply with all practicum policies delineated in the Boise State University School of Social Work practicum field manual and Practicum Placement Agreement.

Proposal Instructions:

Proposals must be submitted prior to the beginning of the semester for which the field practicum placement is being proposed. Final written approval given by the Director of Field Education to the Faculty Field Liaison, the student, and the Agency Field Instructor is required before the student may begin their field practicum placement.

1. Prior to constructing draft, the student must discuss the proposal and all requirements with the Director of Field Education, agency administrator and proposed Agency Field Instructor. (Students in online and external programs must discuss with Field Coordinator prior to the Director of Field Education).
2. The student should review the "Request for Practicum Placement in an Agency of Employment" form with their Field Coordinators, Online Field Coordinators, and/or the Director of Field Education at the Boise State University School of Social Work. The focus of the review is to ensure there will be opportunities for the student to meet the competencies and practice behaviors specific to the curriculum the student is enrolled.
3. The proposal must provide opportunities to pursue and achieve the development and mastery of competencies for the BSW/MSW Curriculum in which the student is enrolled, so that its implementation will facilitate the student's development as a professional social worker.

4. The Agency must agree to comply with all practicum policies delineated in the Boise State University School of Social Work practicum field manual and Practicum Placement Agreement:
 - The Agency must provide a licensed post-two-year BSW for supervision with BSW students, or a licensed post-two-year MSW for supervision with MSW or BSW students. This supervisor must be separate from that which oversees roles, responsibilities, and tasks for which the student is employed.
 - The Agency must understand and accept that the time set for practicum learning is separate from regularly worked hours. Arrangements may be negotiated between the Agency, Student, and the Director of Field Education for field practicum time to be during regular work week hours or in addition to the regular work week.
 - The Agency must be aware and sensitive to the potential conflicts inherent in being both a student and employee, and must be supportive of the student during the transitional period.
 - The Agency must agree to release the student during his/her practicum hours to go outside the agency, if necessary, to obtain practice opportunities for these new knowledge and skills, with prior agreement by the University and the Agency
 - The Agency must agree to identify new and challenging activities for the student, outside of their normal duties, that encompass broad and transferable skills/knowledge relevant to the learning agreement core competencies.

Proposed Agency Field Instructor Approval

1. The approval and acceptance of the Agency Field Instructor rests with the School of Social Work.
2. BSW/MSW, licensure and two years post-graduate practice experience are the minimum requirements for an Agency Field Instructor.
3. This supervisor must be separate from that which oversees the roles, tasks, or responsibilities for which the student is employed by the agency. Current supervisors may not be utilized for field practicum supervision.
4. If the proposed Agency Field Instructor is new to Boise State University, an “Agency Field Instructor Verification Form” must be completed and submitted with the proposal.
5. The proposed Agency Field Instructor must serve either in the agency of employment, be on the agency’s Board, serve as a volunteer in the organization, or be a faculty member in the School of Social Work who has been approved by the Director of Field Education to provide off-site instruction with the assistance of an on-site agency task supervisor. If a variance is indicated, approval must come from the Director of Field Education in consultation with the BSW and/or MSW coordinator or Director of the School of Social Work.
6. The proposed Agency Field Instructor must indicate approval for the plan, including their willingness to serve as the Agency Field Instructor and to be available for practicum instruction.

Agency Administrative Approval

The Administrator of the agency where the student is employed, and the student's current supervisor, must indicate their approval of the proposal, including the required time for the employee to be a student in the agency, and for the person providing practicum instruction to serve as the student's Agency Field Instructor by signing the proposal.

Submission of Proposal

1. Students are required to first notify and discuss with the Director of Field Education that a "Request for Practicum Placement in an Agency of Employment" will be submitted. External program and online students will first notify their site coordinator and then contact the Director of Field Education.
2. Student and proposed agency will complete and submit one (1) original of the "Request for Practicum Placement in an Agency of Employment" with signatures to their Director of Field Education for review.
3. The Director of Field Education then reviews, approves, and signs the Agency of Employment Proposal.
4. The Director of Field Education gives the approved and fully executed Agency of Employment Proposals to the Field Program administrative support staff for distribution to the student's file, the student, and one copy to the Agency Field Instructor.

Checklist

- Request for Practicum Placement at Student's Place of Employment form (*See form on next page*).
- Agency Field Instructor Verification Form (*See form in Forms and Appendices*)
- Agency Signatures (Agency Administrative Supervisor, Current Workplace Supervisor, Proposed Agency Field Instructor, and Student Signature)
- Submission to Director of Field Education Boise State University, School of Social Work for review and approval.
- If student attends the online or external programs, then first submit to program coordinator and then to Director of Field Education.

Request for Practicum Placement at Student's Place of Employment

Student(s):

Name: _____ ID #: _____
Location: _____ Program (BSW/MSW): _____
Faculty Field Liaison: _____

Proposed Agency Field Instructor:

Name: _____ License #: _____ State: _____
Position: _____ Date of Hire: _____
Email: _____ Phone #: _____
Degree Level: { } BSW { } MSW { } Ph.D. Degree Date: _____
University: _____

Agency:

Administrative Supervisor: _____
Agency: _____
Address: _____ Phone #: _____
City: _____ State: _____ Zip: _____
Description and Mission of Agency: _____

Student Employee Status: Full-Time Part-Time Volunteer (Circle One)

Days in work week: _____ # Hours per day: _____

Job Title: _____ Length of Time Employed: _____

Job Description (duties, function, client population served, etc.): _____

Student's Current Supervisor: _____

Phone: _____ Email: _____

Proposed Field Placement Experience (proposed job duties, title & function; setting/location, client population served, etc.): _____

Proposed Field Instruction Learning Objectives; Assignment/Range of Tasks to Meet

Learning Objectives; Proposed Agency Field Instructor. It is important that students take time to develop a "mini" learning contract using the learning objectives and specific competencies outlined in the field education contract.

1. List and describe potential social work practice involvement and/or projects that could be implemented at the agency that are *substantially different* from the tasks/assignments done under "employee status", or job function. _____

2. Develop a list of proposed field instruction learning activities. (Use objectives in the field instruction curriculum objectives for guidance). _____

3. Specify the days and times which will be set aside for the Field Practicum each week. _____

4. Describe how your current workload will be reduced to ensure that the required time for your Field Practicum is available each week and provide specific information on what your new work schedule will be (days/times) after you begin the proposed practicum. _____

***Note: A minimum of one (1) hour of actual field practicum instruction/supervision time per week by a licensed social worker is required per student in a field placement.**

By signing this Practicum Placement at Student's Place of Employment form, you affirm that you have reviewed this request and the Guidelines for Practicum Placement at Student's Place of Employment, and hereby approve the same. Any misleading or falsified information on this form or during the practicum placement may lead to student and/or agency dismissal, **Signatures**

Date: _____

Printed Name

Agency Administrative Supervisor Signature.

Date: _____

Printed Name

Proposed Agency Field Instructor Signature

Date: _____

Printed Name

Student

Boise State School of Social Work Approvals

Date: _____

Printed Name

External Program Coordinator

Date: _____

Printed Name

Director of Field Education

Credit, Attendance, & Holidays

No Academic Credit for Life and/or Work Experience: Academic or Field Practicum credit is not granted for life experience or professional work experience.

Attendance: Students are expected to be at the agency on a consistent, regular basis throughout both semesters in order to complete total field hours required. Students cannot work extra hours each week in order to finish Field Practicum early; continuity over time is a desirable developmental factor in the field experience.

Timekeeping: Students are expected to track all time spent at their agency. Students should utilize the electronic *Time Sheet* form available in IPT. In addition to listing hours worked each day, students should document a brief description of activities in the Comments section, making particular note when they complete tasks or participate in activities that are described in the learning agreement. Agency Field Instructors should verify student hours, preferably on a weekly basis, by initialing each time entry on the *Time Sheet* in IPT. At the end of each semester the student, Agency Field Instructor, and Faculty Field Liaison must electronically sign the IPT *Time Sheet* verifying that hours recorded are accurate.

Unexpected Absences: If students are unable to be at their field agency as scheduled for any reason, it is essential that the student discuss this with their Agency Field Instructor. Hours missed must be made up to ensure students complete the total number of hours required each semester. Extensions may be considered in extenuating circumstances, but must be approved by Faculty Field Liaison and by the Director of Field Education.

Holidays & School Breaks: As a general rule, students are not expected to do field work during Boise State University holiday breaks or during the summer months. Boise State observes the following holidays:

- Labor Day
- Thanksgiving week
- Winter break (mid-December through mid-January)
- Dr. Martin Luther King, Jr. / Human Rights Day
- President's Day
- Spring break

We encourage students to take a break, reconnect with family and friends, and practice self-care during holiday breaks. Holiday breaks also provide opportunities for students to demonstrate their ability to uphold professional boundaries.

In addition to the importance of self-care and rejuvenation, seminar and classes are intended to be co-requisites for student's field work. During holiday breaks students do not have the support of faculty or classroom learning to support them in field.

There are rare exceptions where a student may need to be in field during holiday breaks in order to catch up on hours or to provide the agency with minimal support to maintain continuity of care for clients to whom students are assigned. If a student or Agency Field Instructor believes it is important for a student to be in field during a holiday break, the student must speak with their Faculty Field Liaison for approval. It is the responsibility of the Faculty Field Liaison to be

available to students who are approved to work on holidays or during Boise State University breaks.

If students do work over holiday breaks, extra hours should be prorated over the following semester and not “banked” in order to finish practicum early. Agencies depend on students to be there for the duration of the school year and leaving a field placement early due to having hours “banked” is discouraged.

Student Safety & Liability

Student Safety: There are inherent risks in social work practice. Therefore, agencies, Agency Field Instructors and students are expected to collaborate to enhance safety and minimize risks in field. Agencies are expected to have written policies to address work situations that may entail risk for students. Such situations may include the following: home visits, services to clients outside the agency, services provided at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances, and services that are politically sensitive which may result in threats of violence. Agency Field Instructors are expected to orient students to their agency’s policies and practices regarding risk management and to assign students tasks which are consistent with the student’s level of competence. Students are expected to adhere to agency policies and to promptly address any concerns about their safety with their Agency Field Instructor.

The School of Social Work Field Office does not perform background checks on students prior to their field work, however agencies may have their own requirements with which students are expected to comply. Agencies may review databases such as the child abuse registry and sex offender registry. Agencies may require students undergo immunizations, drug testing and Background Criminal Investigation (BCI) checks. The costs associated with immunizations and background checks are the responsibility of the student.

Given the increase in outbreaks of old and new, more resistant strains of Tuberculosis (TB), all students should consider a medical check, especially those in institutional settings. The same may be true for Hepatitis B. Please consult with your supervisor for information on any medical procedures that are required or recommended at your agency.

Harassment: Boise State University is committed to maintaining a working and learning environment that is free of unlawful discrimination and harassment and in which every student is treated with dignity and respect. The University strives to create an environment that supports, encourages and rewards educational advancement on the basis of ability and performance. Accordingly, the University prohibits to the extent permitted by applicable law, discrimination and harassment against an individual on the basis of that person's race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.

If you experience harassment in your field agency, Boise State University Field Education staff are committed to investigating the situation and connecting you with needed support.

Sexual Harassment: Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination on the basis of sex in educational programs and activities. Title IX applies to public and private educational institutions that receive federal funds – including Boise State University.

Generally, sexual harassment and sexual assault are considered discrimination on the basis of sex. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment includes a range of behaviors from cat calling, staring at body parts, and inappropriate jokes to sexual assault and rape. The sex of the harasser and the person being harassed is irrelevant.

Unwelcome means that the person being harassed did not request or invite the behavior and regarded the conduct as undesirable or offensive. A failure to complain or flat out say “no” does not mean that the conduct was welcome. In some situations, a person may not be able to complain about unwelcome behaviors because of a power imbalance (i.e. an Agency Field Instructor and student) or because the person was drinking or scared, for example.

Title IX requires Boise State University to respond to certain harassment on the basis of sex which it knows about or reasonably should have known about. Specifically, the University must:

- Investigate what happened.
- Take appropriate steps to resolve the matter – the University must do its best to eliminate the harassment, prevent recurrence, and remedy effects even if no formal complaint has been made or when a person making a complaint does not wish to further participate in the process.
- Take interim measures during the investigation to prevent potential further harassment.

If you feel you have been discriminated against on the basis of sex in your Field setting, Boise State University has a responsibility to investigate your concern and provide you with support. If you would like to get support without filing a complaint, there are several confidential services available on the Boise State University Campus:

- The Gender Equity Center serves the entire campus community, including people of all genders, and can provide confidential support and advocacy.
- University Health Services provides a full range of primary care, referral, and educational services. Urgent care is available on a first-come, first-served basis.
- University Counseling Services provides mental health services that enhance student growth and development, help improve personal effectiveness and resilience, as well as promote student success.

Student Professional Liability Insurance: All social work practicum and internship students are covered by State of Idaho/Boise State University's General Liability insurance program. Per the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, Boise State University shall maintain comprehensive General Liability coverage in such amounts as are proscribed by Idaho Code section 6-924 (capped at \$500,000). The University's liability coverage shall cover the actions of University and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of Institution in performing actions related to the program. Coverage is effective upon enrollment in the practicum/internship.

Additionally, Boise State University School of Social Work purchases professional insurance to cover each student while enrolled as a student in practicum/internship. The insurance coverage is provided by American Casualty Company and the liability limits are \$1,000,000 each claim and \$5,000,000 aggregate. The cost of this insurance coverage is included in student's field program fees.

Student Use of Private Vehicle: Students are not allowed to transport clients in their own private vehicles for their own protection and for the protection of clients and agencies. If students are required to use their own vehicle to complete Field Practicum tasks and assignments (other than getting to/from work site), agencies must inform students about liability or vehicle coverage available (or not available) to them through the agency, and must provide mileage reimbursement.

If students use their own vehicle for field practicum tasks – they are encouraged to contact their vehicle insurance company to see if additional coverage is required to cover professional/work use of their vehicle.

Student Professional Conduct and Professional Standards

Social Work education is preparation for professional practice and as such there are expectations that go beyond academic standards within a classroom. There are physical, cognitive, emotional, and character requirements for effective social work practice, in addition to compliance with social work state licensing laws and ethics. Students who violate or fail to demonstrate adherence to these essential skills, values, and standards as they progress through the social work program and their field practicum may be subject to dismissal from the social work program and may be unable to secure a social work license and/or job upon graduation.

Students are evaluated on these professional standards in all areas of the BSW and MSW program including admissions, academic classes and field practicum. Students are expected to possess these attributes and skills at a level appropriate to their year in the program.

Professionalism: Students are expected to follow agency rules and policies. They are expected to be punctual and dependable. They are expected to demonstrate professional behavior in their interactions with clients, agency staff, and Boise State University faculty and staff. Students should provide services to clients that are based on relevant social work knowledge and research. Students must demonstrate an ability to prioritize responsibilities and complete assignments.

Interpersonal Skills: Social work students demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include showing respect for and consideration of others, listening skills, and the ability to communicate effectively both verbally and non-verbally. Students take appropriate responsibility for their actions and consider the impact on others. They work effectively with others, regardless of level of authority. Students advocate in an appropriate, respectful and responsible manner taking into consideration the complexity of each situation. They use proper channels for complaints, conflict resolution, and grievances. Students demonstrate a willingness to receive feedback from faculty and field instructors, administrators, staff and colleagues in a positive and respectful manner.

Communication Skills: Social work students exercise professional judgment in all communications with students, faculty, staff, clients, and other professionals. Professional competence encompasses using email in an appropriate manner and responding to email communications from other students, faculty, staff, administrators, and field instructors in a timely and appropriate manner. Student must have the ability to communicate effectively orally and writing and demonstrate a grasp of professional language and concepts. This includes producing clear and legible casework and clinical notes in appropriate format for setting and situation, organizing thoughts and ideas into appropriately written referenced essays and research papers. Students should not audio or video tape any conversations with other students, faculty, field instructors or clients without first asking for prior permission to record any personal or professional conversations.

Values: Students must demonstrate a commitment to the core values of social work including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Diversity: Social work students must value diversity. Students must serve in an appropriate manner all persons seeking assistance in their agency regardless of race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.

Students must not impose their own personal, religious, and/or cultural values on others and must know how their own background and value base affect his or her interactions with clients. Students must be willing to reflect on and change their behavior when it interferes with their ability to work with a client.

Self-Awareness: Social work students know how their own values, beliefs, attitudes, and past experiences affect their thinking, behaviors, relationships, and overall practice. Students examine their internal processes, their strengths, limitations, and suitability for professional practice. Social work students demonstrate an awareness of how others perceive them and are willing to change behaviors that are non-conducive to working relationships with clients or other professionals.

Empathy: Social workers endeavor to gain insight and understanding into the values, lived experiences, and beliefs that clients have. Social work students communicate empathy and support clients as a basis for building a productive and professional relationship with the client.

Self-Care: Social work students recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on scholastic and professional performance. Students must be willing to seek the advice of their faculty advisor and follow recommendations made by their advisor and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services.

Ethical Behavior: Students must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics can be found at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.aspx>.

Privacy & Confidentiality: Social work students should respect and protect the privacy and confidentiality of clients. Students should not solicit private information from clients unless it is needed to provide services. Students are expected to comply with confidentiality requirements outlined in agency policy, applicable laws, and the NASW Code of Ethics and only disclose client information in accordance with such policies and/or if disclosing information is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. Students should not disclose identifying information about clients in Seminar and other classes.

Sexual Relationships & Physical Contact: Students should not engage in physical contact (such as hugging or massaging clients) with clients when there is a possibility of psychological harm to the client as a result. Students should under no circumstances engage in sexual activities or sexual contact with current or former clients – or with other individuals with whom clients maintain close personal relationships where there is a risk of exploitation or potential harm to the client. Social work students, not their clients, assume the full burden of setting clear, appropriate, and culturally sensitive boundaries.

Motor Abilities: Social work students need to have sufficient ability to participate in classes and field agency placement, and to acquire and integrate data and knowledge through use of their senses. Students need to be able to perform the essential functions of an internship with reasonable accommodations.

Social Media Guidelines: Social media channels, such as Facebook, Instagram, Twitter, YouTube, Snapchat, and various blog sites are just a few examples of new and exciting ways to connect with others and share information. Likewise, technology has broadened social workers' capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. **Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when**

using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).

Common issues that students need to understand, and manage, when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your *professional image*, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office.

As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

What are the agency guidelines regarding the use of Facebook and Instagram, and who can you friend and follow?

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook and Instagram accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site.

Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see

when you are tagged in photos, view comments made by others, note your status updates, and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is important to remember that even with privacy settings, social media sites are not always secure, and it can be possible for anyone to view information you post. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter, Instagram, or Snapchat?

With the proliferation of hand held devices such as smart phones, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email, Twitter and Snapchat are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools.

There is huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. **Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information.** In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Observe all state and federal regulations such as FERPA and HIPAA, as well as University Policy(ies). Additionally, never use personal email accounts to send communicate client information.

Be aware: Employers and volunteer organizations are more frequently requesting passwords and permissions to see what is behind your privacy settings. You have the right to refuse permission. However, doing so may be a consideration in whether or not you are offered opportunities to work with them. Further, allowing organizations to see everything may also be hazardous to future opportunities. Make sure you know what's "out there."

Can I check my personal social media accounts during field hours?

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

I can't find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

Standard 1.06 states that “social workers *should not engage in dual or multiple relationships*...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

Standard 1.07(i) states that “social workers *should not discuss confidential information in any setting unless privacy can be ensured.*” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

Standard 4.03 states that “social workers *should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.*” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

The Code of Ethics explicitly mentions social media and the recently released Technology Standards also address social media and technology issues. The Technology Standards contain fifty-five specific standards, along with an interpretation of each standard. Here are a few examples of what you will find in the Technology Standards.

- Standard 2.01: Ethical Use of Technology to Deliver Social Work Services: When providing services to individuals, families, or groups using technology, social workers

shall follow the NASW Code of Ethics just as they would when providing services to clients in person.

- Standard 2.10: Social Media Policy: Social workers who use social media shall develop a social media policy that they share with clients.
- Standard 2.11: Use of Personal Technology for Work Purposes: Social workers shall consider the implications of their use of personal mobile phones and other electronic communication devices for work purposes.
- Standard 3.01: Informed Consent: As part of the informed consent process, social workers shall explain to clients whether and how they intend to use electronic devices or communication technologies to gather, manage, and store client information.
- Standard 3.14: Managing Phased Out and Outdated Electronic Devices: When an electronic device is no longer needed, is phased out, or is outdated, social workers shall take steps to protect their clients, employer, themselves, and the environment.

Also, see https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf for additional standards regarding social media policies provided by NASW and ASWB.

What should I do next?

Take some time to review these guidelines with your Agency Field Instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Agency Field Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Tips to maintain a positive online presence:

- **Clean up your digital dirt.** Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.
- **Remember the internet is public domain.** They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.
- **Use social networking sites to your advantage.** Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully. Include great references on your profile from a variety of different people to "paint" a positive professional image of yourself.

- **Using social networking sites may not be for you.** If using social media tools is not fun for you and it just feels like more work, that is O.K. These tools are not for everyone. If you are just going through the motions of putting something out there to have a presence, do not do it. Your lack of enthusiasm and lack of passion will show through, and that is NOT the image you want to portray. Your time and energy will serve you better to focus on areas that you believe in.
- **Be thoughtful about your posts.** There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the School of Social Work, the practicum agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Agency Field Instructor, Faculty Field Liaison, or the Director of Field Education.

*Based in part on guidelines from UNC Chapel Hill, & SJSU

Effective Use of Supervision: Students should prepare for supervision meetings in a meaningful way. Students should practice self-reflection and be prepared to share their insights with their Agency Field Instructors. Students should frequently review their learning agreements and monitor their own progress toward learning goals and mastery of social work practice behaviors and competencies. Students should be willing to share challenges, difficulties, and successes they are having in their work with clients with their Agency Field Instructors. Questions students may consider as ways to evaluate their growth and professional development include:

- Do I consistently perform as a competent, confident social worker in stressful situations?
- Do I apply knowledge from the social and behavioral sciences to my work with clients?
- Do I treat clients and colleagues respectfully and demonstrate unconditional positive regard?
- Do I respond empathetically?
- Do I demonstrate imaginative, innovative social work skills?
- Do I use data and knowledge to plan intervention strategies?
- Do I make appropriate referrals to community resources?
- Am I appropriately assertive on behalf of myself? On behalf of my profession? As an advocate for my clients?
- If a social work job was available at my agency, would I be actively recruited for the position?
- Would my supervisor write a highly positive letter of recommendation for me?

Addressing Challenges & Difficulties in Field

Problem Solving Policy:

Steps to address student challenges and concerns in field practicum

The Boise State University School of Social Work is committed to assisting students to maximize their learning opportunities and experiences in a field placement. Issues, concerns and demonstrated difficulties need to be identified and addressed in a professional manner in order to provide resolution and/or corrective actions as necessary. Participation in this process is part of the field practicum learning objectives. Every effort is made to assure that the student's rights to due process are protected, as well as assuring the appropriate protections to agency and client interests. When a concern is identified the following sequence of activities should occur:

A. Concerns of the STUDENT about the Agency Field Instructor or Agency

1. The student will address the concerns with the Agency Field Instructor and see if the issues of concern can be worked out directly. Since the power differential between student and Agency Field Instructor can be somewhat intimidating, especially early in the practicum relationship, the student may wish to consult with her/his Faculty Field Liaison to "rehearse" how to approach the Agency Field Instructor for such a discussion.
2. If the issue at hand cannot be resolved directly with the Agency Field Instructor, the student will contact their Faculty Field Liaison and consult with him/her regarding potential arrangement of a face-to-face meeting among all concerned. External programs may need to use teleconference or video technology as a more responsive way to meet with rural agencies that may otherwise require significant travel time. Such a meeting will serve to clarify problems, discuss potential solutions, and attempt to develop a plan that will allow the practicum to go forth.
3. Should this final approach be unsuccessful, the student, Agency Field Instructor and/or Faculty Field Liaison shall inform the Director of Field Education and all parties shall meet to discuss options available to the student. For external programs a site coordinator will also be involved. If indicated, this meeting may be to arrange termination of the student placement with the agency. Termination of a field placement cannot occur unless the problem-solving process has been fully utilized.
4. If appropriate, the Office of Field will work with the Faculty Field Liaison and the student (or external site program coordinator) to identify other placement options. The Office of Field cannot guarantee that a second field option will be available.

B. Concerns of the AGENCY FIELD INSTRUCTOR about the student

1. The Agency Field Instructor will address the concerns with the student and see if the issues of concern can be worked out directly. External programs may need to use teleconference or video technology as a more responsive way to meet with rural agencies that may otherwise require significant travel time. Experience with

such situations indicates that open and clear communication between the student and Agency Field Instructor often alleviates tense or problematic situations.

2. If the issue at hand cannot be resolved directly with the student, the Agency Field Instructor will contact the Faculty Field Liaison for the placement and consult with him/her about the situation. Often, this sort of strategizing can result in a resolution to the problem.
3. The Faculty Field Liaison is always available to come to the site to meet face-to-face with the student, Agency Field Instructor, and anyone else deemed appropriate. At this point, an action plan for resolving the issue will be developed and agreed to by all parties.
4. Should this final approach be unsuccessful, the student, Agency Field Instructor, and Faculty Field Liaison shall inform the Director of Field Education and meet to discuss options available to the student, and if indicated, arrange termination of the student placement with the agency. Termination of a field placement cannot occur unless the problem-solving process has been fully utilized.
5. If appropriate, the Office of Field will work with the Faculty Field Liaison and the student (or external site program coordinator) to identify other placement options. The Office of Field cannot guarantee that a second field option will be available.
6. If indicated a student may be referred to the Student Development Committee on Students (COS) to address any concerns.

Field Performance Improvement Plan:

<https://d25vtythmtl3o.cloudfront.net/uploads/sites/74/files/2012/11/Performance-Improvement-Plan.pdf>

- C. Situations in which immediate suspension or termination of a placement is necessary (AGENCY DRIVEN):** In the event that an agency wishes to immediately suspend or terminate a practicum placement due to unprofessional behavior of a student, safety concerns for clients or unethical behavior of students the Agency Field Instructor is requested to:
1. Contact the Faculty Field Liaison immediately to discuss the circumstances leading to the situation.
 2. The Agency Field Instructor and/or Faculty Field Liaison (or external program coordinator) will then contact the Director of Field Education to inform of the decision to terminate a student.
 3. Inform the student verbally (with written follow-up) the reason for the suspension or termination.
 4. Work with the Faculty Field Liaison to accomplish any follow-up activities or meetings that need to occur in order to appropriately end the placement.

5. Discuss with the Faculty Field Liaison and Director of Field Education ways in which the situation leading to the termination can be avoided in the future, and how the agency and university can work together to promote social work education.
6. If appropriate, the Office of Field will work with the Faculty Field Liaison and the student to identify other placement options. The Office of Field cannot guarantee that a second field option will be available.
7. Termination from a field placement may result in a grade of F in field, which would disallow the student to continue in the BSW or MSW program.
8. If indicated a student may be referred to the Student Development Committee on Students (COS) to address any concerns.

D. Concerns of the FACULTY FIELD LIAISON about the student

1. The Faculty Field Liaison will address any concerns with the student and see if the issues or concerns can be directly worked out.
2. If the issue at hand cannot be resolved directly with the student, the Faculty Field Liaison will notify the agency and the Director of Field Education of their concerns and a meeting will be arranged to address the Faculty Field Liaison's concerns. External programs shall notify the site coordinator of the concern and include the site coordinator when setting up a meeting with the Director of Field Education.
3. If appropriate, the Office of Field will work with the Faculty Field Liaison and the student (or external site program coordinator) to identify other placement options. The Office of Field cannot guarantee that a second field option will be available.
4. If indicated a student may be referred to the Student Development Committee on Students (COS) to address any concerns.

E. Concerns of the FACULTY FIELD LIAISON about the agency

1. The Faculty Field Liaison will address any concerns with the agency and see if the issues or concerns can be directly worked out.
2. If the issue at hand cannot be resolved directly with the agency, the Faculty Field Liaison will notify the agency and the Director of Field Education of their concerns and a meeting will be arranged to address the Faculty Field Liaison's concerns. External programs shall notify the site coordinator of the concern and include the site coordinator when setting up a meeting with the Director of Field Education.
3. If appropriate, the Office of Field will work with the Faculty Field Liaison and the student (or external site program coordinator) to identify other placement options.

F. Termination of Students from Practicum

Practicum history indicates that some students experience significant challenges in the development of professional behavior and identity. Students in field practicum are expected to demonstrate professional behavior, attitude, and demeanor in their practicum agency and in their community. Occasionally, serious situations occur in which students fail significantly to adhere to key professional expectations. Failure to adhere to these professional expectations can result in termination of field practicum and/or removal from the BSW/MSW program. These professional expectations mandate students to:

1. Demonstrate respect, empathy, and tolerance with peers, colleagues, and clients;
 2. Utilize an assertive and direct style of communication, both verbally and non-verbally;
 3. Demonstrate an understanding of the student's role within the formalized structure of the organization;
 4. Use established lines of authority appropriately within the organization;
 5. Seek guidance from the student's identified Agency Task Supervisor/Agency Field Instructor and prepare for scheduled supervisory sessions;
 6. Comply with Agency Field Instructor's directives and utilize supervisor feedback;
 7. Dress and act in compliance with Agency protocol;
 8. Respect the principle of confidentiality at all levels within and outside the Agency;
 9. Give precedence to professional responsibilities over personal concerns;
 10. Model a strengths-based perspective in professional interactions;
 11. Respect and use established protocol as outlined in the practicum manual;
 12. Practice in conformance with the NASW Code of Ethics; and
 13. Be truthful with information to clients, Agency Task Supervisor, Agency Field Instructor, Faculty Field Liaison, and the Director of Field Education.
14. Follow the Student Professional Conduct and Professional Standards Policy.

G. The Field Office reserves the right to have a student write a reflective essay regarding concerns that arise in a field setting, or if a student is let go from an agency. The purpose is to help the student to reflect upon the situation and the factors that led up to the situation and ways to consider a professional response to assist with student learning. It's imperative that a student be able to reflect upon his/her behavior as an emerging professional social worker. This will allow the Field Office to better assess a student's readiness for another field placement. The student may be required to do additional field hours should another placement be secured and the additional hours will be at the discretion of the Field Office. The additional hours will assist with orientation and entrance to a new agency to allow time for the student to integrate into a new agency and be able to do demonstrate the field competencies in a practice setting. The Field Office may also develop a Performance Improvement Plan at the student's new field placement to assist the student with being successful. Information may be shared with the new field agency describing the reasons why a student was let go from a previous agency and what the student has done to develop professionally and learn from the previous field placement experience. If

indicated a student may be referred to the Student Development Committee on Students (COS) to address any concerns.

VIII. Resources for Students

Self-Care: Practitioners in helping professions, therapists, case managers, and child welfare workers, often realize that the act of attending to individuals, families, and groups experiencing traumatic events in their lives can lead to diminished well-being of the practitioner's health, both emotionally and physically. In some instances, practitioners may experience burn out, secondary traumatic stress, compassion fatigue, or vicarious trauma. These conditions not only place the practitioner at risk, but also the clients they serve. It is important that students begin to develop self-care strategies early on as they develop toward being a professional social worker as ways to mitigate the impacts of burn out, secondary traumatic stress, compassion fatigue, or vicarious trauma as a professional.

The most important strategy to prevent these conditions is to employ a triad of psychoeducation, skills training and supervision. As practitioners gain awareness of indirect trauma exposure hazards, they are better equipped to utilize prevention strategies to reduce risk and increase resiliency. Participation in self-care groups, balancing caseload, rest, proper nutrition and exercise, and other stress reducing activities are suggestions to prevent indirect trauma.

Professional self-care is a critical component to maintain ethical and professional behavior as well as provide competent services to diverse clientele. NASW supports self-care programs utilized to strengthen the helping profession and preserve the integrity of work with clients across diverse setting. Social workers can initiate self-care through policies, evaluations, supervision, and debriefing after stressful events. Agencies may also employ the use of staff retreats, team building focused on staff rejuvenation, or actively sponsoring healthy lifestyle initiatives within the work environment. Plans should also include activities that enhance coping mechanisms directly related to the management of the organization and the impact on workforce functioning.

For more information or additional resources about the importance of self-care:

<http://proqol.org/>

<https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

<http://www.nctsn.org/resources/topics/secondary-traumatic-stress>

Educational Access Center: <https://www.boisestate.edu/eac/> If you have a disability or think you may have a disability that may impact your field experience, support and resources are available. The Educational Access Center provides leadership to the Boise State University community and guides achievement of the University's goal of creating a high-quality educational experience for all students. The Educational Access Center empowers students to accomplish their educational goals by advancing access and facilitating independence. More information is available by calling: 426-1583.

CARE Team (Campus Assessment, Resource, and Education):

<https://www.boisestate.edu/care/>

Boise State University is committed to providing a quality learning environment. Living, learning, and working at Boise State can be stressful and sometimes the reason behind someone who is disruptive, threatening or irrational. The CARE Team provides assistance to the university community to help assess and find solutions for managing distressing, disturbing, disruptive, and dangerous behaviors. If you find yourself in distress or are concerned about another student's behavior, the CARE program is available to help. See <https://www.boisestate.edu/care/> for additional information.

Career Center: <https://www.boisestate.edu/career/>

The Career Center is committed to assisting Boise State University students and alumni as they make decisions about their futures through our career planning and development programs and employment services. Our purpose is to facilitate positive partnerships and engagement opportunities among students, alumni, and employers in our community and beyond. We assist students in:

- 1) Planning and implementing career objectives
- 2) Finding student employment and experiential education opportunities
- 3) Meeting their post graduate career goals

Boise State Health Services

Counseling Center: <https://www.boisestate.edu/healthservices/counseling/>

The role of Counseling Services at Boise State University is to provide mental health services that enhance student growth and development, help improve personal effectiveness and resilience, as well as promote student success. Counseling Services help you tap into your strengths and find resources to deal more effectively with concerns that impact your pursuit of personal and academic goals. The Counseling center provides a broad spectrum of short term counseling, consultative, evaluative, teaching, and training functions. Their staff consists of psychologists, counselors, social workers, marriage and family therapists, and closely supervised graduate students.

For additional community resources see: <https://www.boisestate.edu/healthservices/>

Health Coaching: <https://www.boisestate.edu/healthservices/wellness/health-coaching/>

As a complement to other health services, health coaching is a personalized approach to behavior change. Through client-centered goal setting, individuals are empowered to improve their health and wellness. Our health coaches will guide, motivate, and provide resources while helping clients set SMART (specific, measurable, attainable, realistic, time specific) goals.

Massage Program: <https://www.boisestate.edu/healthservices/medical/massage/>

The Medical Massage Program offers therapeutic massage to patients referred by a Health Center medical provider. Medical massage is a viable and non-invasive treatment option for conditions that are scientifically known to benefit from massage techniques applied in a skilled, therapeutic fashion under the supervision of mid-level provider or physician. Massage appointments are billed directly to the student's health insurance plan at the current rate of reimbursement. However, if the massage is not covered by their insurance, the student will be directly billed.

Office of the Dean of Students: <https://www.boisestate.edu/deanofstudents/>

The Office of the Dean of Students provides a variety of services designed to support student success and engagement at Boise State University. They play a significant role in supporting and empowering students and their families during difficult times. Contact them for friendly assistance and referrals to other vital campus resources.

Case management provides early intervention and support to Boise State students experiencing difficulties or distress, such as juggling a demanding schedule. Depending on individual needs, the case manager can coordinate services on and off campus to help address struggles and reduce the negative impact on the student and the greater campus community. In addition to developing a coordinated needs assessment, the case manager assists with:

Navigating Resources

Solving Problems

Resolving Conflict

Follow-up services

Boise State Campus Recreation Center: <https://www.boisestate.edu/recreation/>

Full-time student membership costs are included in student fees paid to the university.

ASBSU Legal Services: <https://www.boisestate.edu/deanofstudents/student-support/legal/>

The Associated Students of Boise State University (ASBSU) provides FREE ATTORNEY CONSULTATIONS with a local private lawyer for most legal problems you may have. This service is available to all eligible students of Boise State. Check the website for a list of topics discussed.

IX. Resources for Agency Field Instructors

Best Practices for Agency Field Instructors: Effective Field Instruction requires time, commitment, and skills. Agency Field Instructors are encouraged to seek out opportunities to improve their teaching and supervision skills provided by Boise State University and in the community. Effective Agency Field Instructors:

- Are available and accessible to the student
- Are responsive to student feelings
- Serve as positive role models
- Clarify and structure the learning experience and roles
- Observe students' work
- Provide feedback, monitor and evaluate student performance and progress
- Encourage student self-development and self-awareness
- Challenge students' attitudes that are not in harmony with social work values
- Provide information, suggest solutions, teach specific skills and techniques, and orient students to the agency
- Share their own experiences with students
- Assist with problem solving
- Assist students in reframing feelings regarding clients and decision-making
- Allow appropriate student autonomy for learning

Conway, P. & Ellison, M.S. (1995). The development of a behaviorally anchored rating scale for Masters Students' evaluation of field instructors. *The Clinical Supervisor*, (13) 1, 101.

Agency Field Instructors should be mindful of student learning and aware that learning is a process. The following are recommended tasks Agency Field Instructors complete during different aspects of the student's learning experience.

Before Practicum Begins

Determine expectations & necessary skills: When interviewing students – be clear about expectations that will be placed on them in the agency and minimum knowledge and skills required to be successful. Ask students what they would expect of you, as the Agency Field Instructor, and describe your supervision/teaching style so you both can start with clear expectations.

Develop Orientation Plan: A thorough orientation is critically important in setting up students for success. See orientation tips and checklist included in this manual for suggestions on what to include in an orientation.

When Practicum Begins

Review expectations: Have open, honest dialogue with your student about what is expected of him or her, and discuss appropriate role and boundaries for students in your agency.

Schedule supervision meetings: Schedule and emphasize the importance of weekly, one-on-one, face-to-face supervision meetings.

Provide thorough orientation to the agency: Plan and identify activities that will help your student get to know agency staff, become aware of key agency functions and techniques, and to identify and prioritize skills and knowledge that will help them be successful.

Relationship Development: Get to know your student and work to build trust, rapport, and a professional relationship. Assess student's skill and confidence level. Discuss their preferred

learning style. Be aware of any information about the student that may impact their work in the agency and provide support as needed.

Assist Student with Completion of Learning Agreement: Students are expected to assume primary responsibility for identifying learning activities that will help them develop practice skills and competencies. As students may have a limited understanding of opportunities available to them in your agency, please take the time to review the learning agreement together and to help students brainstorm, identify, and personalize meaningful learning activities.

Task Assignment: As you ask students to complete tasks, be sure to clarify the purpose of assignments. Help them understand why it is important for them to complete the task. Provide sufficient instructions and support. Allow students to shadow or work collaboratively with you early in their practicum experience. Provide early opportunities for client contact.

Discuss Problem-Solving Model of your Agency and of Boise State University: Help students understand how they should approach problems they may encounter during practicum. In addition, be up-front with students about what steps you will take if concerns arise about their performance in field. The *Problem-Solving Policy* in this manual outlines steps we expect students and Agency Field Instructors to take if problems arise and provides a good basis for discussion.

During Supervision Sessions

- Review student's time sheet on IPT. Initial time entries on a weekly basis. Sign completed time sheet at the end of each semester.
- Review student's current workload / caseload and adjust demands on student as/if needed.
- Clarify performance expectations as/if needed. Provide clear and consistent feedback.
- Encourage student to reflect on progress toward development of practice behaviors and competencies.
- Review student's Learning Agreement and progress toward completion of learning activities and goals.
- Provide concise, direct, constructive, timely, and balanced feedback.
- Discuss and promote healthy boundaries and self-care practices.
- Assist student in exploring and clarifying personal values.
- Discuss ethical concerns and demonstrate use of ethical decision-making models.
- Assist student with integration of theory with practice.

When Concerns Arise

- Address concerns promptly from a strengths-based approach.
- Refer and utilize Field Problem Solving Policy.
- Get input from other agency staff and supervisors.
- Consult in a timely manner with the student's Faculty Field Liaison.
- Refer students to support services (counseling, academic supports) as needed

- Document concerns, how they are being addressed, and the consequences of not meeting expectations, including timelines.
- Maintain ongoing collaboration and communication with student's Faculty Field Liaison and/or Director or Associate Director of Field Education.

Orientation Tips: Students benefit from a structured, planned orientation. Orientation plans should include:

Discussion of Expectations: Schedule, agency dress code, how student should identify him/herself to clients and agency staff, and appropriate roles and boundaries for the student should be discussed.

Tour of Physical Space: Make sure students know where staff restrooms, break room, and other important areas are located. Be sure to provide a space for students to store their personal belongings. In large agencies or hospitals, providing a map or floor plan can be helpful.

Introductions to Agency Staff: Introducing students to staff early in their field experience can help students feel they are important to the agency as a whole. You may want to consider having students meet with different staff during their orientation to get acquainted and to learn about the different roles staff have in the agency. Including students in staff meetings (as possible) can be a good way for students to learn about decision-making processes, staff dynamics, and agency leadership.

Safety & Emergency Procedures: Students should review agency policies relevant to student/staff and client safety. Students should be provided with instructions on how to contact Agency Field Instructor or another staff person should an emergency arise.

Agency Mission, Organizational Structure, and Governance: Assist students with understanding the agency's mission, program objectives, and role in the service delivery system and larger community. Provide students with an organizational chart and discuss roles of different staff members, Board of Directors, and other important stakeholders. Discuss funding sources for agency operations.

Agency Policy & Procedure: Students should review and discuss key policies and procedures that govern the agency including but not limited to: confidentiality (HIPAA), client eligibility for services, informed consent, and professional conduct.

Service Delivery Models, Methods, & Guiding Theories: Students should read about and discuss primary models and methods used by the agency (e.g. case management, peer support) as well as discussing and learning about theories that guide the agency's work (e.g. strengths-based practice, cognitive-behavioral therapy). Program evaluations and annual reports can provide students with information about the effectiveness of the agency's work.

Client Assessments & Case Studies: It can be very helpful for students to review completed client assessments and review case files. A case review can provide an opportunity to discuss

common presenting concerns of clients, interventions utilized, and documentation expectations and format.

Where Can I Find? Make sure students know where to locate information such as telephone numbers for agency staff, community resource information, location of client files and client contact information.

X. Forms & Appendices

Boise State University / Agency Affiliation Agreement

Agency Field Instructor Verification Form

BSW Learning Agreement

MSW Foundation Learning Agreement

MSW Advanced Learning Agreement

Field Performance Improvement Plan

Site Visit Form

Sample MSW Advanced Field Evaluation Form

Fieldwork Guidelines for MSW Foundation and MSW Advanced



MASTER AFFILIATION AGREEMENT

This AFFILIATION AGREEMENT (“**Agreement**”), effective the ____ day of [MONTH], [YEAR] (“**Effective Date**”) is by and between Boise State University by and through its College of Health Sciences, an institution of higher education of the State of Idaho (“**Boise State**” or “**University**”), having its principal offices located at 1910 University Drive, Boise Idaho, 83725 and [AFFILIATE PARTNER], a [TYPE OF INSTITUTION], located at [INSERT LOCATION OF CLINICAL EXPERIENCES OR PRINCIPAL ADMINISTRATIVE OFFICES] (“**Facility**”). Boise State and Facility are collectively referred to herein as the “Parties,” each individually a “Party.”

WHEREAS, the parties periodically desire to provide Boise State students enrolled in various programs within Boise State’s College of Health Sciences, as identified on Appendix A attached hereto and incorporated herein by this reference (“**Trainees**”) with educational and/or clinical experiences by establishing one or more educational and/or clinical experience programs in a health care setting at Facility.

NOW, THEREFORE, in consideration of the mutual promises herein, Boise State and Facility hereby agree to establish and implement Programs during the terms of this Agreement subject to the following terms and conditions:

1. **PARTICIPATING PROGRAMS:** This Agreement shall apply to Trainees from the University programs listed on Appendix A, which is incorporated as if fully set forth herein by this reference (the “**Program(s)**”). The Parties may add or remove Programs periodically throughout the term of this Agreement by updating Appendix A, and each updated Appendix A shall be automatically incorporated and deemed a part of this Agreement.
2. **TERM:** This Agreement will be effective for a term of five (5) years commencing on the Effective Date (“**Term**”). Either Party may terminate this Agreement without cause during the Term by giving the other Party one hundred eighty (180) days’ prior written notice of its intention to terminate. If such notice is given, this Agreement will terminate: (a) at the end of such one hundred eighty (180) days; or (b) when all Trainees participating in a Program at the time such notice is given have completed their respective courses of study under the Program, whichever event occurs last.
3. **MUTUAL RESPONSIBILITIES:** The Parties will fully cooperate with one another throughout the term of this Agreement to facilitate the successful operation of all Programs. Except for specific acts to be performed by the other party pursuant to the provisions of this Agreement, Boise State and Facility each agree to furnish the premises, personnel, services, and all other items necessary for each Program. In connection with all Programs established hereunder:
 - (a) Each Party shall designate an official to represent such Party in coordinating each Program on Appendix A (the “**Liaison**”) and each Party’s Liaison shall serve as the primary contact with regard to each Program. For Social Work programs, Facility shall also designate a field instructor/preceptor with the responsibility of supervision of Trainees, which Facility Preceptor shall meet all standards established by the appropriate accrediting body, including appropriate licensure in good-standing. For Athletic Training Programs coordinated through the Department of Kinesiology, the Facility must designate a staff member to serve as the Liaison that shall also be responsible for supervision of the assigned student(s) and planning and implementation of the assigned student(s)’ clinical experience, subject to the University’s approval, provided that such Liaison shall meet the standards established by the Commission on Accreditation of Athletic

Training Education (CAATE) for “Preceptor,” which includes: (1) being credentialed/licensed (in-good standing) as an athletic trainer or other health care professional, and (2) receive planned and on-going education (preceptor training) from the program designed to promote a constructive learning environment. For the Genetic Counseling Program, Facility shall also designate clinical supervisors/preceptors with the responsibility of supervision of Trainees, which Facility Preceptor shall meet all standards established by the appropriate accrediting body, including appropriate licensure in good-standing.

- (b) The Parties will mutually agree prior to each semester on the number of Trainees eligible to participate in the Program and the period of time spent for each Trainee participating in the Program. The schedule, contents, objectives and goals of the Program will be arranged in cooperation between the Liaisons or their designees.
- (c) Each Party will comply with all applicable federal, state, and municipal laws, ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and cooperate with the other Party’s efforts to comply, and certify such compliance upon request.
- (d) Each Party shall obtain and maintain any current licenses, certifications, or authorizations necessary to perform each Party’s obligations.
- (e) Neither Party will discriminate in the assignment of Trainees or in any other manner during the term of this Agreement or any Program Agreement on the basis of race, color, religion, age, national origin, sex, sexual orientation, gender identity, national origin, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.
- (f) The Parties shall work together to make reasonable accommodations for any Trainees or applicants for a Program as may be required by the provisions of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act or applicable University policy.
- (g) Each Party shall permit the authority responsible for accreditation of Boise State’s curriculum to inspect the facilities, services, and other items for purposes of the Program.

4. **BOISE STATE RESPONSIBILITIES:** In connection with all Programs established hereunder, the University shall have the following responsibilities:

- (a) University shall retain complete responsibility and authority over all academic aspects of the Program, including planning and implementing curriculum for its students. University shall conduct evaluations, maintain all grades and records, and conduct any University disciplinary processes in the regular course of its business of educating its students (including Trainees) and in accordance with all applicable University policies and procedures.
- (b) University shall determine the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior and will refer Trainees to Facility who have satisfactorily completed the prerequisite didactic portions of the University’s curriculum. Further, University shall identify and refer to Facility only Trainees that are qualified to participate in the Program. To be qualified, all Trainees shall (i) be a student in good standing with the University; (ii) have successfully passed a background check performed by the University or a qualified agency contracted by the University and in accordance with the College of Health Sciences Background Check Procedures, (iii) have received immunizations, vaccinations, physical examinations and testing to the extent required by Facility and provided Facility has notified

- University of any such requirements no later than one (1) month prior to the start of the applicable Term; (iv) if the equivalent Facility workforce position is required to maintain CPR certification, have evidence of completion of a CPR course based on American Heart Association or American Red Cross guidelines and related to the age group(s) with whom they will be working and (iv) satisfy any other criteria jointly established by University and Facility.
- (c) University shall notify Trainees: (i) that they are required to comply with all policies and procedures of Facility, including those regarding confidentiality of patient/client records and information; (ii) that they must conduct themselves in a professional manner at all times; and (iii) that Trainees should promptly notify University and Facility, as appropriate, of any concerns or problems which arise during the course of their Program.
 - (d) For Programs coordinated by the University's School of Nursing, the University shall assure Trainees are educated regarding universal precautions, blood-borne pathogens, and other appropriate Occupational Safety and Health Act standards prior to coming to Facility.
 - (e) University shall respond promptly with regard to any complaints or concerns regarding a Trainee. University agrees to withdraw a Trainee when Facility reasonably requests immediate removal of any Trainee whose performance is a detriment to Facility's business or to achievement of the stated objectives of the Program. Additionally, the University reserves the right to remove or re-locate any Trainee, in its reasonable discretion, upon notice to Facility and in accordance with University's own policies and procedures.
 - (f) With prior written consent of Facility, faculty members of University, including for example preceptors ("**Faculty**"), may provide on-site instruction to Trainees in connection with any Program. All Faculty provided by University shall be duly licensed, certified or otherwise qualified to participate in the Program; shall be required to undergo orientation acceptable to Facility prior to commencement of on-site instruction; shall comply with all of Facility's policies and procedures, including maintaining the confidentiality of patient information; and shall wear identification and meet such other requirements communicated in writing by Facility to University prior to commencement of on-site instruction. In addition, all the provisions of this Agreement applicable to Trainees shall apply equally to Faculty.
 - (g) University is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, University shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are proscribed by Idaho Code section 6-924 (not less than \$500,000). University's liability coverage shall cover the actions of University and its employees, agents, students (including Trainees), and faculty while acting in the course and scope of employment or as students of University in performing actions related to their Academic Practicums. University's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919.
 - (h) University shall maintain, in the amount of \$1,000,000 per occurrence and \$5,000,000 in the aggregate, professional liability insurance covering itself and Trainees participating in a Program; and
 - (i) University will encourage each Trainee participating in a Program to acquire comprehensive health and accident insurance that will provide continuous coverage of Trainee during his/her participation

in a Program and will inform Trainees that they are responsible for their own health needs, health care costs, and health insurance coverage.

5. **FACILITY RESPONSIBILITIES:** In connection with all Programs established hereunder, Facility shall have the following responsibilities:

- (a) Facility shall provide Trainees with access to appropriate resources so that a sound educational experience can occur, including access to patients at Facility in an appropriately supervised environment, and required security access.
- (b) Facility shall provide adequate training and supervision for Trainees as reasonably necessary for the safe, effective operation of the Program consistent with the Program's objectives and take all reasonable and necessary safety precautions to provide a safe environment for Trainees. In the event a Trainee is exposed to an infectious or environmental hazard or other occupational injury (i.e. needle stick) while at Facility, the Facility will provide such emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCY), and HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that Facility does not have the resources to provide such emergency care, Facility will refer such student to the nearest emergency facility, provided that the Trainee shall retain responsibility for any charges generated.
- (c) Facility shall retain full responsibility for all patient care and quality standards, and will maintain a level of care which meets generally accepted standards conducive to satisfactory instruction and for the administrative and professional supervision of Trainees. Trainees shall not be permitted to replace Facility staff and shall not render unsupervised patient care or services.
- (d) Facility will orient each Trainee to all rules, regulations, policies, and procedures applicable to Trainees and shall instruct Trainees as to any emergency procedures, protocol for suspected exposure to blood-borne pathogens, confidentiality, facility care and maintenance, record-keeping, dress code, and any other issues specific to the location.
- (e) Facility shall, at its sole cost and expense, procure and maintain throughout the term of this Agreement commercial general liability insurance, including contractual liability, and if necessary commercial umbrella insurance, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate and professional liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence with limits of liability not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Notwithstanding the foregoing, if Facility is a public or not-for-profit institution, Facility shall provide evidence of alternate insurance acceptable to University. Such insurance shall be provided by a carrier licensed to do business in Idaho or a funded self-insurance program. Upon execution of this Agreement, Facility shall deliver to the University completed certificate(s) of insurance evidencing such coverage. Facility shall also maintain all statutorily required worker's compensation coverages.
- (f) Facility, through its Liaison, shall cooperate with University in the evaluation of Trainee's work, provide reasonable information requested by University on Trainee's work performance, and provide University with timely notification of any significant problems regarding any Trainee or Program.
- (g) Facility shall have the right to request immediate removal of any Trainee whose performance is a detriment to Facility's business or to achievement of the stated objectives of the Program.

6. **RECORDS:** All records created by either Party related to this Agreement shall belong to the Party that created the records. Notwithstanding the foregoing, and subject to applicable laws and policies pertaining to the privacy and non-disclosure of records or portions thereof, each Party shall provide the other Party all records, reports, or other documents relevant to the Trainee's education or participation in the Program that may be required to be produced and exchanged for purposes of the Program. University is an "educational agency or Institution" subject to the requirements of the Family Educational Rights and Privacy Act and its accompanying regulations (as amended, restated, supplemented, or otherwise modified from time to time, "**FERPA**"). University shall only provide records that are reasonably required relative to the Program and only as permitted by FERPA. Facility acknowledges that all records provided by University to Facility may be subject to the privacy protections of FERPA and Facility shall not disclose any records received from the University to any individual other than employees of Facility with a legitimate need to review such records at issue, and shall in no instance disclose such records to any third party without prior written consent of the Trainee or as otherwise permitted by applicable laws. In the event of an inadvertent disclosure of Trainee information, Facility shall immediately notify the University and cooperate with University with regard to any required remedy.
7. **RETENTION OF RECORDS:** The parties agree that until the expiration of six (6) years following termination of this Agreement, the parties shall, to the extent required by law, make available to the Department of Health and Human Services or the Comptroller General, this Agreement and any books, documents or records that are necessary to certify the nature and extent of costs incurred by Facility under this Agreement. The parties agree that if either of them subcontract or assign any portion of this Agreement to a related organization with a value or cost of ten thousand dollars (\$10,000) or more over a twelve-month period, such subcontract or assignment shall require the related organization to also make available the books and records described in this section.
8. **LIABILITY:** Each Party to this Agreement shall be responsible for claims and damages to persons or property resulting from acts or omissions on the part of itself, its students, employees, officers, or agents. Neither Party assumes any responsibility to the other Party for the consequences of any act or omission of any person, firm or corporation not a Party to this Agreement. Neither Party to this Agreement shall be considered the agent of the other Party. University is a public institution and, as such, the University's liability is at all times limited as required by Idaho law, including Idaho Code Title 59, Chapter 10, the Idaho State Constitution, and the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive, and any provision shall be void to the extent such provision violates applicable laws. Nothing in the agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Furthermore, the University shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its students, employees, officers, or agents.
9. **CONFIDENTIALITY:** During the course of this Agreement, each Party may have access to confidential or secret information concerning the other Party's business affairs or operations as a result of performing its obligations hereunder ("**Confidential Information**"). At no time during the course of this Agreement or after the date this Agreement shall terminate or expire, shall either Party or its agents, employees, or students, disclose such Confidential Information to any third party, except to the extent a Party may be required to do so by applicable law or legal process, provided however, that the University is a public institution and, as such, is subject to Idaho's Public Records Act, Title 74, Chapter 1, Idaho Code, as may be amended from time to time (the "**Public Records Law**"). Accordingly, notwithstanding any other provision of this Agreement, any provision regarding confidentiality is limited to the extent necessary to comply with the provisions of the Public Records Law. Certain information or documents received by the University may be open to public inspection and copying unless exempt from disclosure.
10. **TRAINEE STATUS; HIPAA:** Trainees shall not be considered employees of Facility and shall not receive compensation from Facility under this Agreement. If Facility is a covered entity for purposes of the Health

Insurance Portability and Accountability Act of 1996 and the rules and regulations promulgated thereunder (“HIPAA”), the Parties acknowledge that, while performing the duties under the Program, Trainees shall be considered members of Facility’s workforce solely for purposes of HIPAA’s privacy and security regulations. University expressly acknowledges and agrees that it is not entitled to receive any “personally identifiable information” or access any patient information and University shall in no event require such information from Trainees. In the event University obtains such information as a result of any clinical rotation, internship or practicum taking place under this Agreement, inadvertently or otherwise, University shall (i) immediately notify Facility, (ii) not disclose, use, copy, or distribute such information, (iii) hold such information in confidence in accordance with HIPAA, and (iv) follow Facility’s reasonable instructions with regard to the return or destruction of such information.

11. **NON-EXCLUSIVITY:** The Parties understand and agree that the Program is nonexclusive and that University may place students with other facilities and Facility may accept students from other educational institutions. This Agreement shall not preclude either Party from pursuing educational, training or research activities outside the scope of this Agreement.
12. **NO REFERRALS:** Nothing in this Agreement is intended to nor shall it be interpreted to require that any person or entity refer any patient to Facility for any items or services covered by any state or federal health care program.
13. **RELATIONSHIP OF THE PARTIES:** The Parties understand and agree that each is an independent contractor engaged in the operation of its own respective business.
14. **NOTICES:** All notices under this Agreement or a Program Agreement will be in writing and will be sent, postage prepaid, by certified mail, return receipt requested or by overnight delivery service to the authorized representative of the party to be notified. The notice will be effective on the date of receipt.
15. **GOVERNING LAW:** This Agreement and any action arising under or relating to this Agreement shall be interpreted and construed in accordance with the laws of the State of Idaho, regardless of its choice of law provisions. The venue for any dispute, controversy, or claim arising from or relating to this Agreement shall be in Ada County, Idaho and each Party hereby irrevocably consents to the jurisdiction of courts located in Ada County, Idaho.
16. **ENTIRE AGREEMENT; SEVERABILITY:** This Agreement and any Program Agreement constitute the entire understanding between the parties with respect to the subject matter contained therein. No oral representations of any officer, agent, or employee of either Party will effect or modify any obligations of either Party under this Agreement or any Program Agreement. If one or more provisions contained in this Agreement is held invalid, illegal, or unenforceable in respect by any court of competent jurisdiction, such holding will not impair the validity, legality, or enforceability of the remaining provisions.
17. **SURVIVABILITY:** Any provision of this Agreement that by its terms requires performance after the termination or expiration of this Agreement, including but not limited to provisions relating to records, liability, and confidentiality, shall survive termination or expiration of this Agreement.
18. **AMENDMENT:** No amendment to this Agreement or to a Program Agreement will be valid unless it is reduced to writing and signed by an authorized representative of each Party.
19. **ASSIGNMENT:** Neither this Agreement nor any Program Agreement may be assigned by either Party without the prior written approval of the non-assigning Party.
20. **PERFORMANCE:** A delay in or failure of performance of either Party that is caused by occurrences beyond the control of either Party will not constitute default hereunder or give rise to any claim for damages.

21. **FAILURE OF LEGISLATURE TO APPROPRIATE:** The University is a public institution and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State of Idaho Legislature as may exist from time to time. The University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue the Program or requires any return or “give-back” of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice by the University. Appropriation is a legislative act and is beyond control of the University.
22. **CAPTIONS:** The captions preceding each section of this Agreement are solely for the convenience of the parties and will not be used in the construction of this Agreement.
23. **USE OF UNIVERSITY’S NAME OR MARKS:** Facility shall not prior to, in the course of, or after performance under this Agreement, use University’s names, service marks, trademarks, trade names, logos or other identifying names, domain names, or identifying marks of University without the prior written consent of University
24. **REPRESENTATIVE’S AUTHORITY TO CONTRACT:** Each person executing this Agreement represents and warrants by signing below that she or he is duly authorized to execute this Agreement on behalf of her or his respective Party, and that this Agreement is binding on the Party and its successors.
25. **COUNTERPARTS.** This Agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which together constitute one and the same instrument.

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto as of the day and year first written above.

BOISE STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES:

[FACILITY'S LEGAL NAME]:

By: _____

Joelle Powers PhD, MSW

Associate Dean, College of Health Sciences

Date: _____

By: _____

Printed Name _____

Title: _____

Date: _____

APPENDIX A:
PARTICIPATING PROGRAMS AND CONTACTS

This Appendix is made a part of, incorporated as if set forth fully therein, and subject to the all terms and conditions of the Boise State College of Health Sciences Master Affiliation Agreement between Boise State University by and through its College of Health Sciences (“University”) and [_____] (“Facility”) dated effective as of _____. The terms and conditions of the Affiliation Agreement shall cover the following Programs of University, commencing on the Program Added Date below until expiration or termination of the Agreement:

Program	Date Program Added	Facility Location and Address	University Program Liaison	University Faculty (Preceptor or Field Instructor) (if applicable)	Facility Program Liaison and/or Field Instructor (if applicable)
SOSW			Raymond Mullenax		

Acknowledged and agreed:

**BOISE STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES:**

By: _____
Joelle Powers PhD, MSW
Associate Dean, College of Health Sciences

Date: _____

[FACILITY’S LEGAL NAME]:

By: _____
Printed Name _____
Title: _____

Date: _____

**Boise State University School of Social Work
Field Instructor Verification Form**

Directions:

In order to qualify as a practicum placement site, students are required to be supervised by field instructors that meet specific qualifications according to the Council on Social Work Educations (CSWE). Please complete the following checklist and provide the appropriate information in order to verify your qualifications to supervise our students. The requirements to be a field instructor include:

- 1. Graduation from an accredited Graduate School of Social Work;**
- 2. Current social work license;**
- 3. Two or more years of professional practice experience commensurate with level you will supervise (e.g., BSW, MSW);**
- 4. Employment in your current position for at least 6 months prior to becoming a field instructor; and**
- 5. Agreement to participate in field instructor orientation and field instructor workshops.**

***Please attach a copy of your resume or CV.**

Agency:

Agency: _____

Address: _____ Phone #: _____

City: _____ State: _____ Zip: _____

Proposed Field Instructor:

Name: _____ License #: _____ State: _____

Position: _____ Date of Hire: _____

Email: _____ Phone #: _____

Degree Level: { } BSW { } MSW { } Ph.D. Degree Date: _____

University: _____

***Is the degree you earned from an Accredited CSWE Social Work Program? Yes No*

**Boise State University
Social Work Program**

BSW Learning Agreement

Student:

Semester:

Year:

Faculty Field Liaison:

Agency:

Agency Field Instructor:

Agency Task Supervisor: (if applicable)

This Learning Agreement serves to articulate activities that support the CSWE's competencies as outlined in the 2015 Educational Policy and Accreditation Standards. The Agreement represents the learning objectives of both the school and the student, and it is a reflection of the student's year in the field. These activities are site-specific, measurable, and individualized with the goal of promoting the student's successful development of professional competencies.

This plan is negotiated between the student, Agency Field Instructor, and Agency Task Supervisor (where applicable), and provides the basis for evaluating the student's professional development. The student's plan should be comprehensive, with activities added as the year progresses, such that by the end of the year all of the student's activities are represented. Faculty Field Liaison consultation is available as needed to support the development of this plan.

This plan should be completed no later than the 3rd week after the student's internship begins. At the beginning of the second semester, the plan is updated to reflect changes and/or new opportunities.

Competencies, Practice Indicators and Student Learning Activities:

1. Demonstrate Ethical and Professional Behavior:

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

Learning Activities (include at a minimum 2)

2. Engage Diversity and Difference in Practice:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present oneself as a learner and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Learning Activities (include at a minimum 2)

3. Advance Human Rights and Social, Economic, and Environmental Justice:

- Apply one's understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- Engage in practices that advance social, economic, and environmental justice.

Learning Activities (include at a minimum 2)

4. Engage in Practice-Informed Research and Research-Informed Practice:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Learning Activities (include at a minimum 2)

5. Engage in Policy Practice:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Learning Activities (include at a minimum 2)

6. Engage with Individuals, Families, Groups, Organizations, and Communities:

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

Learning Activities (include at a minimum 2)

7. Assess Individuals, Families, Groups, Organizations, and Communities:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.

Learning Activities (include at a minimum 2)

8. Intervene with Individuals, Families, Groups, Organizations, and Communities:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Learning Activities (include at a minimum 2)

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Activities (include at a minimum 2)

Signatures:

Student: _____

Agency Field Instructor: _____

Agency Task Supervisor: _____

Faculty Field Liaison: _____

**Boise State University
Social Work Program**

MSW Foundation (1st Year) Learning Agreement

Student:

Semester:

Year:

Faculty Field Liaison:

Agency:

Agency Field Instructor:

Agency Task Supervisor: (if applicable)

This Learning Agreement serves to articulate activities that support the CSWE's competencies as outlined in the 2015 Educational Policy and Accreditation Standards. The Agreement represents the learning objectives of both the school and the student, and it is a reflection of the student's year in the field. These activities are site-specific, measurable, and individualized with the goal of promoting the student's successful development of professional competencies.

This plan is negotiated between the student, Agency Field Instructor, and Agency Task Supervisor (where applicable), and provides the basis for evaluating the student's professional development. The student's plan should be comprehensive, with activities added as the year progresses, such that by the end of the year all of the student's activities are represented. Faculty Field Liaison consultation is available as needed to support the development of this plan.

This plan should be completed no later than the 3rd week after the student's internship begins. At the beginning of the second semester, the plan is updated to reflect changes and/or new opportunities.

Competencies, Practice Indicators and Student Learning Activities:

1. Demonstrate Ethical and Professional Behavior:

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

Learning Activities (include at a minimum 2)

2. Engage Diversity and Difference in Practice:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present oneself as a learner and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Learning Activities (include at a minimum 2)

3. Advance Human Rights and Social, Economic, and Environmental Justice:

- Apply one's understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- Engage in practices that advance social, economic, and environmental justice.

Learning Activities (include at a minimum 2)

4. Engage in Practice-Informed Research and Research-Informed Practice:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Learning Activities (include at a minimum 2)

5. Engage in Policy Practice:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Learning Activities (include at a minimum 2)

6. Engage with Individuals, Families, Groups, Organizations, and Communities:

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

Learning Activities (include at a minimum 2)

7. Assess Individuals, Families, Groups, Organizations, and Communities:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.

Learning Activities (include at a minimum 2)

8. Intervene with Individuals, Families, Groups, Organizations, and Communities:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Learning Activities (include at a minimum 2)

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Activities (include at a minimum 2)

Signatures:

Signatures

Student: _____

Agency Field Instructor: _____

Agency Task Supervisor: _____

Faculty Field Liaison: _____

**Boise State University
Social Work Program**

MSW Advanced (2nd Year) Learning Agreement

Student:

Semester:

Year:

Faculty Field Liaison:

Agency:

Agency Field Instructor:

Agency Task Supervisor: (if applicable)

This learning agreement serves to articulate activities and behavioral achievements that support CSWE's competencies as outlined in the 2015 Educational Policy and Accreditation Standards, as well as the learning objectives of the student and school. It is a reflection of the student's year in the field. The activities are site-specific, measurable, and individualized with the goal of promoting the student's successful development of professional competencies.

This plan is negotiated between the student, Agency Field Instructor, and Agency Task Supervisor (if applicable), and provides the basis for evaluating the student's professional development. The student's plan should be comprehensive, with activities added as the year progresses, such that by the end of the year it reflects all the student's activities. Faculty Field Liaison consultation is available as needed to support the development of this plan.

This plan should be completed no later than the 3rd week after the student internship begins. At the beginning of the second semester, the plan is updated to reflect changes and/or new opportunities.

1. Demonstrate Ethical and Professional Behavior

- Continually employ and model conscious self-reflection, self-monitoring, and self-correction in practice situations.
- Adhere to and model professional roles and boundaries.
- Demonstrate the ability to know when to seek out supervision.
- Demonstrate leadership in applying ethical reasoning in social work practice.
- Understand one's role as a life-long learner in the area of diversity and culture.
- Utilize ethical decision-making models to resolve ethical dilemmas.
- Understand the ethical implications of emerging technologies and their use in professional practice.
- Maintain accurate and timely professional documentation.
- Demonstrate effective oral and written communication.

Learning Activities (include at a minimum 2)

2. Engage Diversity and Difference in Practice

- Transform one's behavior in response to a recognition of one's biases based in difference and culture.
- Apply knowledge and interventions in ways that meet the needs of oppressed and marginalized client groups.
- Consider, explore, and evaluate diverse life experiences of client groups and apply to micro, mezzo, and macro practice.
- Establish a relationally based process that encourages clients to be equal partners in the treatment process while setting aside personal bias.
- Recognize how social context and structural barriers impact social work practice with diverse and vulnerable populations.

Learning Activities (include at a minimum 2)

3. Advance Human Rights and Social, Economic, and Environmental Justice

- Advocate for client systems in a way that addresses barriers and works for equitable distribution of resources and services.
- Demonstrate necessary knowledge and skills to change social institutions to be more humane and responsive.
- Work collaboratively with others to affect systemic change.
- Demonstrate understanding of the global context of human rights violations and how social, economic, and environmental injustice impacts client groups.

Learning Activities (include at a minimum 2)

4. Engage in Practice-Informed Research and Research-Informed Practice

- Demonstrate an understanding on how to evaluate social work practice and services using scientific methods.
- Demonstrate the use of evidence based research to inform treatment planning for social work interventions.
- Critically analyze and evaluate current research studies that inform clinical practice.

Learning Activities (include at a minimum 2)

5. Engage in Policy Practice

- Analyze, evaluate, and formulate policy practice (e.g. organizational, community, local, state, and federal policy), that responds to emerging local, regional, and societal trends to advance service delivery and well-being).
- Analyze specific policies and policy practice (e.g. organizational, community, local, state, and federal policy, and their impact on diverse and oppressed populations).
- Advocate for social welfare policy practice (e.g. organizational, community, local, state, and federal policy, that is congruent with the mission and values of the social work profession).

Learning Activities (include at a minimum 2)

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- Develop and maintain therapeutic relationships with clients utilizing a strengths-based perspective.
- Demonstrate use of effective engagement techniques to engage with diverse clients and client systems.
- Continually employ and model conscious use of self.

Learning Activities (include at a minimum 2)

7. Assess Individuals, Families, Groups, Organizations, and Communities

- Independently conduct assessments as a continuing and dynamic process that guides goal and objective setting with clients and client systems at multiple levels.
- Apply biopsychosocial theories and diagnostic criteria in formulation of comprehensive assessments.
- Differentially select and implement strategies for assessment utilizing evidence based practice and best practice methods.
- Assess client readiness and capacity for change.
- Assess the multi-system dimension of client problems and challenges.
- Utilize leadership and management theories and frameworks in organizational and community practice.

Learning Activities (include at a minimum 2)

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- Synthesize and differentially apply theories and frameworks of human behavior and the social environment to guide clinical practice with individuals, families, and groups.
- Select intervention techniques utilizing evidence based practice and best practice methods.
- Demonstrate the use of evidence based clinical interventions for a range of presenting concerns identified throughout the assessment and treatment process.
- Advocate and assist client groups to identify and access resources.
- Collaborate with other professionals to coordinate treatment planning.

Learning Activities (include at a minimum 2)

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Evaluate practice interventions across multiple systems levels.
- Evaluate clinical practice effectiveness and outcomes.
- Demonstrate the ability to elicit feedback from diverse clients and apply to practice.
- Produce professional presentations and documents that could include case presentations, journal articles, grant applications, CEU trainings, or a legislative brief/summary.

Learning Activities (include at a minimum 2)

Signatures

Student: _____

Agency Field Instructor: _____

Agency Task Supervisor: _____

Faculty Field Liaison: _____

FIELD PERFORMANCE IMPROVEMENT PLAN

Student Name: _____

Semester in Field: Fall 20____ Spring 20 _____

Field Agency: _____

Behavior of Concern	Action to be Completed by Student	Target Date	Action to be Taken by Supervisor	Target Date
Example: Overstepping Chain of Command	When dealing with conflict or questions regarding Practicum experience, utilize task supervisor first, if applicable, then Agency Field Instructor, Field Liaison, and then Director of Field Education.	01-01-13	Follow-up meeting with student to discuss areas of concern regarding placement, behavior(s), and/or further needs to remedy areas of conflict.	01-15-13

***Student’s failure to correct these deficiencies within the specified timeframe may result in termination from this field placement with a non-passing grade.**

Signature – Student

Date

Signature - Agency Field Instructor

Date

Signature – Faculty Field Liaison

Date

Signature – Director of Field Education

Date

**Boise State University
School of Social Work**

**Field Liaison Report
Regular Site Visit**

Name of Student: _____ **Date:** _____

Education Status: _____ BSW _____ MSW1 _____ MSW2

Area of Focus: _____ Community, Program/Policy _____ Health/Mental Health
_____ Children, Youth, and Families _____ School Social Work
_____ Other: _____

Placement Agency Name: _____

Field Instructor: _____

Brief Review of Field Experience: _____

Does the field education experience meet the course objectives of the practicum?

_____ Yes _____ No

Is progress consistent with field learning plan? _____ Yes _____ No

Concerns/Recommendations: _____

Field Liaison: _____ **Date:** _____

Field Instructor: _____ **Date:** _____

Field Instructor: ___ **Date:** ___ **Student :** ___ **Date:** ___

**Boise State School of Social Work
Advanced MSW Evaluation**

Student:

Semester: Year:

Faculty Field Liaison:

Agency:

Agency Field Instructor:

Agency Task Supervisor:
(if applicable)

This evaluation serves to articulate activities and behavioral achievements that support CSWE’s competencies as outlined in the 2015 Educational Policy and Accreditation Standards, as well as the learning objectives of the student and school. It is a reflection of the student’s year in the field. The activities are site-specific, measurable, and individualized with the goal of promoting the student’s successful development of professional competencies.

Students will be evaluated at the end of each semester. The focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in this evaluation. During the fall semester, the student may not have had the opportunity to be assessed, but by the end of the year, each area of competency must be evaluated.

The student should self-evaluate before evaluation is completed by the Agency Field Instructor. The following evaluation guidelines should be used. The completed and electronically signed evaluation by the Agency Field Instructor should be discussed with the student. Faculty Field Liaison is the third signatory to this evaluation. Even though this document is archived electronically, students are strongly encouraged to keep a copy of the evaluation for their records.

Scale	Performance Measure	Description
5	Mastered: Highly skilled and practice behaviors are consistently at high levels.	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behaviors.
4	Superior: Surpasses competent in one or more ways, and all components of the practice behaviors are included.	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behaviors.
3	Competent: Having enough skill or ability to perform all components of practice behaviors, but at beginning or rudimentary level(s).	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behaviors.
2	Inadequate: Failing to reach an expected or required level or standard, and where one or more components of practice behaviors are missing.	The intern/student shows beginning application of the knowledge, values, and skills related to the performance of the practice behaviors.

1	Lacking: Missing, not present, or inability to demonstrate any of the components of the practice behaviors.	The intern/student has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behaviors.
N/A	Not Assessed	Activities were not available for student/intern to exhibit the knowledge, values, and skills related to the performance of the practice behaviors.

1. Demonstrate Ethical and Professional Behavior

Student is able to ...	Student	AFI
a) Continually employ and model conscious self-reflection, self-monitoring, and self-correction in practice situations.		
b) Adhere to and model professional roles and boundaries.		
c) Demonstrate the ability to know when to seek out supervision.		
d) Demonstrate leadership in applying ethical reasoning in social work practice.		
e) Understand one’s role as a life-long learner in the area of diversity and culture.		
f) Utilize ethical decision-making models to resolve ethical dilemmas.		
g) Understand the ethical implications of emerging technologies and their use in professional practice.		
h) Maintain accurate and timely professional documentation.		
i) Demonstrate effective oral and written communication.		

Agency Field Instructor Comments
Student Comments

2. Engage Diversity and Difference in Practice

Student is able to ...	Student	AFI
a) Transform one's behavior in response to a recognition of one's biases based in difference and culture.		
b) Apply knowledge and interventions in ways that meet the needs of oppressed and marginalized client groups.		
c) Consider, explore, and evaluate diverse life experiences of client groups and apply to micro, mezzo, and macro practice.		
d) Establish a relationally based process that encourages clients to be equal partners in the treatment process while setting aside personal bias.		
e) Recognize how social context and structural barriers impact social work practice with diverse and vulnerable populations.		

Agency Field Instructor Comments
Student Comments

3. Advance Human Rights and Social, Economic, and Environmental Justice

Student is able to ...	Student	AFI
a) Advocate for client systems in a way that addresses barriers and works for equitable distribution of resources and services.		
b) Demonstrate necessary knowledge and skills to change social institutions to be more humane and responsive.		
c) Work collaboratively with others to affect systemic change.		
d) Demonstrate understanding of the global context of human rights violations and how social, economic, and environmental injustice impacts client groups.		

Agency Field Instructor Comments
Student Comments

4. Engage in Practice-Informed Research and Research-Informed Practice

Student is able to ...	Student	AFI
a) Demonstrate an understanding on how to evaluate social work practice and services using scientific methods.		
b) Demonstrate the use of evidence based research to inform treatment planning for social work interventions.		
c) Critically analyze and evaluate current research studies that inform clinical practice.		

Agency Field Instructor Comments
Student Comments

5. Engage in Policy Practice

Student is able to ...	Student	AFI
a) Analyze, evaluate, and formulate policy practice (e.g. organizational, community, local, state, and federal policy), that responds to emerging local, regional, and societal trends to advance service delivery and well-being).		
b) Analyze specific policies and policy practice (e.g. organizational, community, local, state, and federal policy, and their impact on diverse and oppressed populations).		
c) Advocate for social welfare policy practice (e.g. organizational, community, local, state, and federal policy, that is congruent with the mission and values of the social work profession).		

Agency Field Instructor Comments
Student Comments

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Student is able to ...	Student	AFI
a) Develop and maintain therapeutic relationships with clients utilizing a strengths-based perspective.		
b) Demonstrate use of effective engagement techniques to engage with diverse clients and client systems.		
c) Continually employ and model conscious use of self.		

Agency Field Instructor Comments
Student Comments

7. Assess Individuals, Families, Groups, Organizations, and Communities

Student is able to ...	Student	AFI
a) Independently conduct assessments as a continuing and dynamic process that guides goal and objective setting with clients and client systems at multiple levels.		
b) Apply biopsychosocial theories and diagnostic criteria in formulation of comprehensive assessments.		
c) Differentially select and implement strategies for assessment utilizing evidence based practice and best practice methods.		
d) Assess client readiness and capacity for change.		
e) Assess the multi-system dimension of client problems and challenges.		
f) Utilize leadership and management theories and frameworks in organizational and community practice.		

Agency Field Instructor Comments
Student Comments

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Student is able to ...	Student	AFI
a) Synthesize and differentially apply theories and frameworks of human behavior and the social environment to guide clinical practice with individuals, families, and groups.		
b) Select and implement intervention techniques utilizing evidence based practice and best practice methods.		
c) Demonstrate the use of evidence based clinical interventions for a range of presenting concerns identified throughout the assessment and treatment process.		
d) Advocate and assist client groups to identify and access resources.		
e) Collaborate with other professionals to coordinate treatment planning.		

Agency Field Instructor Comments
Student Comments

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student is able to ...	Student	AFI
a) Evaluate practice interventions across multiple systems levels.		
b) Evaluate clinical practice effectiveness and outcomes.		
c) Demonstrate the ability to elicit feedback from diverse clients and apply to practice.		
d) Produce professional presentations and documents that could include case presentations, journal articles, grant applications, CEU trainings, or a legislative brief/summary.		

Agency Field Instructor Comments
Student Comments

<u>OUTSTANDING ABILITIES OF STUDENT:</u>
<u>COMMENTS RELATED TO EVALUATION:</u>
<u>AREAS OF GROWTH FOR THE STUDENT:</u>
<u>FUTURE LEARNING NEEDS AND RECOMMENDATIONS:</u>
<u>FACULTY LIAISON COMMENTS:</u>

Signatures

Student: _____

Agency Field Instructor: _____

Agency Task Supervisor: _____

Faculty Field Liaison: _____

Fieldwork Guidelines for MSW First Year (Foundation) Practicum and MSW Second Year (Advanced) Practicum Social Work Students

MSW First Year (Foundation) Practicum	MSW Second Year (Advanced) Practicum
<p>Students are expected to complete 400 clock hours in field, approximately 16 hours per week over two semesters. Students in the Foundation program begin fieldwork after they have completed their initial five weeks of classroom learning. Students should complete 160 hours their first semester, 240 hours second semester.</p> <ul style="list-style-type: none"> • Develop basic skills in psychosocial work with families, individuals, and small groups as well as organizations and the community • Learn core competences of social work practice • Learn to utilize NASW Code of Ethics when making decisions • Demonstrate cultural competency • Students should practice assessment, engagement, and intervention skills • Students learn clinical, organizational, policy, and administrative skills necessary for promoting social justice and equality, and for enhancing the quality of life for all people. • Students should be under the supervision of an LCSW when working with clients during the first few sessions with clients. • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. Assess how social welfare and economic policies impact the delivery of and access to social services. • Analyze, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being. <p><u>The following is not considered within the scope of acceptable practice for MSW First Year (Foundation) students:</u></p> <ul style="list-style-type: none"> • Interns may not refer to themselves as Social Workers, as they are not licensed. Students must identify themselves as a social work intern. • Risk Assessment • Mental Status Exams • Suicidal Ideation • Homicidal Ideation • Delusions/hallucinations • Mental Health Evaluations • Counseling • Diagnosis • Students should not dispense any type of medication, or physically restrain clients. 	<p>MSW Advanced students are expected to complete 600 field hours over the course of two semesters, approximately 20 hours per week.</p> <ul style="list-style-type: none"> • Students are expected to develop depth in social work practice knowledge and skills sufficient for competent, self-evaluative, accountable and ultimately autonomous practice. • Students learn clinical, organizational, policy, and administrative skills necessary for promoting social justice and equality, and for enhancing the quality of life for all people. • Students emphasize specialization related to direct social work practice with individuals and families. • Learn and use advanced intervention skills • Practice diagnosis and treatment planning, crisis intervention, initial/intake assessments • Learn and practice completing risk assessments, mental status exams, mental health evaluations • Students should be under the supervision of an LCSW when working with clients during the first few sessions with clients. • Work collaboratively with others to effect systemic change that is sustainable. • Analyze, evaluate, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being. • Analyze specific policies and practices and their impact on diverse populations. • Work collaboratively with others to affect systemic change that is sustainable. <p><u>The following is not considered within the scope of acceptable practice for MSW Second Year (Concentration) students:</u></p> <ul style="list-style-type: none"> • Interns may not refer to themselves as Social Workers, as they are not licensed. Students must identify themselves as a social work intern. • Students should not dispense any type of medication, or physically restrain clients. • Any diagnosis, risk assessment, mental status exam, and treatment must be signed or co-signed by field agency supervisor

Addendum 1

Student Professional Conduct and Professional Standards

Social Work education is preparation for professional practice and as such there are expectations that go beyond academic standards within a classroom. There are physical, cognitive, emotional, and character requirements for effective social work practice, in addition to compliance with social work state licensing laws and ethics. Students who violate or fail to demonstrate adherence to these essential skills, values, and standards as they progress through the social work program and their field practicum may be subject to dismissal from the social work program and may be unable to secure a social work license and/or job upon graduation.

Students are evaluated on these professional standards in all areas of the BSW and MSW program including admissions, academic classes and field practicum. Students are expected to possess these attributes and skills at a level appropriate to their year in the program.

Professionalism: Students are expected to follow agency rules and policies. They are expected to be punctual and dependable. They are expected to demonstrate professional behavior in their interactions with clients, agency staff, and Boise State University faculty and staff. Students should provide services to clients that are based on relevant social work knowledge and research. Students must demonstrate an ability to prioritize responsibilities and complete assignments.

Interpersonal: Social work students demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include showing respect for and consideration of others, listening skills, and the ability to communicate effectively both verbally and non-verbally. Students take appropriate responsibility for their actions and consider the impact on others. They work effectively with others, regardless of level of authority. Students advocate in an appropriate, respectful and responsible manner taking into consideration the complexity of each situation. They use proper channels for complaints, conflict resolution, and grievances. Students demonstrate a willingness to receive feedback from faculty and field instructors, administrators, staff and colleagues in a positive and respectful manner.

Communication Skills: Communication Skills: Social work students exercise professional judgment in all communications with students, faculty, staff, clients, and other professionals. Professional competence encompasses using email in an appropriate manner and responding to email communications from other students, faculty, staff, administrators, and field instructors in a timely and appropriate manner. Student must have the ability to communicate effectively orally and writing and demonstrate a grasp of professional language and concepts. This includes producing clear and legible casework and clinical notes in appropriate format for setting and situation, organizing thoughts and ideas into appropriately written referenced essays and research papers. Students should not audio or video tape any conversations with other students, faculty, field instructors or clients without first asking for prior permission to record any personal or professional conversations.

Values: Students must demonstrate a commitment to the core values of social work including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Diversity: Social work students must value diversity. Students must serve in an appropriate manner all persons seeking assistance in their agency regardless of race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.

Students must not impose their own personal, religious, and/or cultural values on others and must know how their own background and value base affect his or her interactions with clients. Students must be willing to reflect on and change their behavior when it interferes with their ability to work with a client.

Self-Awareness: Social work students know how their own values, beliefs, attitudes, and past experiences affect their thinking, behaviors, relationships, and overall practice. Students examine their internal processes, their strengths, limitations, and suitability for professional practice. Social work students demonstrate an awareness of how others perceive them and are willing to change behaviors that are non-conducive to working relationships with clients or other professionals.

Empathy: Social workers endeavor to gain insight and understanding into the values, lived experiences, and beliefs that clients have. Social work students communicate empathy and support clients as a basis for building a productive and professional relationship with the client.

Self-Care: Social work students recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on scholastic and professional performance. Students must be willing to seek the advice of their faculty advisor and follow recommendations made by their advisor and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services.

Ethical Behavior: Students must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics can be found at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.aspx>

Privacy & Confidentiality: Social work students should respect and protect the privacy and confidentiality of clients. Students should not solicit private information from clients unless it is needed to provide services. Students are expected to comply with confidentiality requirements outlined in agency policy, applicable laws, and the NASW Code of Ethics and only disclose client information in accordance with such policies and/or if disclosing information is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. Students should not disclose identifying information about clients in Seminar and other classes.

Sexual Relationships & Physical Contact: Students should not engage in physical contact (such as hugging or massaging clients) with clients when there is a possibility of psychological harm to the client as a result. Students should under no circumstances engage in sexual activities or sexual contact with current or former clients – or with other individuals with whom clients maintain close personal relationships where there is a risk of exploitation or potential harm to the client. Social work students, not their clients, assume the full burden of setting clear, appropriate, and culturally sensitive boundaries.

Motor Abilities: Social work students need to have sufficient ability to participate in classes and field agency placement, and to acquire and integrate data and knowledge through use of their senses. Students need to be able to perform the essential functions of an internship with reasonable accommodations.

Social Media Guidelines: Social media channels, such as Facebook, Instagram, Twitter, YouTube, Snapchat, and various blog sites are just a few examples of new and exciting ways to connect with others and share information. Likewise, technology has broadened social workers’ capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. **Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).**

ACKNOWLEDGEMENT

I have read, understand, and agree to abide by the policies and standards set out in the MSW Student Handbook, Field Education Manual, and Student Professional Conduct and Professional Standards for Boise State’s Bachelor or Master of Social Work programs so that I may remain in good standing with the BSW or MSW program.

____ I agree.

Student Signature: _____ Date: _____

Printed Name: _____

* Professional Standards based in part from Pacifica University Professional Standards Policy