

Ferris State University
Social Work
Master of Social Work
Field Instruction Policy Manual



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INTRODUCTION

The purpose of this field manual is to outline the policies, procedures, roles and responsibilities that govern the field education for students in the Ferris State University's Masters of Social Work Program. This manual is intended for student's field instructors, field agencies, faculty and advising board members and administrators. The MSW Field Instruction Manual is meant to be a guideline and reminder of the "learning relationship" among students, field instructors and social work faculty.

These policies have been established in an effort to guide each participant in the accomplishment of the field objectives of social work education.

Field Instruction is the direct practice portion of social work education, and the program's "signature pedagogy". It is an educationally directed, coordinated and monitored field experience required of all social work students. Each student is expected to progressively build upon his/her knowledge and skills from one semester to the next. In the field students are to demonstrate knowledge values and skills in real life situations under the supervised instruction in accordance with their individualized learning plans. Field is where the student is expected to put into practice all they have learned in the classroom - human behavior, policy, research, practice, ethics, multicultural diversity, special populations and social and economic justice.

Classroom learning and theoretical content are integrated with the focus on generalist practice in the foundation year and clinical practice in the advanced year and advanced standing. In an effort to continue the integration of field and classroom, all students will be required to attend a field seminar which provides continued educational and administrative support for the learning environment. The field seminar is integrated into the field education course and accounts for 10 hours during the required number of field education hours. The field liaison for each student is also the field seminar instructor. The field seminar meets approximately three times per semester as agreed upon by the field liaison and the students assigned to that section.

**Social Work Program
Ferris State University
Mission Statement, Goals and Practice Competencies**

FSU MSW Program Mission

The mission of the Ferris State University Master of Social Work Program is to educate professional social workers to be leaders in their field, promoting social and economic justice, diversity, and empowerment and addressing oppressive social conditions. Graduates will exemplify the Ferris State University Core Values of Collaboration, Diversity, Ethical Community, Excellence, Learning and Opportunity. Graduates will be critical thinkers, able to meet the challenges of a global society through lifelong learning, innovation, political engagement, service and community collaboration.

FSU MSW Program Goals

1. Prepare social workers with the knowledge, skills and values to be advanced social work practitioners with individuals, groups and families, toward the enhancement of social interaction and human functioning.
2. Prepare social workers to practice without prejudice or discrimination towards those marginalized populations in the global community with respect to social work values and standards. Promote and be an advocate for social diversity.
3. Prepare social workers to engage in activities that promote collaboration and lifelong learning toward the effective performance of personal and professional responsibilities.
4. Prepare social workers with state of the art evidenced based clinical practice skills to assist people in healing trauma, while finding additional social/political solutions to meet their life goals.

FSU MSW Educational Philosophy

The Ferris State University Mission states that our university:

"...prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society."

We are fortunate that our Founder Woodbridge N. Ferris, who once said *"The highest work is that of social work"*, set a course for our university that resulted in a mission so consonant with our social work program. Likewise, we embrace and promote the **Ferris State University Core Values** of *Collaboration, Diversity, Ethical Community, Excellence, Learning and Opportunity*, which are consistent with those of our program and our profession. These core values are in harmony with our professional values and are infused and highlighted in our collaborative efforts with others across the university as we strive to live them out and encourage our students to put them into practice as well.

The Ferris State University Vision also echoes the educational vision of the social work program when it states that we will be "the recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- "The preferred choice for students who seek specialized, innovative, career- and life-enhancing education;

- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures;
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development;
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity.”

(Ferris State University, 2008.

<http://www.ferris.edu/HTMLS/administration/president/vision.htm>)

This vision is embedded in our curriculum and its realization will be evident in the practice of our graduates who will emerge as leaders and lifelong learners active in their communities on multiple levels.

Council on Social Work Education (CSWE)

The Council on Social Work Education has identified 9 Competencies in its Educational Policy and Accreditation Standards that all professional social workers should be able to demonstrate. These competencies are woven into our curriculum and our assessment of student learning.

These competencies are that each of our students will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice- informed research and research- informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

(CSWE Commission on Accreditation, 2015. <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>)

National Association of Social Workers (NASW)

As members of the National Association of Social Workers, we list in our code of ethics the specific Values and Ethical Principles to which we as a profession aspire.

They are the values of;

- **Service** and the accompanying Ethical Principle that Social workers’ primary goal is to help people in need and to address social problems.
- **Social Justice** and the accompanying Ethical Principle that Social workers challenge social injustice.
- **Dignity and Worth of the Person** and the accompanying Ethical Principle that Social workers respect the inherent dignity and worth of the person.
- **Importance of Human Relationships** and the accompanying Ethical Principle that Social workers recognize the central importance of human relationships.
- **Integrity** and the accompanying Ethical Principle that Social workers behave in a trustworthy manner.
- **Competence** and the accompanying Ethical Principle that Social workers practice within their areas of competence and develop and enhance their professional expertise.

(NASW Code of Ethics, 1996, revised in 2008.

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

Our faculty are learner focused and recognize, value and are committed to our non-traditional students who bring a wealth of life experience to their studies. We endeavor to develop transformational leaders through teaching and modeling as we recognize that many of our graduates will return to or assume leadership roles in their organizations and communities. We judiciously use traditional and innovative therapeutic techniques, recognizing their importance and potential in education and in social work practice. We recognize the importance of addressing specific life issues such as the effects of trauma, substance abuse, mental health and aging and foster a lifespan perspective. Our commitment is to graduate competent practitioners with the expertise and motivation to tackle many of our society's most challenging problems, as our founder Woodbridge N. Ferris stated: "to make the world a better place."

Program Practice Competencies and Learning Outcomes

*****NOTE: ADVANCED PRACTICE BEHAVIORS ARE IDENTIFIED IN BOLD AND ITALICIZED**

Practice Competency #1: Demonstrate Ethical and Professional Behavior

Social Workers understand the value base of the profession and its ethical standards as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social Workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social Workers understand the professions history, its mission and the roles and responsibilities of the profession. Social Workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social Workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social Workers:

1. 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;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes;
5. Use supervision and consultation to guide professional judgment and behavior, ***with emphasis on secondary traumatic stress and trauma triggers;***
6. ***Understand and identify professional strengths, limitations and challenges;***
7. ***Tolerate ambiguity in resolving conflicts and Apply ethical decision-making skills to issues specific to clinical social work;***
8. ***Identify and use knowledge of relationship dynamics, including power differentials; and***
9. ***Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being.***

Practice Competency #2: Engage Diversity and Difference in Practice

Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religions/spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social Workers:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
- 4. Research and apply knowledge of diverse populations to enhance client well-being and work effectively with diverse populations;*
- 5. Identify and use practitioner/client differences from a strengths and trauma informed perspective; and*
- 6. Demonstrate knowledge of historical trauma and its impact on diverse populations.*

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

Social Workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social Workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social Workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social Workers:

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
2. Engage in practices that advance social, economic, and environmental justice; and
- 3. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and/or system levels.*
- 4. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, intervention, and/or termination.*

Practice Competency #4: Engage in Practice- informed Research and Research- informed Practice.

Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social Workers know the principles of

logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social Workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social Workers:

1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
3. Use and translate research evidence to inform and improve practice, policy and service delivery; and
- 4. Use evidence-based practice process in clinical assessment and intervention with clients.***
- 5. Participate in the generation of new clinical knowledge with respect to trauma through research and practice.***
- 6. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.***

Practice Competency #5: Engage in Policy Practice.

Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social Workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social Workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social Workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social Workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice; and
- 4. Communicate to stakeholder, administrators and/or legislators the implications of policies and policy change in the lives of clients.***
- 5. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.***

Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers value the importance of human relationships. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand strategies to engage diverse clients

and constituencies to advance practice effectiveness. Social Workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social Workers:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;
- 3. Develop culturally responsive therapeutic relationships;**
- 4. Attend to the interpersonal dynamics and contextual factors including the use of technology that both strengthen and potentially threaten the therapeutic alliance during the engagement phase.**
- 5. Establish a relationship based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.**

Practice Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

Social Workers:

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. 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;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 5. Synthesize and differentially apply theories of human behavior in the social environment utilizing a trauma informed perspective to guide clinical practice.**
- 6. Use bio-psycho-social-spiritual theories, trauma informed perspective, and diagnostic classification systems in formulation of comprehensive assessments.**
- 7. Assess clients' readiness for change.**
- 8. Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.**

Practice Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social Workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social Workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social Workers:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, personal-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
5. Facilitate effective transitions and endings that advance mutually agreed-on goals;
6. Promote social and economic justice causes through political advocacy and community intervention;
- 7. Select and modify appropriate best practice intervention strategies based on continuous clinical assessment.*
- 8. Demonstrate sensitivity to trauma experiences and the role of trauma when implementing interventions, goals and objectives;*
- 9. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed and trauma focused as needed;*
- 10. Collaborate with other professionals to coordinate treatment interventions*

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

Social Workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes and practice effectiveness. Social workers:

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

5. Use clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions and traumatic experiences;

6. Facilitate transitions and endings; and

7. Contribute to the theoretical knowledge base of the social work profession through practice based research.

DESCRIPTION OF FIELD PLACEMENTS

Students in the Foundation Program will have two separate field placements. The first year field placement will concentrate on generalist social work practice and will mirror the placement sites utilized in the undergraduate social work program. The field placement will span two semesters and requires 480 hours in the field and 20 hours in field seminar.

Students entering the program as "Advanced Standing" students will have only one field placement. This placement is specific to clinical social work practice. Students in either their advanced year or advanced standing will be in the field over three semesters requiring 720 hours total (240 hours per semester), and 30 hours in field seminar (10 hours per semester).

The total number of hours required in the field for the MSW program is 1200. Students in Advanced Standing count their BSW field hours toward the total number of field hours.

ROLE DESCRIPTIONS AND RESPONSIBILITIES

The field instruction program consists of four primary roles: the field director, the field liaison and seminar instructor, the agency-based field instructor and the student. Primary decision making for the field rests with the field director in conjunction with the MSW Program Director and the Social Work Department Chair.

The Field Director

Role: Has primary responsibility for the administration of the Field Instruction Program.

Responsibilities:

- Development and Coordination of the Field Instruction Program.
- Coordination and Placement of all students.
- Selection of new placements.
- Maintenance of current field sites.
- Coordination and communication among all partners of the program.
- For each potential placement site, maintains a file which contains a general description of the agency, field instructor credentials and experience, and an outline of agency expectations and learning assignments.
- Consult with the Program Director as sites are developed.
- Report to faculty on development of placement sites.
- Make certain that agency sites meet all criteria for agency and field instructor selection, as stated in field instruction guidelines.
- In order to create diversity of placement opportunities, provide a continuing effort to expand potential field instruction placement sites.
- To newly approved agency sites, provide orientation concerning all aspects of field instruction—through regularly scheduled campus workshops or through special conferences with involved agency staff.

- Plan, coordinate and lead annual Field Instructor workshops—to provide orientation to new Field Instructors and ongoing training to experienced Field Instructors.
- Conduct individual student conferences for the purpose of selection and approval of an agency placement.
- Assess student strengths, needs and interests in the process of matching each student with a placement site/internship.
- Evaluate field agencies with input from field liaisons, field instructors and students
- Convening the Field Education Advisory Committee and ad hoc student advisory committees as needed
- Consult with the Program Director on field education/students concerns to ensure the integrity of the program.
- Prepare an annual report on the field education program for the Program Director, faculty and Program Advisory Committee.

The Agency Based Field Instructor

Role: Is that of a teacher and a gatekeeper for the profession of social work.

Responsibilities:

- Complete and sign agreement to accept student.
- Provide the student with a thorough orientation to the Agency.
- Provide student with a thorough orientation to personnel safety skill techniques as used in your agency.
- Develop with the student a “Learning Plan” defining learning objectives that are consistent with the ten competencies of the curriculum as well as with the mission and service goals of the agency.
- Provide a work area, furnishings and supplies adequate for the student’s role and responsibilities as a social work professional.
- Meet with the student for a minimum of one hour per week in private supervisory/mentor conference.
- Develop and provide required learning opportunities with an emphasis on diverse assignments and challenging cases consistent with the skills and abilities of the student.
- Communicate with the Field Liaison as soon as a conflict appears with the student or with the Program.
- Inform the Field Liaison of any prolonged absences or schedule changes for either the Field instructor or the student or any other significant agency related changes that affect student learning.
- Evaluate the student at the completion of each semester of field instruction and forward the evaluation to the Field Liaison. Evaluation form is to be turned in by the last week of the semester.
- Confer with the Field Director during the planning stages of a potential student’s placement.
- Cooperate with the Field Liaison in arranging agency visits or other needed contacts during the student’s placement.
- Attend Field Instructor Workshops sponsored by the Social Work Program.
- Promptly inform the Field Liaison of any significant changes in the Learning Plan.

NOTE: When made known to the Field Director , a student’s daily activities may be under the direct supervision of someone other than the field instructor. He or she is expected to carry out the role, responsibilities, meet the requirements and have the skills of the field instructor. The Field Instructor of

record has ultimate responsibility for the learning and assessment of the student and is required to meet individually with the student 1 hour per week.

Selection and approval of field instructors is the sole responsibility of the social work program. No person may serve as a field instructor for the program unless he or she meets the criteria and has been designated as such by the social work program. All field instructors are required to participate in Field Instructors Training offered by the program.

The Field Liaison/Field Seminar Instructor

Social work faculty is assigned by the MSW Program Coordinator to act as field liaison and seminar instructor to monitor and oversee the field education experience of the student placed in the field and provide additional instruction, supervision and support for student field experience.

Role:

The field liaison and seminar instructor insures the educational integrity of the field experience and is responsible for integrating class and field learning. They are consultants to the field instructors, and are responsible for keeping field instructors current on curriculum, policy and procedural changes. They monitor the field experience and are the primary mediator when conflict arises.

Responsibilities:

- Oversee the student's Learning Plan.
- Clarify the program's expectation for student learning to both the field instructor and student.
- Be available to the Instructor and the student for immediate consultation and problem solving.
- Monitor implementation of the field instruction objectives.
- In order to determine the student's overall progress in field performance, visit each assigned placement, meeting with both student and Field Instructor, at least three times during the three semesters of placement. Four visits are highly recommended, with the first two being in the first semester of placement.
- Review a selection of student case recordings and/or other appropriate agency-assigned written materials.
- Based on a review of the student's written evaluation by the Field Instructor, assign the student's field instruction grade.
- Become familiar with the general policies and programs of the field instruction agency.
- If requested, assist Field Instructor in evaluating student progress.
- Initiate arrangements for agency visits sufficiently in advance of the end of each semester to allow use of the visit for providing useful feedback on student performance.
- Responsible to the field director for communicating concerns of field instruction students, Field Instructors, and placement agencies which cannot be resolved through the usual three-way communication between students, Field Instructor and Field Liaison.
- In seminar, review knowledge of social science and social work theory/practice.
- Review different problem-solving models, theories as well as ethical issues.
- Help students become familiar with various resources and methods available for continuing professional development after graduation.
- Through seminar discussion monitor individual student learning opportunities, activities and client interaction.

The Student

Role: The application of knowledge, skills and values of curriculum content to the field at an approved social work agency placement site.

Responsibilities:

- Students are expected to read and be responsible for the policies in this manual.
- Students are responsible for meeting the criteria of any agency policy for placement, such as background checks, medical screening, etc.
- Learn about the functional responsibility in the application of knowledge, skills and values of previous curriculum content to a field instruction assignment at an approved social work agency placement site.
- Become familiar with the learning outcomes as identified by the nine practice competencies and associated practice behaviors, and develop a Learning Plan and participate in activities that will achieve those learning outcomes.
- Interact in a competent and professional manner with client systems and with an increasing level of knowledge, skill and values.
- Develop increased self-awareness and an objective view of personal strengths and areas needing attention, as related to the program's ten competencies and their application in the field instruction placement.
- Read and behave in accordance with the professional values and ethical principles as outlined in the NASW Code of Ethics and as discussed throughout the curriculum.
- Utilize supervision and other learning opportunities in an effective manner.
- Support the concept of a three-way partnership among the student, Field Instructor and Field Liaison to provide an in-depth, effective and comprehensive professional learning experience.
- Be responsible for completion of the learning plan in cooperation with the Field Instructor and for submitting the document to the field liaison/seminar instructor.
- Must attend and actively participate in each seminar class.
- Become familiar with and adhere to the policies and procedures of the field agency.
- When using any agency written material for any purpose, students must obtain permission from the agency to use that material, and will be careful to redact any identifying client information.
- Advise the Liaison immediately of any problems the student is experiencing in the field placement or will affect performance at the placement.
- Complete and submit an agency/field site evaluation at the completion of the field placement.
- Students are responsible for transportation to and from the agency.
- Assume responsibility for maintaining personal and professional boundaries.
- Make known to the liaison and field director any personal issues or situations which would, if the student were placed in a particular agency or with a specific population group, pose a conflict of interest or be in violation of the laws governing the delivery of human services.
- Students are covered under the University's liability policy WHILE ENROLLED IN FIELD EDUCATION COURSES.

FIELD PLACEMENT POLICIES AND PROCEDURES

ELIGIBILITY FOR THE FIELD

Full time students in both the Foundation Program and the Advanced Standing Program will begin field placement immediately after starting the program. Eligibility is determined by admission criteria. To

remain eligible to stay in the field, students must achieve a B or better in all coursework and abide by all the policies delineated in the program and field manuals, as well as abide by the NASW Code of Ethics.

Part time students in both the Foundation Program and the Advanced Standing Program will have a one or two semester delay, depending on the program chosen. To be eligible for the field, students must achieve a B or better in all coursework and abide by all the policies delineated in the program and field manuals, as well as abide by the NASW Code of Ethics.

AGENCY SELECTION CRITERIA

The following areas are taken into concern when searching out appropriate field agency placements;

- The agency meets general guidelines as a social service organization. It enables a student practice, which is predominantly in the nature of direct client services.
- Agency function is consistent with the NASW Code of Ethics and/or professional codes of conduct by state and federal mandate.
- The agency has appropriately credentialed and experienced staff to provide the student with quality social work field instruction. The selected Field Instructor possesses an MSW. If there is no MSW available for supervision, and the school determines the placement is still a viable clinical experience, the field seminar/liaison instructor will provide additional supervision from a social work perspective. All field instructors must possess an advanced degree that is clinical in nature, such as a Ph.D. clinical psychologist.
- All Field Instructors participate in orientation workshops conducted by the Ferris social work program, or in individual conferences directed by the Ferris Social Work Field Director .
- The agency is able to provide student learning which involves multi-size client and/or target systems, client systems in need of both personal and environmental change, multi-problem client systems, clients from at least one ethnic or racial minority, and an opportunity to practice client advocacy.
- The agency is able to provide student learning for clinical social work practice.
- The agency is willing to commit necessary resources to the student learning experience, e.g., supervisory time, adequate physical space, desk, and supplies.
- The assigned Field Instructor is willing to engage in a three-way learning experience that includes the instructor, the student, and the Field Liaison.

The field director recognizes how the nation's social welfare has benefited from agencies guided by special religious and moral commitments. Therefore, placements in these agencies are sought as in all others. In preparing students for such placements, faculty instruction includes: (1) the general impact of religious and moral views on the environment and programs, (2) mission expectations of agency policies, stemming from these views, concerning student behavior and (3) the absolute requirement that students remain tolerant of client belief and practice systems, whether in accord with agency views or not. The field director also encourages agencies to discuss the same issues when interacting with students who are being considered for placement.

RIGHTS AND RESPONSIBILITIES OF FIELD AGENCIES

The following is list of rights and responsibilities of field agencies;

- Provide a clinical social work experience and educational opportunity for social work students.
- Provide a written confirmation indicating acceptance of students for placement and notify the school about changes that may affect the student experience.
- Provide the student adequate orientation to the agency's personnel, policies and procedures.
- Support the employee/field instructor with reduced caseloads or compensation/release time sufficient to be a competent field instructor.
- Honor the learning plan developed between the instructor and the student.
- Provide office space, clerical services, use of relevant case material and other resources deemed necessary to adequately carry out the agreed upon learning plan of the student.
- Ensure that under no circumstances will students prescribe, administer or dispense medication.
- The agency agrees to reimburse student mileage for field education assignments. This does not include reimbursement for travel to and from the agency.
- Notify the field liaison immediately when a student experiences serious problems at the agency and provide written notification and justification when asking a student to leave or be removed from the agency.
- An agency can refuse to accept a student for reasons pertaining to personality conflicts, student not educationally prepared for the agency's tasks.
- Agencies can ask for immediate removal of a student who is determined to be a danger to the clients/consumers, disruption in the agency or who breaches confidentiality.
- Each student has liability insurance provided by the university.

FIELD INSTRUCTOR CRITERIA

The following criteria are taken into account when looking for an appropriate field supervisor;

- It is preferred that a field supervisor possess either a BSW degree (foundation year) or MSW degree (clinical year). However, if the agency and Field Instructor meet all other selection criteria, and if the Field Instructor possesses an appropriate advanced clinical degree and experience in an allied area of the helping professions, an exception may be given by the fielddirector.
- Have sufficient time, commitment, and agency support for quality student instruction, including a minimum of one hour per week of private supervisory conference with the student.
- Have at least two years of experience in social work, or a closely allied helping profession, and possess a thorough knowledge of the agency's mission, programs, policies, and procedures, as well as the network of community services of which the agency is a part.
- Have a thorough understanding of the social work program's practice competencies, of the role played by the Field Instructor in helping the student to apply those skills to agency services, and of the Field Instructor's role in evaluating the student's competence in implementing the practice competencies.
- Possess requisite skills for sharing in the formulation of a learning contract, for ongoing supervision, and for three-way consultation reflecting concerns of the agency, faculty and student.

STUDENT PLACEMENT PROCEDURES

The Field Director is responsible for seeking placement opportunities and making the final placement decision for all students. ***Students must meet with the Field Director two months prior to anticipating being placed in the field.*** Students complete a field application upon admission to the program delineating their preferred target population, and geographical location, as well as any known agencies they might prefer to complete their field instruction. All efforts will be made to accommodate student preferences, however due to the highly competitive nature of MSW field placements, students need to understand those preferences might not be able to be wholly met.

Once a field application is received, the field director will work on developing an appropriate field site for the student. The field director will contact approved field agencies to determine placement possibilities, and then contact the student to contact the field instructor for an interview. Students may have multiple interviews, and agencies may request to interview more than one student for each available slot.

Students are not to contact field agencies on their own. If a student has a particular agency they are interested in, this can be discussed with the field director .

IN ACCORDANCE WITH COUNCIL ON SOCIAL WORK EDUCATION ACCREDITATION REQUIREMENTS, UNDER NO CIRCUMSTANCES WILL LIFE EXPERIENCE OR PRIOR WORK EXPERIENCE BE CONSIDERED AS A SUBSTITUTE FOR THE FIELD EXPERIENCE.

BACKGROUND CHECKS, FELONY CONVICTIONS, DRUG TESTING, TB TESTS and PHYSICALS

The social work faculty expects students with prior felony convictions to inform the field director of such convictions prior to placement. Given various laws about work with children and vulnerable populations persons with felony convictions are usually not allowed to work in certain settings. The field director would need to know this to avoid placing the student in an unlawful situation. The student who fails to inform the field director could be terminated from the social work program.

Increasingly, field agencies are requiring students to complete background checks and drug testing prior to being placed at the agency. Students will be required to complete an "I-Chat" background check through the State of Michigan and submit the results of this with their field application. The fee for this is \$10.

Students should be aware that many agencies conduct drug testing prior to their internship and may be randomly drug tested at any time. Students may also be required to have a physical exam and a TB Test by some field sites.

POLICY FOR FIELD PLACEMENTS AT THE STUDENT'S PLACE OF EMPLOYMENT

In accordance with the Council on Social Work Education, our Program's accreditation body, ***no full-time job can be used in place of field placement.***

The Field Director can approve placement at the student's place of employment if the following criteria are met:

- The place of employment can be used for only one of the two field placement sites in the Traditional Program.

- The field instructor must meet the requirements for the field instructor delineated earlier in this manual.
- Agencies selected must meet the agency criteria delineated earlier in this manual.
- The field assignments cannot be related to the student's full-time job. A clear distinction between the two, and designated days and times that students would be in their jobs and in their internships must be submitted to the field director in writing and maintained in the student's file.
- The field instructor is not the same supervisor as the student's field instructor.
- The field liaison must be informed of this arrangement.

LEARNING AGREEMENT POLICY AND GUIDELINES

Appended to this manual are the formats for the Learning Agreement and Evaluation of Field Placement Performance by semester. The two are incorporated as one document. The Learning Agreement serves as an educational guide that operationalizes the 9 Practice Competencies and Behaviors. This is a written agreement between the field instructor, the student and the school that delineates a personalized learning agreement that meets the students learning needs within the context of their placement agency.

For each of the 10 competencies, students and field instructors will identify at least one activity per practice behavior for each of the semesters. The Learning Agreement is then the basis for the Field Evaluation by semester.

The Learning Agreement developed between the field instructor and the student and reviewed and evaluated by the field liaison/seminar instructor. Learning agreements must be submitted by the due date and signed by all three. The Learning Agreement is to be placed in the student's academic file, with copies to the liaison, the field instructor and student.

A paper copy of the learning agreement/evaluation can be found here; <https://www.ferris.edu/arts-sciences/departments/social-work/msw/field-docs.htm>, though it should be noted that all plans are to be completed in the IPT program, the website homepage can be found here; www.runipt.com.

INTERN PLACEMENT TRACKING SYSTEM (IPT)

The field program uses an on-line computer program called IPT (Intern Placement Tracking) to track students, agencies and field instructors contact information and field documentation.

At the beginning of the student's first semester in placement, they will receive an email indicating their username and password, as well as a link for the IPT program. Upon receiving this email, they will be expected to log in and update/add additional contact information. Following that email, students will receive additional emails indicating when they have forms that are due, for example, the learning plan and field evaluation. All field documentation must be completed in the IPT program. The IPT website can be found at: www.runipt.com.

EVALUATION of FIELD PLACEMENT PERFORMANCE POLICY

Students receive a grade for their field performance. The evaluation is to reflect the student performance based upon the nine practice competencies, and identify areas that require further learning.

Mid-Semester Verbal Evaluations

Field instructors are asked to do a mid-term verbal evaluation of the students. This evaluation should include progress and competency with regard to the learning plan, identify areas for further growth, and a general overall assessment of student performance. This verbal evaluation is important so students have feedback, particularly on areas of growth. It is suggested the verbal mid-semester evaluations are to cover the following topics:

- A review of assignments to date
- A review of the learning agreement and progress to date
- Summary of student's progress, including areas of strength and areas for growth
- Evaluation of the use of supervision
- Discussion of current grade, if grade were to be given

End of Semester Evaluations

The written field evaluation is to be completed at the end of each semester, and submitted to the field liaison. Field instructors are to review the evaluation with the student to give further feedback. Both the field instructor and the student sign the field evaluation prior to submission to the field liaison. The field liaison reviews and signs the field evaluation and together with information provided during the field visit, assigns the grade for the student. The grade also incorporates the student's participation in the concurrent field seminar.

All student evaluations are to be completed by the field instructor in the IPT program. The link to the IPT homepage can be found here: www.runipt.com. Field evaluations are placed in the student's academic file with copies to the field instructor and the student.

The school requires that graduate students receive a minimum 3.0 grade in all their coursework, including the field. The following is a guideline for recommending a grade (field instructors) and assigning the grade (field liaisons) to the student for field.

- 4.0 Students who have met the field requirements at an advanced competence level in all areas of the learning agreement.
- 3.5 Students who have met the course requirements at a competence level in all areas of the learning agreement.
- 3.0 Students who have met course requirements with emerging competence in all areas of the learning agreement.
- 2.5 Students who have not met course requirements and have made insufficient progress in the learning agreement.
- 2.0 Students who have unacceptable performance in one or more areas of the learning agreement.
- 0 Students who are unacceptable to the social work profession or have violated the NASW Code of Ethics and are lacking sufficient skills to become a social worker.
- I Students who have not yet met course requirements or who have not completed the required number of hours, but are expected to meet these requirements.

If a grade below a 3.0 is being recommended, the field liaison is to be notified immediately.

Students who received below a 3.0 in the field will require an Academic Program Review.

SERVICE CONTINUITY POLICY

Students need to be aware that while they are students with scheduled semester breaks, these breaks may interfere with continuous service to their client population. The agency may request that students work during their scheduled semester breaks. Scheduled classes and exams take precedence over field

education however the school does expect students to consider client needs when scheduling absences during semester breaks. Semester breaks are important for students to rejuvenate, just as personal vacations is important to agency personnel, and it is hoped that agency personnel would also recognize this.

At the beginning of the field placement, and preferably during the initial interview, agency expectations for student availability during semester breaks should be discussed between the field instructor and the student. The field instructor and the student should agree to a plan prior to beginning the field placement.

When the plan includes the student providing services during the semester break, the field liaison should be informed of this **and the student needs to enroll in the next semester's field class prior to beginning this service. Students are not covered by the school's liability policy if they are not enrolled in the course.**

Insurance/Coverage

Students often fall into a "grey area" regarding coverage and liability issues. Because they are yet a student, but practicing off campus, it often becomes difficult to determine "fault" when an incident occurs. It is extremely important that the student have appropriate/adequate coverage. It is also important that the student contact either their field liaison or the field director in the case of any incidents. Please keep the following in mind;

Malpractice Insurance- Ferris State University covers all students under the University's liability insurance in the case of a malpractice claim (breach of confidentiality, acting unethical in some way that a client and/or agency may try to sue a student). The student may also want to obtain additional malpractice insurance through NASW. Details regarding additional liability coverage through NASW can be found at the following website; <https://www.naswassurance.org/malpractice/student-liability-individuals/>.

Health Insurance- In the case of a health-related incident at your internship (dog bite, slip/fall incident, etc.) that requires a doctor's visit, you must first bill your own insurance.

Automobile Insurance- Most agencies require that a student possess a valid driver's license and be adequately covered under automotive insurance. Agencies may request that students transport clients in agency vehicles. If an accident were to occur, please note that, as a student, you would first need to file a claim with their insurance carrier.

Technology/Social Media Use Policy

Students will adhere to all the NASW and ASWB Standards for Social Work Practice found online at the link below:

<https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO->

More specifically Standard 7. Privacy, Confidentiality, Documentation, and Security states:

“Social workers shall protect client privacy when using technology in their practice and document all services, taking special safeguards to protect client information in the electronic record.”

Interpretation;

During the initial session, social workers should provide clients with information on the use of technology in service delivery. Social workers should obtain client confirmation of notice of privacy practices and any authorizations for information disclosure and consents for treatment or services. Social workers should be aware of privacy risks involved when using wireless devices and other future technological innovations and take proper steps to protect client privacy. Social workers should adhere to the privacy and security standards of applicable laws such as the Health Insurance Portability and Accountability Act (HIPAA) and other jurisdictional laws when performing services electronically. These laws address electronic transactions, patient rights, and allowable disclosure and include requirements regarding data protection, firewalls, password protection, and audit trails. Social workers should give special attention to documenting services performed via the Internet and other technologies. They should be familiar with applicable laws that may dictate documentation standards in addition to licensure boards, third-party payers, and accreditation bodies. All practice activities should be documented and maintained in a safe, secure file with safeguards for electronic records.

It is the student’s responsibility to read and adhere to their field placements technology policy. If the student’s field placement does not have a formal technology policy, students must discuss with their field instructor their informal policies regarding technology use within their agency.

Due to the public nature of Social Network Sites (SNS) students are not permitted to “friend” clients in their field placement. Students are not permitted to discuss, comment, or post pictures that contain confidential information on SNS’s. It is also the student’s responsibility to adhere to professionalism on SNS’s. Unprofessional behavior such as negative comments regarding field placement sites, field instructors, clients, or professors will not be tolerated. Students may be brought up for disciplinary action within the social work program and/or the university if this policy is violated.

PROBLEMS IN PLACEMENT AND PROBLEM-SOLVING PROCEDURES

Issues/Problems with AGENCY PERSONNEL OR FIELD INSTRUCTOR:

It is understood that there may be problems with field instructors or other agency personnel during the placement. It is expected that any problem or issue will be addressed in a professional and timely manner. The following procedures should be followed to ensure student due process and the continuation of a quality field placement

1. If feasible, the student should discuss the problem in a constructive and professional manner. Direct communication and honesty is expected in the social work profession.
2. If the issue cannot be resolved following this discussion, the student shall immediately contact the field liaison and the field liaison will call a meeting between the student, the field instructor and the field liaison and other agency personnel as appropriate. This meeting will take place as

soon as can be arranged. As continuity of the field placement is a high priority, every effort must be made to resolve the difficulties.

3. The field liaison will conduct the meeting to try to resolve the issue.
4. If the issue still cannot be resolved to the student's and/or field liaison's satisfaction, the student will write a letter to the field director, requesting a replacement of the field placement. The letter will include the reason for the request and specifically what learning needs are not being met.
5. If the issue cannot be resolved, the field liaison shall request a meeting with the field director, the MSW Program Director and the Social Work Department Chair to discuss alternatives.

Issues/Problems WITH STUDENT PERFORMANCE:

If a field instructor is dissatisfied with a student's performance, the instructor is required to immediately bring this to the student's attention verbally and in writing with a copy to the field liaison. The field liaison is to be contacted immediately.

Unacceptable Student Performance:

1. Written notification of poor performance must include performance expectations and a timeline for improvement so that the student might meet learning plan expectations prior to the end of the semester.
2. The field liaison will immediately call a meeting of the student and field instructor to discuss the matter at hand for the purpose of reaching a resolution that is measurable and time framed.

If the behavior is of a serious nature, eg. criminal and/or threatening to others the student may be terminated immediately. The liaison and field director are to be notified immediately.

If the situation is less serious than that above, the field instructor is to give a progress evaluation with action steps that need to be taken by the student. Time frames are to be stated. This information is to be provided to the liaison and the student.

If the behavior of the student results in termination from that placement, students will undergo an immediate Academic and Professional Program Review. If the review results in an assessment that the student is amenable to change, placement in another agency is possible, however, no credit for hours completed will be applied to the second placement and hours from the first placement must be made up in the second placement. Students will have the opportunity to be replaced only once.

If the Academic and Professional Program Review results in a decision not to place the student in a second placement, the student will be discontinued from the MSW program.

Students have the right to appeal the decision by the Academic and Professional Program Review according to the policy delineated in the Program Handbook.

Situational Problems:

If the problem is situational (hospitalization, serious life event, etc) a resolution must be made by joint agreement of the student, liaison, and field instructor. The recommended solution must be in writing

with signatures and kept in student's file. The Field Director may be called in for a final decision, if needed, particularly if termination is being discussed. In the event the final decision means a need for termination from the placement, it is up to the field liaison to notify the field director and to ensure that adequate termination /closure takes place with clients in concert with the field instructor.

FIELD INTEGRATIVE SEMINAR

Graduate students must attend 10 hours per semester in a field integrative seminar facilitated by the field liaison/seminar instructor. The field seminar provides additional supervision and education to the student concurrent to the field. This is not a separate class, but rather a part of the field course. The 10 hours in seminar are in addition to the field hour requirement. For example, in the advanced year, students are required to complete 240 hours of field per semester and an additional 10 hours in field seminar.

Field seminar dates and times will be determined by the seminar instructor and students at the beginning of the semester. Seminars will meet at least three times during the semester, and may require on line discussion work. Seminar instructors will have stated attendance policies in the syllabi, along with applicable due dates for learning agreements and field evaluations. Sample syllabi are appended in this document, however, each seminar instructor will have their own policies, due dates and assignment expectations.

POLICY FOR RESEARCH INVOLVING HUMAN SUBJECTS

Graduate students will be completing a capstone project in their final semester of the program, and therefore will be submitting application to the FSU Institutional Review Board for Human Subject Research. Students will be oriented to the IRB process in their Research course prior to the final semester. An on-line training (Citi) is required to be completed prior to submitting an IRB proposal, and will be a required assignment in the Applied Research Methods course in the advanced year. This on-line training takes approximately 10-20 hours to complete, so students may want to start this process early in their academic career.

The policies and forms for IRB are located:

<http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/IRB/>

PERSONAL SAFETY

Social workers need to be aware of people who are potentially violent. These are guidelines, policies that have been established to help the student.

Field Instructors are to go over the agency's policies and procedures with the student on how to avoid possible dangerous situations. Field Instructors, this task should be completed early in the placement and best taught during agency orientation.

Field instructors should take care to assess any situation in which a student might be placed in a potentially dangerous environment and take appropriate measures according to agency policy to ensure the protection and safety of the student. At no time should a student be in a known dangerous situation. Students can review the chapter on "Working with Dangerous Clients" in Sheafor, Techniques and Guidelines for Social Work Practice.

A student, who has been threatened, should notify the field instructor or designee immediately. Any incident needs to be reported to the field liaison or field director by the field instructor/ student.

At no time should a student go on a home visit without the agency knowing and approving of this activity.

At no time is a student to transport a client/customer without the knowledge and approval of the agency.

At no time is a student to be left alone to run the office while all other personnel are gone.

CONFIDENTIALITY POLICY

Client Confidentiality:

The client-student relationship assumes the consent of the client to share interactions with the field instructor to ensure the goals of the field placement. The student should advise the client of this requirement.

Students should gain agency personnel permission to use information or data about clients with the field liaison/field seminar instructor to ensure the goals of the field integrative seminar and to complete assignments. *Students should take care to have all identifying information regarding any clients redacted from written assignments and verbal supervision in the field integrative seminar to protect client confidentiality.*

No client should be audio or video taped without the client's written permission. If the client is under the age of consent (18), a parent or guardian's consent must be obtained. Client taping should only be done with the field instructor's consent and authorization.

Academic Record Confidentiality:

In accordance with the Family Education Rights and Privacy Act (FERPA), no evaluative work by a student may be released to anyone not employed by the social work program without the student's written consent.

FERRIS STATE UNIVERSITY HARASSMENT POLICY

Student Dignity Statement

Ferris State University expects all students and employees to conduct themselves with dignity and respect for students, employees and others. It is each individual's responsibility to behave in a civil manner and to make responsible choices about the manner in which they conduct themselves. Harassment of any kind is not acceptable at the University. The University does not condone or allow harassment of others, whether engaged in by students, employees, supervisors or administrators, or by vendors or others doing business with the University. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity or persistence, is likely to significantly interfere with an individual's work or education, or adversely affect a person's living conditions.

NOTE: To assist with the understanding of what harassment is, this Student Community Standards Code contains specific definitions of two of the more prevalent types of harassment- racial harassment and sexual harassment.

Definition of Racial Harassment

Racial harassment includes any conduct, physical or verbal, that victimizes or stigmatizes an individual on the basis of race, ethnicity, ancestry, or national origin. Such behavior could involve any of the following: The use of physical force or violence to restrict freedom of action or movement of another person or to endanger the health or safety of another person, unless such action is state and/or agency approved to prevent a client from harming themselves or others.

Physical or verbal conduct, intentional or otherwise, that has the purpose or effect of (or explicitly or implicitly threatens) interference with an individual's personal safety, academic efforts, employment, or participation in University-sponsored activities: or

The conduct has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working, learning or living environment.

Definition of Sexual Harassment

Based on the definition contained in the Equal Employment Opportunity Commission guidelines, adapted to include educational environments, **sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:**

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;

Submission to, or rejection of, such conduct by an individual is used as a factor in employment or academic decisions affecting such individuals; or

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

NOTE: While sexual harassment most often takes place in situations of power differential between persons involved, sexual harassment may also occur between persons of the same status (e.g., student-to-student). The person exhibiting sexually harassing conduct need not realize or intend the conduct to be offensive for the conduct to constitute sexual harassment.

Other Types of Harassment

The attributes of racial harassment described above are also the attributes of most other types of harassment. Harassment may be based upon a person's status that is protected by law (e.g., religion, veteran status, handicap, etc.) or may be based on some other reason not specifically covered by law. In any event, harassment of any type is not acceptable at Ferris.

Harassment Concerns

Any person who believes that he or she has been subjected to harassment of any kind (sexual, racial or otherwise) should approach the individual whom he or she believes responsible. He or she should identify the specific behavior, explain that he or she considers the behavior to be offensive and /or harassing, and ask the individual to stop the behavior. If assistance is needed to approach the individual, the Department Head/Diversity Officer may be contacted.

If approaching the individual is not possible (e.g., the person who believes that he or she has been subjected to harassment is uncomfortable or uncertain as to how the situation should be handled or is concerned that the situation may become volatile), or if approaching the individual does not resolve the matter, it should then be reported immediately to an Academic Dean, the Dean of Students, the Diversity Officer, the Director of Student Judicial Services, or the Director of Affirmative Action. If, for some reason, the person who believes that he or she has been subjected to harassment is uncomfortable discussing the situation with any of these individuals, the situation should be reported to any member of the University Administration. The circumstances surrounding the matter will be fully investigated, including the nature of the harassment and the context in which it occurred.

All reports of harassment and subsequent investigations will be kept as confidential as possible. Anyone found to have violated this subpart will be subjected to discipline up to and including discharge or dismissal. Discipline may include, but is not limited to, official reprimand, official apology, sensitivity training, and/or other disciplinary action including dismissal. Likewise, because intentionally false accusations of harassment can have serious effects on innocent people, anyone found to have intentionally falsely accused another person of violating this subpart will be subject to discipline, up to and including discharge or dismissal.

Consensual Relationships between University Employees and Students.

Consensual relationships of an amorous or sexual nature, that might be appropriate in other circumstances, are deemed inappropriate when they occur between an employee of the University and a student for whom he or she has a professional responsibility. For example, such a relationship would be inappropriate between a faculty member, administrator, supervisor, advisor, coach or residential staff member and a student for whom he or she has professional responsibility. Even when both parties have consented to the development of such a relationship the relationship can raise serious concerns about the validity of consent, conflicts of interest and unfair treatment for others and may result in serious consequences. Employees and students of the University are expected to make responsible choices. It is the policy of the University that any University employee who has professional responsibility for any students shall not assume or maintain professional responsibility for any student with whom the University employee has engaged in an amorous or sexual relationship. Whether the relationship predated the assumption of professional responsibility or arose out of the professional association, the University employee shall immediately disclose the relationship to the relevant unit administrator. The unit administrator shall immediately arrange a meeting of the parties to the relationship to discuss alternative of the student, and to attempt to reach cooperatively agreement on changes that will move professional responsibility for the student to another University employee. If no agreement is reached the unit administrator shall determine and direct the best method to deal with the situation.

DUAL RELATIONSHIP POLICY

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities. These relationships are of concern when there is a potential for either conflict of interest or negative impact on the field education experience.

When such a pre-existing relationship exists between any member of the field team, the field instructor, the student, the field seminar/liaison instructor, the field director must be notified immediately. It is understood that at times, these relationships are unavoidable. A plan to protect the integrity of the field experience for the student will be put into place, including the possibility of a replacement.

Under no circumstances, should a dual relationship be started if not already existing. Excerpted from the NASW Code of Ethics:

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

NASW CODE OF ETHICS and MEMBERSHIP IN NASW

Students and faculty will adhere to the NASW Code of Ethics at all times. Students will be encouraged to join the NASW Code of Ethics during their tenure as MSW students, particularly in their last advanced year. Membership offers many benefits and students should understand the importance of becoming part of the national organization as professional social workers.