



Barry University

Ellen Whiteside McDonnell | School of Social Work

Field Education Guidelines Manual

AY 2020 - 2021

Program Locations

Miami Shores Campus
11300 NE 2nd Avenue
Miami Shores, FL 33161
305-899-3906

Palm Beach/ Treasure Coast Campus
9123 N. Military Trail, Suite 206
Palm Beach Gardens, FL 33410
561-622-2732

BLANK PAGE INTENTIONALLY

Contents

ABOUT BARRY UNIVERSITY SCHOOL OF SOCIAL WORK FIELD EDUCATION

Frequently Asked Questions	6
Introduction and Purpose	9
School’s Mission and Curriculum Focus.....	9
Field Education as the Signature Pedagogy.....	9
CSWE Competency Standards and Practice Behaviors.....	10
CSWE Competency Standards and Practice Behaviors for BSW and MSW Foundation	10
CSWE Competency Standards and Practice Behaviors for Advanced Clinical Social Work.....	12
Field Education Course Curriculum.....	15
BSW Full-time.....	15
MSW Full-time, 63-credit.....	15
MSW Full-time, 32-Credit	16
MSW Part-time, 63-Credit	16
MSW Part-time, 32-Credit	17
Field Internship Placement Eligibility Requirements.....	17
Criminal Background Checks.....	18
Professional Liability and Medical Insurance.....	18
Mandatory Immunization Requirement.....	18
Selection Process for Field Internship Agencies and Field Educators	19
Agency Selection	19
Selection Criteria.....	19
Field Educator Selection	20
Task Facilitator	21
Field Educator and Task Facilitator Training.....	21
Termination of Field Internship Partnership	22
The Field Education Team.....	23
Director of Field Education	23
Associate Directors of Field	23
Administrative Assistant III	23
Field Advisor.....	24
Field Placement Process	24

Own Agency Placement	25
Field Placement Schedule and Attendance	25
Guidelines for Attending Professional Development Events	26
Change of Placement Request	27
Student Request for Change of Field Advisor	27
Discontinuation From Field Placement.....	28
Required Field Education Assignments.....	29
Late and/or Non-Submission of Field Education Assignments:.....	29
Evaluation of Student Performance.....	30
Final Grade Determination	30
Final Grade Submission Procedure:.....	32
Memo of Incomplete (MOI) Request Procedure:.....	32
Guidelines for Appeal of Grades.....	32
Withdrawal Policies	35
Student Safety in Field Internship.....	37
Statement On Sexual Harassment	37
Utilization of Social Media Policy.....	38
Professional Behavior and Decorum of Social Work Students.....	39
Policy Statement:	39
Expected behaviors.....	39
Core Performance Standards.....	40
APPENDIX - CANVAS Student Repository	41

BLANK PAGE INTENTIONALLY

Field Education Manual

Frequently Asked Questions

Q: What does Signature Pedagogy mean?

A: Field Education is the central form of instruction and learning in which the social work profession socializes its students to perform the role of practitioner. Field Education courses are required as part of the BSW and MSW program curriculums. (p. 9)

Q: What is CSWE?

A: The Council on Social Work Education accredits undergraduate and graduate Social Work programs and identifies competency standards and practice behaviors for the field education curriculum. (p. 10)

Q: How does a student know what Field Education course he/she is supposed to be enrolled in?

A: A student can refer to his/her course plan for this information or contact the assigned Academic Advisor.

Q: How many hours does a student have to complete for each Field Education course?

A: Hours vary depending on a student's field course. Full time students complete the required field course hours during one semester while part time students complete these hours over two semesters (p. 15-16).

SW 495 – 140 hours

SW 497 – 280 hours

SW 537 – 140 hours

SW 577 – 280 hours

SW 675 – 280 hours

SW 689 – 300 hours

Q: What is an Advanced Standing Program?

A: An Advanced Standing Program (ASP) is a 32-credit master level program offered to students who have earned a BSW degree from a program accredited by the Council on Social Work Education. ASP students complete only the concentration year requirements for the MSW degree. (p. 17).

Q: Who is the Field Educator?

A: A field educator is the agency-based, qualified MSW who orchestrates the learning experiences for the student and provides weekly clinical supervision for the student during the internship. In some rare occasions, the field educator is a BSW supervising undergraduate students. The field educator also reviews and verifies the student's placement card, agency schedule, timesheets, process recordings, and completes the Learning Plan and the Assessment of Student Competency in Field Education. (p.20)

Q: Who is the Task Facilitator?

A: A task facilitator is the agency-based individual assigned by the field educator to provide guidance to the student for specific, time-limited learning experiences and/or to direct the student's day-to-day activities. (p.21)

Q: Who is the Field Advisor?

A: The field advisor is a Barry employee assigned to provide guidance and support to both the student and the field educator during the internship. The field advisor also monitors the progress/performance of the student while in internship. (p.24)

Q: Who do students contact if they have questions about the placement process?

A: For any questions about the placement process, students should contact the Associate Director of Field Education for their respective campus. Prior to starting field placement, students are required to complete the Field Application (on-line), attend field orientation and Virtus training as well as schedule a pre-placement meeting. (p. 24)

Q: What types of field placement settings are available for internship?

A: Barry offers a variety of field settings including schools, substance abuse facilities, healthcare and mental health organizations, public and non-profit organizations serving diverse communities, juvenile justice, child welfare agencies, rehabilitative facilities, and veteran services. Placement at a specific agency or with a specific population/setting is not guaranteed.

Q: Is a student able to complete his/her internship at the current place of employment?

A: There are specific criteria that must be met prior to an organization being considered as a possibility for an Own Agency Placement. This can be further discussed/explored with the Associate Director of Field Education (or designee) at the time the student meets for a pre-placement meeting. (p. 25)

Q: Are there paid internships?

A: Paid internships may be available, however this is not common nor guaranteed. Students can inquire about existing opportunities during the pre-placement meeting.

Q: When does a student start field placement?

A: Field placement start and end dates are listed in the Field Education Calendar which is sent to Field Educators via email at the beginning of each semester. The calendar is also accessible to students via Canvas, Student Repository (Field Education). Field placements start dates are also contingent upon an agency's admission process. This process may include background and health screenings, agency specific orientations and an acceptance of the student as a "good fit" for the agency.

Q: Are there placement opportunities during evenings/weekends?

A: Although some agencies provide internship opportunities during evenings and/or weekends, agencies require that students be available during some regular business hours (M-F, 8-6) for trainings, meetings and/or supervision. Students are required to attend field placement during regular business hours at least one day per week. (p. 25)

Q: Do students get credit for field hours during agency/school holidays?

A: Students only receive credit for actual hours spent at the internship. These hours have to be verified by the field educator. (p. 26)

Q: Can a student change his/her placement if they don't like it?

A: Circumstances that may prompt a need for a change of placement include: lack of appropriate supervision, agency closure, and lack of learning opportunities based on field course requirements. Prior to submitting a request for a change of placement, the student, field educator and field advisor must meet to explore and implement any viable resolutions. (p. 27)

Q: Can a student request to change his/her Field Advisor?

A: A student needs to first initiate a meeting with the Associate Director of Field Education to discuss concerns. (p. 27)

Q: What happens if a student is discontinued from internship?

A: When a student is discontinued from internship, a meeting with the field educator, student, and field advisor is held to collect information/data. The outcome of these meetings are used to determine whether the student will be presented with a Core Performance Review and whether the student will be replaced at another agency and/or be assigned a grade of NC (no credit) for the field course. (p. 28)

Q: Who determines the final grade in field education?

A: Once all field course requirements are met, a grade recommendation is provided by the field educator via completion of the Assessment of Student Competency in Field Education. This recommendation is reviewed and confirmed (or opposed) by the field advisor and submitted to the Associate Director of Field Education. Final grade determination is made by the Director of Field Education. (p. 31)

Q: What happens if a student does not complete the total number of required hours by the end of the semester?

A: Students should discuss this matter with the field advisor who will assist them in completing a Memo of Incomplete Request (MOI). (p. 32)

Q: Where can a student access Field Education related forms (i.e. Change of Placement, Own Agency Placement)?

A: All forms are listed in Canvas under the Student Repository (Field Education) and can be downloaded.

Introduction and Purpose

The purpose of this manual is to provide essential information to students, faculty, field advisors, field educators, and administration regarding the philosophy, organization, expectations, and guidelines for field education in both the BSW and MSW programs at Barry University School of Social Work.

School's Mission and Curriculum Focus

Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education. In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service (Barry University Mission statement, 2008).

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

Field Education as the Signature Pedagogy

Field education is highlighted by the Council on Social Work Education as the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner (CSWE, 2008). Trauma-informed and resiliency-focused are the conceptual lynchpins of the curriculum for both the BSW and MSW programs. Trauma-informed recognizes the significance of “trauma” in creating human vulnerability and impacting human relationships. Resiliency-focused is critical to finding and mobilizing individual strengths, resources, and capacity for recovery, healing, and further development of resiliency proficiency. The intent of field education in the School of Social Work, therefore, is to assist students in connecting the theoretical and conceptual framework of the curriculum with the practical world of the practice setting.

Although students enrolled in Field Education Courses spend the majority of their time at their internship, Field Education is a course. In this course you learn to apply the knowledge gained in the classroom to direct practice. While enrolled in this course students will attend three full class sessions per semester. These classes are design to help bridge theory and practice;, to offer extended learning opportunities and allow students to present and discuss cases. All students are expected to attend each scheduled class. Failure to attend may result in course failure.

CSWE Competency Standards and Practice Behaviors

Both the BSW and MSW programs' curricula content, including field education, are guided by the 9 core competencies and related practice behaviors identified in the Education Policies and Standards provided by CSWE. In the MSW program, the single concentration reflects the Practice Behaviors developed by CSWE for Advanced Social Work Practice in Clinical Social Work (2009). Additional practice behaviors that reflect the school's academic goals are included as part of the single concentration in advanced clinical Social Work practice.

CSWE Competency Standards and Practice Behaviors for BSW and MSW Foundation

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions incorporating understanding of trauma, trauma reflective treatment, research, and policies along with trauma-informed organizational practice, the National Association of Social Workers (NASW) Code of Ethics, models of ethical decision making, and relevant laws, policies, and regulations.
- 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 communications.
- Use technology ethically and appropriately to facilitate trauma-informed practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping-
- Present themselves as learners 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.
- Understand and build knowledge regarding the powerful impact of diversity factors in shaping trauma experiences, help seeking behaviors, and responses to trauma.

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

- Understand and apply intersectional knowledge between human rights and principles of trauma informed care when working with individuals, families and communities.
- Engage in trauma informed practice that advance social, economic, and environmental justice.

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

- Use trauma-focused 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 trauma-focused practice, policy, and service delivery.

Competency 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 the 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.

Competency 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.

Competency 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 clients and constituencies.

Competency 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.

Competency 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 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.

CSWE Competency Standards and Practice Behaviors for Advanced Clinical Social Work

Competency 1: Demonstrate Ethical and Professional Behavior

- Identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face-to-face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan.
- Understand clients' experience of trauma as it relates to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion and spirituality, sex, sexual orientation, and tribal sovereign status.
- Engage in self-reflection, self-regulation strategies, and self-care practice including reflective trauma-responsive supervision to prevent and address secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout in self and organization to enhance effective practice, policies, and research that considers ethical decision making related to trauma.

Competency 2: Engage Diversity and Difference in Practice

- Integrate the meaning of trauma and responses for individuals, families, and cultural and societal groups into all levels of social work practice grounded in cultural humility.
- Implement trauma-informed principles of care, advocating for policies and trauma-sensitive services at the individual, organizational, and societal levels that are responsive to those underrepresented and oppressed in society.
- Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clients and constituencies.

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

- Recognize and seek to redress human rights, social, economic, and environmental injustices resulting from or perpetuating trauma.
- Demonstrate skills in providing trauma-informed care across local, regional, and global environments.
- Implement and encourage practices and policies that facilitate empowerment, resilience, and posttraumatic growth.

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

- Advocate for strategies to improve practice-informed research and research-informed practice in trauma care and for extreme events (terrorism, war, and natural and human-made disasters).
- Use research to adopt, modify, and translate practices and policies that are most appropriate to particular trauma-focused practice settings and diverse populations.

Competency 5: Engage in Policy Practice

- Engage in the policy proposal process to amend policies across levels and fields of practice that are counter to the principles of trauma-informed practice or that re-traumatize, victimize, or oppress.
- Engage stakeholders in formulation, implementation, and evaluation of trauma-informed policies to advocate for human rights and social, economic, and environmental justice, from the local to the global level.
- Advocate for trauma-informed policies to increase access and enhance service delivery, including self-care and other provisions for social workers affected by trauma.

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

- Demonstrate attention to nonverbal behaviors and cues, emotional dysregulation, and wariness of institutions that impede the establishment of a therapeutic alliance.
- Use a range of interventions to address underlying motivations that influence help-seeking and help rejecting behaviors, in a variety of contexts (e.g., from micro to macro) that affect engagement.
- Identify, understand, respect, and address the range of coping strategies trauma survivors, mandated and voluntary, may demonstrate that create barriers to engagement.
- Use supervision and mentorship to reflect on effective use of self and affective self-regulation while navigating the engagement process, including issues such as the worker's own history of trauma, secondary traumatization, potential triggers (for both client and practitioner), and the worker's responses to those triggers.
- Implement trauma-informed principles of engagement with services at the individual, organizational, and societal levels that are responsive to those underrepresented and oppressed in society.

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

- Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for the client and demonstrate the ability to integrate the client's trauma assessment into a set of impressions that accurately reflect an unbiased understanding of current functioning and patterns of behaviors.
- Assess organizational readiness to incorporate trauma-informed and evidence-based programs and practices.
- Demonstrate awareness of ways in which one's own biases, experiences, potential countertransference processes, and values can affect the trauma assessment process.

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

- Apply knowledge of the theoretical and empirical foundations of trauma to inform the intervention process in evidence-based practice.
- Critically select and implement developmentally and culturally appropriate trauma-informed evidence-based interventions in conjunction with practitioner expertise and client preferences to address the adverse consequences of trauma.
- Modify and adapt interventions if needed to address cultural differences or contextual and environmental challenges with awareness of the need for continual evaluation.

- Advocate for the advancement of trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma.
- Mobilize the strengths of clients and systems to increase individual, group, family, and community resilience.
- Develop and use self-care strategies that support resiliency and wellbeing, to address the impact of compassion fatigue and vicarious traumatization.

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

- Systematically evaluate processes and outcomes related to trauma responsive, evidence-informed practice as a foundation for intervention decisions with individuals, families, groups, organizations, and communities.
- Self-assess and evaluate STS reactions when working in the field, in the classroom, or on research teams, and use self-care practices, including those that are research informed.

Field Education Course Curriculum

BSW Full-time

Course	Credits	Semester	# Field hours to be completed/semester
SW 495 Field Education I	3	Fall senior year	140 hours
SW 497 Field Education II	3	Spring senior year	280 hours
Total hours	3		420

MSW Full-time, 63-credit

Course	Credits	Semester	# Field hours to be completed/semester
SW 537 Field Education I	3	1	140 hours
SW 577 Field Education II	4	2	280 hours
SW 675 Field Education III	4	3	280 hours
SW 689 Field Education IV	4	4	300 hours
Total hours			1000

MSW Full-time, 32-Credit

Course	Credits	Semester	# Field hours to be completed/semester
SW 675 Field Education III	4	1	280 hours
SW 689 Field Education IV	4	2	300 hours
Total hours			580

MSW Part-time, 63-Credit

Course	Credits	Semester	# Field hours to be completed/semester
SW 537 Field Education I	3	2	140 hours
SW 577 A Field Education II	2	3	140 hours
SW 577 B	2	4	140 hours
SW 675 A Field Education III	2	5	140 hours
SW 675 B	2	6	140 hours
SW 689 A Field Education IV	2	7	150 hours
SW 689 B	2	8	150 hours
Total hours			1000

Note: Part-time students enrolled in SW 577, SW 675, and SW 689 will register for and receive a grade for each part of the relevant field course over two semesters.

MSW Part-time, 32-Credit

Cohort/Course	Credits	Semester	# Field hours to be completed/semester
SW 675 A Field Education III	2	1	140 hours
SW 675 B	2	2	140 hours
SW 689 A Field Education IV	2	3	150 hours
SW 689 B	2	4	150 hours
Total hours			580

Note: Part-time students enrolled in SW 675, and SW 689 will register for and receive a Grade for each section of the relevant field course over two semesters.

Field Internship Placement Eligibility Requirements

Enrollment status	Requirement
BSW	<ul style="list-style-type: none"> Field application submitted in the spring semester of the junior year Prerequisites: SW 203 SW 327 SW 369 SW 315 SW 355 SW 323 SW 360 Completion of field orientation Completion of Virtus/Safe Environment Training
MSW – Foundation	<ul style="list-style-type: none"> Admission to the MSW program Submission of completed field application by the designated deadline* Completion of field orientation Completion of Virtus/Safe Environment Training
MSW – Concentration	<ul style="list-style-type: none"> Successful completion of foundation year field education courses Submission of concentration year field application and formal resume by the designated deadline*
MSW – 32-credit (advanced standing)	<ul style="list-style-type: none"> Admission to the MSW program Submission of completed field application and formal resume by the designated deadline* Completion of field orientation Completion of Virtus/Safe Environment Training

***Failure to submit a completed field internship application by the published deadline will likely delay the student’s entrance into a field internship.**

Criminal Background Checks

The School does not conduct criminal background checks on students as part of the admissions process. However, almost every field internship agency requires a background check. This is an out-of-pocket expense for the student unless the agency provides it free of charge. Please be aware that many agencies will not accept students with a criminal background history even when the record has been expunged. The School is committed to providing relevant and appropriate agency-based learning opportunities for students in both the BSW and MSW programs. The School cannot guarantee an “internship for those with a background history”. Students who have a criminal background issue, **must** alert the relevant Associate Director of Field Education who can explore possible placement options. Failure to fully disclose a criminal background history will result in a core performance review.

Professional Liability and Medical Insurance

While enrolled in a Field Education course, students must carry professional liability insurance. Professional liability insurance for students is covered by a policy held by Barry University School of Social Work. Full-time students are charged a \$25.00 co-pay for each Field Education course they enroll in. Part-time students are charged a \$12.50 co-pay for each section of a Field Education courses they enroll in. Professional Liability is effective once the student enrolls in and pays for the course.

All full-time undergraduate and all full-time (4 credits or more) are required to have adequate health insurance coverage in the State of Florida and will be charged a student health insurance fee for each enrolled semester. Students with personal health insurance coverage that meets the waiver standards may waive the student health insurance requirement and if approved the University will credit the student health insurance fee back to the student’s account. Students must complete the insurance waiver and upload a copy of proof of insurance no later than 30 days after the beginning of the semester. The insurance cost is nonrefundable after the waiver period. The waiver can be completed by going to www.studentcenter.uhcsr.com/barry. Students’ accounts will be credited within two weeks of waiver approval. Additional information on this requirement can be found at <https://www.barry.edu/health-services/insurance-information/>, calling Student Health Services at 305-899-3750, or email healthservices@barry.edu.

Mandatory Immunization Requirement

All domestic undergraduate students and all international students (undergraduate, graduate, full-time, and part-time) must provide proof of the following immunizations to Student Health Services:

- 2 measles, mumps, and rubella vaccines (MMR)
- 1 Tdap vaccine as of 2006 and a Td vaccine in the past 10 years
- 3 Hepatitis B vaccines or a signed waiver
- MCV4 Meningitis vaccine taken at age 16 or older (if residing in University provided housing)

Students must go to www.barry.studenthealthportal.com to enter and upload vaccination records prior to registration. This portal is part of students’ Electronic Medical Record System while enrolled at Barry University.

Selection Process for Field Internship Agencies and Field Educators

Field Education seeks out and maintains relationships with agencies that can provide learning environments for BSW and MSW students to demonstrate core competencies. The School carries the responsibility for determining the suitability of an agency, field educator, and task facilitator based on the following processes and criteria.

Agency Selection

Potential field internship agencies are identified from a variety of sources. Agencies may make a request for a student or students, faculty, alum, or community representatives may refer them. Field Education agencies are classified by the level of learning students are likely to experience. Those agencies whose services represent a generalist-practice focus are utilized for BSW and MSW foundation students. Agencies whose services represent a clinical practice focus are utilized for MSW concentration students. There are a few agencies whose services represent both generalist and clinical focused practices. These agencies are used for MSW foundation and concentration students.

Selection Criteria

1. Agency's mission and philosophy are compatible with the values and ethics of the social work profession.
2. Agency's point of view about internships reflects commitment to high educational standards as reflected by CSWE and the School of Social Work.
3. Agency agrees to designate a BSW or MSW practitioner who meets CSWE criteria and is willing to serve as a field educator.
4. Agency agrees to provide a range of client-based assignments on an ongoing basis that are appropriate to students' educational needs. The caseload for students should reflect the opportunity for involvement in varying modalities of service as well as exposure to a diversity of people and problems/issues.
5. Agency agrees to provide students with the necessary physical facilities and resources for client engagement and subsequent learning activities.
6. Agency agrees to provide administrative sanction and support to the field educator for sufficient supervisory and consultative time for students.
7. Agency agrees that no student accepted for field internship will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or veteran status.
8. Agency agrees to collaborative participation with the School through regular access to the internship, student and Field Educator.
9. Only agencies that are in good standing with their accrediting body and/or funding source will be able serve as an internship site.

Procedure:

1. Field Education sends an email to the Agency acknowledging interest along with the application materials.
2. Following receipt of the relevant application materials, a representative from Field Education schedules an assessment visit with the agency. The Field Education representative assesses the function and services of the agency, identifies potential field educators and task facilitators, possible student assignments, availability of resources for students, and identifies any special requirements for placement. The representative interprets the School's curriculum, Field Education requirements and the School's expectations regarding assignments, supervision, and assessment of students' competency in Field Education to the agency and potential field educator.
3. Following the assessment, the representative prepares a recommendation report and presents it, along with the agency's materials, to the Director of Field Education.
4. The Director of Field Education reviews the materials submitted and forwards it to the Dean for review and then to Legal for review and final approval.
5. Outcome of final review process is communicated to the Agency.
6. If an agency is selected, information regarding any further paperwork and information regarding Clinical Supervision and Field Education training is provided.
7. If an agency is NOT selected, feedback on the reason is provided to the agency.

Field Educator Selection

The following criteria are used in the selection of field educators:

1. For BSW students, minimally a bachelors degree in social work from a CSWE accredited School of Social Work and at least two years post-degree experience in an agency setting.
2. For MSW students, a masters degree in Social Work from a CSWE accredited School of Social Work and at least two years post-degree experience in an agency setting.
3. Document practice competence or experience commensurate with or in excess to that of the student's educational status.
4. Minimum of six months employment at the agency.
5. Commitment to the values of the social work profession, competence in practice, and interest in supporting student education.
6. Ability, time and willingness to serve as an educator during the full internship period.
7. Willingness and ability to engage in School sponsored orientations, trainings, and other educational or Field Education – related administrative activities.

The field educator is expected to:

- Coordinate and oversee the intern's skill development and learning as a beginning social work professional.
- Develop, with the intern, a learning plan and timeline for each field education course.
- Provide a sufficient number and variety of learning activities and assignments that insure a developmental path to student learning and demonstration of same.
- Assign a range of clients to insure the acquisition of the attitudes, values, knowledge and skills to work with diverse populations.
- Provide learning opportunities to develop professional oral and written skills.

- Formally meet with the intern a minimum of one (1) hour per week for direct, individual supervision and use the time to provide learning exchanges as well as constructively critique the intern's application of knowledge and skills with individuals, couples, families, groups, communities and organizations.
- Communicate with the assigned field advisor and, when necessary, the Associate Director of Field Education regarding the intern's progress in the respective field course.
- Provide ongoing feedback on the intern's performance as well as an assessment at the end of the semester with a recommended grade for the respective field education course.

Procedure:

1. Review and provide written feedback on a minimum of 2 process recordings per semester.
2. Monitor student attendance/time in the placement agency by completing verification of weekly timesheets in the designated electronic system.
3. Agency is designated as a field internship site
4. The potential field educator completes and submits the Field Educator Profile Sheet and a resume to the Associate Director of Field.
5. The Associate Director of Field forwards the Field Educator's Profile Sheet and supporting documents to the Director of Field Education for review and final disposition.
6. Director of Field Education reviews the materials submitted and communicates a final determination to the potential field educator.
7. If selected, information regarding the required Clinical Supervision and Field Educator's training is provided.
8. If not selected, feedback on the reason is provided to the applicant.

Task Facilitator

There will be occasions when an intern will be assigned, by the field educator, to a task facilitator. The role of this person may range from the provision of specific time –limited learning tasks to directing some day-to-day activities, some teaching and guiding students in their assignments and giving feedback on student performance. Given the nature of Field Education as the Signature Pedagogy, for the profession and the advanced clinical focus of concentration field, BUSSW requires all task facilitators have a degree in social/behavioral science and/or human services. Task facilitators are expected to:

- Participate in planning designated learning experiences for the intern.
- Provide limited primary, direct supervision of the intern's daily activities.
- Assign cases and projects congruent with the intern's learning plan.
- Provide ongoing feedback on the intern's performance to both the intern and the field educator.

Field Educator and Task Facilitator Training

All individuals seeking to serve as either field educators or task facilitators with the School are required to attend the Clinical Supervision and Field Educator Training. This is a two day training which highlights the requisite skills for supervising students pursuing Bachelor and Master of Social Work degrees and Registered MSW Interns seeking licensure. The training covers the basic philosophy, ethics and teaching topics/techniques for supervising students in the development of clinical and organizational skills. Those social workers who indicate they plan only to serve as a

field educator for the School and all task facilitators must minimally complete the first day of the training in order to be eligible to be assigned BSW or MSW student interns.

Termination of Field Internship Partnership

Unanticipated events may make it necessary for the School to terminate its agreement with an agency serving as an internship site. Agency changes to an affiliation agreement that are unacceptable to the School and University and/or agency violation of professional ethics are primary examples for which the School would terminate its use of an agency as an internship site.

If a student is impacted by such an event, Field Education will work to replace the student as quickly as possible.

The Field Education Team

Director of Field Education

A doctoral-level administrator with teaching experience.

- Provide administrative oversight for the day to day operations and all administrative tasks necessary for Field Education to fulfill its purpose and function.
- Administratively review and manage all core performance evaluations and corrective actions.
- Consult with Associate Directors of Field, Program Directors, academic advisors, faculty mentors, classroom professors, field advisors and field educators as needed regarding student performance.
- Assign field education course grades.
- Processes all exceptions to policy and other school/student-related documents as required.
- Review for approval all recommendations for new agencies as affiliates.
- Continuously update field education and clinical supervision trainings offered by the School of Social Work.
- Designs, develops and ensures the implementation of organized learning experiences for all students enrolled in field education; teaches field courses according to schedule.

Associate Directors of Field

School staff who have an MSW from a CSWE accredited School of Social Work and have a minimum of 5 years post-MSW agency-based experience. Associate Directors provide oversight and support to the Field internship agency Field Educators and Field Advisors. In this role they:

- Recruit, screen and assess agencies to become potential internship sites.
- Recruit, select and train field educators and task facilitators.
- Interview and place students in field agencies.
- Coordinate all activities related to student placement and maintenance in field internship.
- Provide guidance and consultation to field advisors and field educators to ensure appropriate learning opportunities and skill development for students.
- Review all field education documents and assist in the resolution of challenges for students in field education.

Administrative Assistant III

A staff member who provides organizational, programmatic and administrative support and guidance to students, field advisors and field educators.

- Provide administrative support for the day to day operations necessary for Field Education to fulfill its function.
- Serve as the first point of contact for all field related matters; screens all inquiries and concerns and direct students to the appropriate resource.
- Receive and manage all field-related documentation.
- Manage and train relevant Field Education team members on all technology-based systems.
- Organize and schedule all field education course teachings that occur in the classroom.
- Assist all graduates with documents required to begin licensure process.

- Organize and schedule all Clinical Supervision and Field Educator trainings, field advisor and field educator events.

Field Advisor

Each student is assigned a field advisor whose role is to monitor the student's progress in the field internship. Field advisors must have an MSW from a CSWE accredited School of Social Work and have a minimum of 3 years post-MSW agency-based experience. Field advisors are hired by the school to serve as its liaison with the field internship agency, the field educator and the student. Additionally, they provide guidance and support to the field educator and the student regarding the learning experiences and assessment of student competency. Field Advisors are expected to:

- Maintain on-going contact with the student and the field educator throughout the field education experience.
- Review all submitted field education course documents.
- Schedule a minimum of one field agency-based site visit per semester.
- Conduct a minimum of one university-based group advising session per semester.
- Assist in addressing any challenges in the field placement.

Field Placement Process

Purpose: To identify the required steps and timeframes for obtaining a field internship placement.

Procedure:

- Submit the Field Internship Application and a resume to Field Education by the designated deadline.
- Complete Field Orientation and Virtus/Safe Environment Training.
- Schedule a pre-placement/referral interview with the Associate Director.
- Schedule the placement interview with the potential agency site within 1 week of the referral and inform the Associate Director of the date and time of the interview. **NOTE:** Students are referred to only one agency at a time for interview.
- Communicate outcome of placement interview to the Associate Director within one week following the date of the interview.
- Complete agency-specific requirements for acceptance as an intern (i.e., background clearance, proof of health insurance, additional vaccines, special trainings/orientations).

Note: Any student who does not meet entry requirements for any field education course or who meets the entry requirements but, experience three incidents where he/she either declines an offer for internship placement or is rejected for intership placement by agencies for reasons related to appropriateness, may receive a grade of no credit for the enrolled course. (Admission criteria for Field Education can be found on the School's website and the Field Education Policy and Procedure Manual which students receive at the time of application for admission to the School).

All students are required to complete a formal application for their field internship. The completed application is a part of the admission process for MSW students (63 and 32 credit). BSW and 63-credit continuing MSW students going into their concentration year of field placement must complete the formal application by the published deadline. All formal applications are submitted to Field Education electronically along with a Formal Resume.

Own Agency Placement

Purpose: To identify the requirements that must be met when a student is requesting placement in an agency where he/she is employed. Students applying for an internship within their primary place of employment must demonstrate ability to engage in a work-place field internship site that is totally separate from their position of employment.

Requirements:

- The student must have been employed in the agency for a minimum of 6 months.
- The student must be placed in an entirely new role and capacity with a different person other than their supervisor functioning as the approved field educator.
- The student must provide documentation that illustrates how educational time will be protected and how the learning activities and assignments will be different from the student's regular assignments as an employee.
- The field internship schedule agreed to for the field internship must be maintained and cannot be modified for any reason to meet the requirements of the agency.

Procedure:

- The student must complete the Application for Own Agency Placement and submit it to the Associate Director of Field with all supporting documentation.
- The Associate Director of Field will review and make a recommendation on the completed request the Director of Field Education
- The Director of Field Education will render a final decision and will communicate the final disposition to the Student and Associate Director.
- The 63-credit student can complete only one OAP during their tenure in the program

Field Placement Schedule and Attendance

Purpose: To identify the requirements for adherence to the established field internship schedule.

Requirement:

- Student's enrolled in field education are to attend internship for the entire designated internship period unless there are extenuating circumstances. In such cases a Request for An Exception to Policy (ETP) to conclude the internship early must be completed and submitted for approval by the Director of Field Education a minimum of 15 days prior to the requested early end date.
- Within the first week of the internship, the student and field educator shall establish a field placement schedule and enter such schedule into the designated electronic system.
- A minimum of four hours at the agency must be completed per scheduled field day.
- Students must attend field placement during regular agency business hours (M-F, 8 a.m.-5 p.m.) at least one field day per week for a minimum of 4 hours.
- Students must request an ETP in order to remain in a field internship during scheduled semester breaks. An ETP must be submitted a minimum of 15 days to the scheduled break.
- The student will communicate any agency training schedule/requirements to the Associate Director at least two weeks prior to the scheduled training if there are any conflicts with the student's classroom-based course schedule.

- Credit is given only for actual clock and verified (via field educator or task facilitator) hours completed within the agency.
 - Agency orientation and training may be required prior to the beginning of the semester in field. These hours, once approved by field educator, may be counted towards from the required field placement hours.

If an agency is closed, students will not receive credit for scheduled hours.

- If an agency is open during a University/School holiday, students must adhere to the established field schedule unless the absence is previously negotiated with and approved by the field educator.
- Additional hours may count towards field course requirement for School-sponsored events/trainings that have been preapproved by the Director of Field Education. Students are to negotiate their attendance with their field educator. Any other hours must be approved by the student's field educator.
- Students who participate in LEAD day are to negotiate their attendance with their field educator. If approved, students earn 16 field education hours.
- Planned absences must be pre-negotiated and approved by the field educator. Absences due to emergencies (i.e. illness, family emergencies) must be communicated to both the field educator and field advisor as soon as possible with a tentative plan for return to the field internship.
- More than 2 absences and/or a pattern of inconsistent adherence to the times/days on the field placement schedule that suggests the need for enhanced professional development a Core Performance Evaluation will be developed. Otherwise, a student's internship may be discontinued.

Guidelines for Attending Professional Development Events

The School of Social Work fully support students investing in extended learning opportunities. Field Education supports students attending specialized trainings and conferences that are related to social work and provide important learning opportunities. Guidelines students are to followed are below if attendance occurs at a time they are scheduled to be at their internship:

1. Identify and bring to the attention of the field educator and field advisor all relevant information about the specialized training or conference a minimum of 30 days prior to the training/conference.
2. Request written permission from the field educator to attend the training/conference and to receive internship hours.
3. Provide evidence of attendance, obtained material taught during the training/conference, and make a presentation to the agency based on the training/conference.
4. Any expenses associated with attendance at specialized trainings and conferences are the sole responsibility of the student.

Note: Students may submit an application to the Fellowship to help support their learning experience.

Change of Placement Request

Purpose: To identify the circumstances under which a student may request a change of their field internship site and provide the required steps to make the request.

Circumstances that may prompt a need for a change of field internship request include but are not limited to:

- Lack of appropriate supervision by/loss of the qualified field educator.
- Agency closure or proven inappropriate/unethical practices.
- Lack of developmental learning opportunities based on the field course requirements.
- Agency-based termination of student. (Core Performance Review required)
- School-based termination of agency due to changes in Affiliation Agreement.

Procedure:

- The student must complete the Change of Placement Request Form and submit it to the field advisor
- Prior to submitting a request for a change in field placement to the Associate Director, the student, field advisor and field educator must meet to explore students identified concerns and implement any viable resolutions attempts at resolution must be documented.
- The field advisor will review and provide a recommendation with rationale and submit it to the Associate Director.
- The Associate Director will review the Change of Placement Request Form and will make a recommendation with rationale to the Director of Field Education .
- The Director of Field Education will provide a final decision on the request and communicate that decision to the Associate Director.
- The student is to remain in the agency until a final outcome has been determined by the Director of Field Education; unless stipulated otherwise by the field agency.
- Only validated field hours will be credited to the total field hours requirement.
- If the Change of Placement Request is approved, the student will be notified by the Associate Director who will also schedule a pre-placement meeting.
- If the Change of Placement Request is denied, the student will be notified by the Director of Field.

Student Request for Change of Field Advisor

Purpose: To identify the circumstances under which a student may request a change of their field advisor and provide the required steps to make the request.

Procedure:

- The student initiates a meeting with the Associate Director of Field to discuss concerns about their relationship with the field advisor and to determine possible resolutions. The student is required to remain with the field advisor until a final decision is made unless stipulated otherwise by the Associate Director.
- The Associate schedules a meeting with the field advisor to discuss the student's concerns and to determine possible resolutions.

- If no resolution is reached, the student submits a Change of Field Advisor Request to the Associate Director. The Associate Director reviews the request and forwards it to the Director of Field Education with a recommendation.
- The Director of Field Education will render a final decision on the request and communicate the results to the Associate Director.
- The Associate Director will inform the student and field advisor of the final decision.

Discontinuation From Field Placement

Purpose: To identify the process to be followed when a student's field placement is interrupted due to the student's lack of compliance with agency, profession, or School standards and/or codes of conduct.

Procedure

- The field educator must notify, describe, and discuss, with the student, the breach of standards and/or code of conduct.
- The field educator must notify the field advisor of this breach/ violation and schedule a meeting with the field advisor and student to show evidence of the breach and determine the student's status with the field agency.
- If the agency recommends immediate suspension or termination of the placement, the field educator will complete and submit the Discontinuation from Field Placement Agency Form to the Associate Director and the field advisor. The field educator will provide a plan (if appropriate) for the student to disengage from the agency (i.e. terminating with clients, turning in keys and records).
- If not already notified, the field advisor will notify the student of the termination of the placement with the agency and make any arrangements required by the agency to obtain agency property from the student.
- The field advisor will schedule a meeting with student and the Associate Director.
- If the agency does not recommend immediate termination of the placement, the field advisor will notify the Associate Director of the concerns with the student's performance and the outcome of the meeting with the student and field educator.
- The Associate Director consults with the field educator to determine if further action by Field Education is warranted (i.e. Core Performance Review) and may call the student in for a meeting (to include the student's academic advisor and the appropriate Program Director) prior to making a recommendation to the Director of Field Education regarding the student's status.
- The Director of Field Education will render a final decision on the recommendation.
- Termination from a field internship may generate a recommendation to the Program Director for possible suspension and /or termination from the program.

Required Field Education Assignments

Purpose: To provide clarity on the potential consequences for late submission of required field education assignments by students.

Policy Statement: It is expected that all field education course assignments required of students are submitted by the published due dates. Failure to submit a required field course assignment by the published due date could minimally result in the student needing to request a Memo of Incomplete (MOI) or the assignment of a grade of No Credit for the respective field course.

Required Field Assignments: Field assignments include but are not limited to the following:

1. **Attendance and participation in all designated field education, classroom-based seminars/trainings.** Such seminars/trainings will be announced by way of the published academic and field education calendars. Field educators will also be informed and students will receive field internship hours.
2. Submission of field internship schedule completed by the student in the online system by the end of the first week from the start of the field placement.
3. Weekly submission of internship hours using the designated electronic submission system (all require verification by the field educator).
4. Submission of the appropriate Learning Plan into the designated electronic system (by the field educator and verified by the student) for the enrolled field education course.
5. Submission into the designated electronic system of a minimum of two (2) process recordings completed and reviewed by the field educator during a supervisory session (4th and 8th week from the start of the field placement).
6. Attendance to all agency-based meetings with the field educator and field advisor.
7. Submission and confirmation of the completion of all course-required in-agency field education hours using the designated electronic submission system.
8. Attendance at scheduled group advising meetings with the field advisor.
9. Submission (by the field educator and verified by the student) into the designated electronic system an "Assessment of Student Competency in Field Education."
10. Submission to the Operations Director, the Evaluation of Field Experience Form.

Late and/or Non-Submission of Field Education Assignments:

- It is the responsibility of the student and field educator to track the due dates for relevant field education assignments.
- In those instances where there submission of required assignments are anticipated to be submitted late; it is the responsibility of the student to communicate this possibility, in writing, to the field advisor no later than one week before the deadline of the assignment.
- In those instances where the student cannot attend required, preplanned meetings or designated field education, classroom-based seminars/trainings; it is the responsibility of the student to communicate this possibility, in writing, to the field advisor no later than

one week before the date of the preplanned meeting or designated field education, classroom-based seminar or training.

- The assigned field advisor will consult with the student and appropriate person (i.e. the field educator or Associate Director of Field regarding the impact of the missing assignment on the determination of a final grade for the course.
- The assigned field advisor will consult with the appropriate Associate Director of Field Education regarding the impact of the missing assignment on the determination of a final grade for the course. The outcome of this consultation will result in the grade recommendation to be communicated to the Director of Field Education.
- Failure by the student to communicate challenges in meeting the assignments due dates will result in a Core Performance Evaluation in addition to the final recommendation by the field advisor which could include a recommendation for a grade of NC for the course.
- Acceptance of field education assignments received after published due dates will be the sole responsibility/right of the Director of Field Education and will be based on the recommendation of the relevant Associate Director of Field.

Evaluation of Student Performance

Purpose: The Assessment of Student Competency in Field Education is required at the conclusion of each field education course and assesses the student's demonstrated level of competence on each of the practice behaviors for the relevant course core competencies.

Final Grade Determination

Purpose: To provide clarity on the type of grade that full & part-time students may receive at the end of each semester in field education.

All Students:

- For students enrolled in SW 495, SW 537, and SW 675, a final grade of Credit (CR) is assigned when the student satisfactorily completes all course requirements and also demonstrates an average score of 2.0 on each core competency on the Assessment of Student Competency in Field Education.
- A grade of No Credit (NC) is assigned when the student fails to satisfactorily complete all course requirements and/or also demonstrates less than an average score of 2.0 on each core competency on Assessment of Student Competency in Field Education.
- For students enrolled in SW 497, SW 577, and SW 689, a final grade of Credit (CR) is assigned when the student satisfactorily completes all course requirements and also demonstrates an average score of 3.0 on each core competency on the Assessment of Student Competency in Field Education.
- A grade of No Credit (NC) is assigned when the student fails to satisfactorily complete all course requirements and/or also demonstrates less than an average score of 3.0 on each core competency on Assessment of Student Competency in Field Education.
- Part time students will receive a grade of CR or NC at the end of each semester for the field course they are enrolled in. An assessment will be completed once all requirements for the entire field course have been completed.

- A student may initiate a Memo of Incomplete (MOI) if they have completed 75% of the field education course requirements.
 - SW 495 and SW 537, 75% completion is represented by the completion of a minimum of 105 agency-based field internship hours and at least one process recording.
 - SW 497, SW 577 and 675, 75% completion is represented by the completion of a minimum of 210 agency-based field internship hours and the submission of at least one process recording.
 - SW 689, 75% completion is represented by the completion of a minimum of 225 agency-based field internship hours and the submission of at least one process recording.
 - Students requesting an MOI and who have completed the above stated requirements will also be required to complete an Exception to Policy.
 - Graduating Students requesting an MOI whose completion date exceeds the timeline for registrar’s designation for the degree, may require the student to re-apply (and pay) for a subsequential graduation date.
- Part-time students:
 - SW 537, 75% completion is represented by the completion of a minimum of 105 agency-based field internship hours and at least one process recording.
 - SW 577 and SW 675, 75% completion is represented by the completion of a minimum of 105 agency-based field internship hours and the submission of at least one process recording.
 - SW 689, 75% completion is represented by the completion of a minimum of 112.5 agency-based field internship hours and the submission of at least one process recording.
 - Students requesting an MOI and who have completed the above stated requirements will also be required to complete an Exception to Policy.
 - Graduating Students requesting an MOI whose completion date exceeds the timeline for registrar’s designation for the degree, may require the student to re-apply (and pay) for a subsequential graduation date.

Full-time students receive a grade for the enrolled course at the end of each semester.

Part-time students receive a grade at the end of each semester for the field course enrolled in, based on the following timeline.

Course	Credits	Semester	Grade Determination Method
SW XXX (a)	2	1	Field educator recommendation based on student performance and completion of required assignments
SW XXX (b)	2	2	Field educator Assessment of Student Competency and completion of required assignments

Final Grade Submission Procedure:

1. The field educator and student will collaboratively complete and submit, to Field Education by the published deadline, the appropriate Assessment of Student Competency in Field Education and also provide final verification of the field hours completed by the student.
2. The field advisor will review all course assignments/documents and the verification of field hours and submit a grade recommendation to the Associate Director of Field.
3. The Associate Director of field will review all submitted materials including a thorough review of the Assessment of Student Competency in Field Education and provide a grade recommendation to the Director of Field Education who will the submit a final grade for the course.
4. Students who disagree with the outcome of the grade recommendation from either the field educator or the field advisor may submit a rebuttal response to the Associate Director of Field for consideration.

Memo of Incomplete (MOI) Request Procedure:

1. The student and field advisor meet to complete the request for the MOI (may also include consultation with the field educator), including a plan for the completion of the requirements and anticipated completion (due) date.
2. The completed MOI is submitted to the Associate Director of Field for review and consideration. The Associate Director may request a meeting with the student and/or field advisor to discuss the MOI. The Associate Director submits the MOI to the Director of Field Education with a recommendation.
3. The Director of Field Education makes a final determination, informs the Associate Director and forwards the form to the Program Director for final signature.
4. The Associate Director will inform the student and the field advisor of the outcome of the request.
5. Upon completion of the outstanding requirements, the Field Advisor/Director of Field will submit a grade recommendation to the Director of Field.
6. Director of Field will submit grade adjustment to the Office of the Registrar.
7. If a student does not satisfy the terms of the MOI, a grade of no credit may be assigned for the course.

Guidelines for Appeal of Grades

Statement of Purpose: Barry University School of Social Work acknowledges its commitment to a student's right to have a fair, timely, and transparent resolution of all academic appeals. Faculty members and teaching administrators, likewise, are entitled to a fair, timely, and an unbiased forum to discuss his/her perspective and present cause for the grade assigned. It is the intent of the School to maintain a confidential, safe environment, maintain access and equity in decision-making, ensure due process, and provide a reliable and documented means of open communication in a manner that meets regulatory mandates affecting the School of Social Work and the University. Ultimately, it is the responsibility of the School to ensure that all academic standards are acknowledged and maintained. An instructor cannot be mandated to change a grade. In all academic appeals, the determination of the Dean is final.

Guidelines: All graduate students of Barry University School of Social Work, regardless of location or mode of course delivery, are entitled to an appeal of a final course grade if the student

has evidence that the assigned grade resulted from either or all of the following actions on behalf of the Instructor:

- a. The instructor failed to explicitly notify students of the criteria for grade determination.
- b. The instructor deviated from established and announced grading policy as stated in the course syllabus.
- c. The instructor made an error in the calculation of the grade assigned.
- d. The instructor assigned a grade for non-academic reasons, including unlawful discrimination as defined in the policies and procedures of Barry University and/or the grade was influenced by unethical judgment or personal bias.
- e. The instructor inconsistently and inequitably applied standards for evaluation of student's academic performance.

Procedures

1. Students should first address the grade complaint within five (5) days of its origin with the instructor. If the instructor deems that a grade change is warranted, a Grade Adjustment Form must be completed by the instructor and submitted to the Dean of the School of Social Work for review and signature.
2. The Dean's office delivers the Grade Adjustment Form to the School of Social Work's Office of Student Services.
3. Student Services uploads the form in the student's online records and immediately forwards it to the Office of the Registrar.
4. If after consultation with the instructor the issue remains unresolved, the student will complete a Grade Appeal Form and attach all supporting documentation and submit to the Program Director within five (5) working days of consultation with the instructor. The student must be prepared to present evidence that the grade assigned does not reflect the student's actual performance.
5. The Director shall review all materials presented and schedule an appointment with the student within three (3) working days of receiving the Grade Appeal Form. It is the responsibility of the Program Director to obtain the perspective of the instructor and collect all relevant information from the instructor. After meeting with the student, the program director shall provide a written summary of the consultation and a recommendation. This communication may be facilitated face-to-face, virtually, through an e-mail, and/or by certified mail within five (5) working days following the consultation. The respective Program Director shall advise the student verbally and in writing the procedure to appeal the determination of the Director.

6. If, after consultation with the Director and having received a summary of the consultation and the recommendation of the Director, the issue remains unresolved, the student may submit a Letter of Appeal to the Dean along with all supporting documentation.
7. The Dean will convene the Dean's Advisory Council and distribute to each Council member all documentation provided by the student, instructor, and the Program Director.
8. The Dean's Advisory Council shall convene, review all material and facilitate all necessary consultations. Consultations may include conversations with the student, the Program Director, and the instructor. The Advisory Council has seven (7) working days to render a recommendation in writing to the student, the instructor, the Program Director, and the Dean.
9. To appeal the determination of the Council, the student may schedule an Appeal consultation with the Dean within five (5) working days of the Council's notice of determination. The Dean will review all documentation, conduct all necessary interviews, and render a final decision. Within the School of Social Work, the Dean of the School of Social Work has final decision-making capacity in grade appeals for graduate students.
10. All interactions addressing all matters related to an appeal must be documented in the student's online-records and filed with the Office of the Provost.

Field Education

Grade of NC in a Field Course

If a student disagrees with a decision to suspend or terminate him/her from a field education course, the student may initiate the appeal process by following the steps below.

- Consult with the assigned Field Advisor and immediately schedule a consultation with the Associate Director of Field Education.
- If the student believes the issue to be unresolved after consulting with the Assistant Director of Field Education, the student may schedule a consultation with the Director of Field Education to address their disagreement with the decision. The Associate Director of Field Education, the Field Advisor, and/or Field Educator may, at the discretion of the Field Education Director, participate in the consultation. At all times, the Academic Advisor shall be included in student consultations with the Director of Field Education.
- Upon the rendering of a decision by the Director of Field Education to uphold the issuance of a grade of NC in a field education course, the student has the right to appeal this decision to the Program Director by completing the *Grade Appeal Form* which invokes the School's grade appeal process.

- All steps outlined procedures 4 thru 10 above shall be followed and timelines honored in an effort to resolve this appeal.
- The determination of the Dean is final.

For further information on the School of Social Work's grade appeal procedure and forms, please see the Student Repository on CANVAS.

Withdrawal Policies

Withdrawal Policy

Students who withdraw from all courses are considered withdrawn from the University and the MSW Program. Permanent withdrawal is a serious step since re-entry to the Program will require an application for re-admission. Students are encouraged to assess the outcome of fully withdrawing from the University/School and discuss this decision with the Academic Advisor/Mentor or the Program Director, if the Academic Advisor/Mentor is not available. Students are responsible for completing the Withdrawal form and obtaining all required signatures. For Miami Shores students, forms are located in the Office of Student Services, Powers Hall Room 128. Palm Beach/Treasure Coast students may obtain withdrawal forms from the Administrative Assistant at that site.

University/School Withdrawal

- Matriculating students withdrawing from the University must do so officially by submitting a written notice of withdrawal to the Director of the MSW Program and Student Services before the deadline for withdrawing (dates for each semester/term are available online at <http://www.barry.edu/class-schedule>).
- The effective date of withdrawal will be the date stated on the Course Withdrawal form (generally the date in which the form is received by the dean).
- The withdrawal form must be signed by the student and Academic Advisor/Mentor, and submitted to the Director of the MSW Program and Student Services for review.
- Director of the MSW Program and Student Services submits form to Operations Manager, whom reviews financial implications with student prior to final processing.
- The form will be forwarded to the Dean of the School of Social Work for final signature, and then to the Office of Financial Aid.
- **Students are responsible for completing all steps to ensure official permanent withdrawal from the School/University. Failure to follow the outlined procedure will result in failure in the course(s)**

Course Withdrawal

- Students withdrawing from courses must do so officially by obtaining the Course Withdrawal Form from either their advisor, the Office of Student Services (Powers Hall, Room 126), the Director of the MSW Program and Student Services, Administrative Assistants at off-sites, or the Office of the Registrar.
- The withdrawal form must be signed by the student and Academic Advisor/Mentor, and submitted to the Director of the MSW Program and Student Services for review. The Director of the MSW Program and Student Services submits the signed form to the Operations Manager, who will review and discuss with the student any financial

ramifications or liabilities associated with the withdrawal. The form is then sent to the Office of Student Services for uploading and forwarded to the Office of Financial Aid

- **All students are responsible for having a conversation with the Operations Manager to determine financial ramifications. Additionally, students are responsible for completing all steps listed above to ensure official course withdrawal. Failure to follow the outlined procedure will result in failure in currently registered course(s).**

Students should refer to the Barry University Graduate catalogue for detailed policy and procedure information regarding the course withdrawal process

See “Refund Policy” section for details on fee refunds.

Grading Consequences of Course or Program Withdrawal

When a student withdraws before the last five weeks of a semester a “W” is granted to the designated courses on the student's transcript. If the student withdraws within the last five weeks of the semester an “NC” is earned, which is computed in the grade point average.

Academic Temporary Withdrawal

A request for a temporary withdrawal may be made when there are short-term changes in life circumstances that prevent the student from successfully performing in the Program. All temporary withdrawal requests must receive the final approval of the Program Director.

- The temporary withdrawal request form should indicate the reason for leave and the expected semester/year of return.
- A student who has been on an approved temporary withdrawal may be eligible for continued study within two years of initiating leave.
- Students returning from leave must contact the Program Director prior to registering for the incoming semester.

Readmission Following a Temporary Withdrawal

- Only students in good standing who were granted a temporary withdrawal from the graduate program may be considered for re-admission.
- Students who are returning to the program within two years of executing a temporary withdrawal may return to the program.
- Returning students must have an interview with the Director of the MSW Program and Student Services before the student may register to continue in the program.
- Students who are returning to the program after two years of absence must complete and submit an “Application for Readmission” form to the School of Social Work, Director of Admissions. The form can be obtained from the Admissions Office at the School of Social Work.
- On an individual basis, applicants may be requested to submit additional information to update the School on their activities, progress, and professional or academic development during their hiatus from graduate study prior to rendering a decision.

- The Director of the MSW Program and Student Services renders a determination and grants the final approval of all readmissions.

Courses taken more than five years prior to the date of readmission will not be given credit. Students should understand that readmission to the program is not assured.

Medical Withdrawal from the University

Requests for medical withdrawal should be referred to the Office of the Dean of Students and follow the regulations provided in the Barry University Student Handbook. There are no partial medical withdrawals for a term and withdrawals will not be done retroactively.

Student Safety in Field Internship

The safety of students while engaging in field internship is a priority of the School of Social Work. Field educators are required to make certain assigned interns review relevant agency guidelines on this matter. All students receive an introduction to safety in the field internship during field orientation.

- Students shall not be subject to and/or the recipient of any form of therapeutic interventions/treatment provided by the agency.
- Students shall not be involved in any training that requires them to disclose personal information for therapeutic purposes.
- Students shall only provide services to clients served directly by the agency unless there is a MOU on file in Field Education and the agency is also approved by the School of Social Work.
- In the event a student is hurt, injured or becomes ill during any training activities or while under the supervision of the Agency, the Agency shall provide for or arrange for immediate emergency medical care. However, the Agency shall not be responsible for the cost of such care, which shall not be solely the responsibility of the student.
- Students are to have their own private medical insurance (or University Student Medical Insurance during the time they are enrolled in field education courses.
- Students are not to transport agency clients in their personal vehicles at any time.

Statement On Sexual Harassment:

Behavior by any Barry University School of Social Work employee, student, field education agency representative which is of a sexually harassing nature (i.e. making unwelcome sexual advances; requesting sexual favors; other verbal or physical conduct of a sexual nature; or creating an intimidating, hostile, or offensive academic environment) is forbidden. Any student who believes that he or she is being sexually harassed should seek a resolution of the problem through school administrator and/or Barry University Deputy Title IX Coordinator.

Amendment Applicable To School Of Social Work Field Education Internship

Procedure:

Any student while completing a field placement in an agency setting who believes that he or she is being sexually harassed (i.e. receiving unwelcome sexual advances, requesting sexual favors;

other verbal, written or physical conduct of a sexual nature) should immediately seek a resolution of the problem through contact with the Field Education director.

Upon receipt of a student complaint the Field Education Office director will meet with the student to discuss the nature of the complaint and instruct the student to complete the Student Complaint Form and submit to the Field Education Office. The student complaint will be reported to the dean and/or associate dean of the School of Social Work. A meeting with the student, agency field educator and/or administrator will be scheduled to review the student's complaint to determine if a course of action is warranted. The director of field education will report the complaint to the coordinator of the Title IX program and follow instructions provided.

*As it relates to the agency, we will support the agency's policy and procedures on Sexual Harassment.

Barry University Title IX Officials

University Title IX Coordinator
Jennifer Boyd-Pugh
Thompson 109
305-899-4057

Deputy Title IX Coordinator for Students
Maria Alvarez
Landon 300
305-899-3085



Utilization of Social Media Policy

Behavior by a Barry University School of Social Work student on any social media sites (social media includes social networking sites such as Facebook, Myspace, and LinkedIn; Twitter; blog accounts (Wordpress, etc.); video sharing sites (YouTube, etc.), and photo sharing sites (Flickr, etc.) which violates the tenets of the NASW Code of Ethics; Barry University's core commitments, mission or; and the core performance standards of the Barry University School of Social Work may deem the student eligible for a core performance evaluation, corrective action and/or suspension or termination from the School of Social Work. This behavior also applies to the unauthorized recording and sharing of classroom lectures, field education supervision sessions, and confidential sessions with clients that are under the auspices of the field education agency.

STUDENT NOTE: While it's generally legal to **videotape someone** in **Florida**, you are not permitted to **record a conversation without the person's consent**. **Florida** is a "two party **consent**" state, which means that it's **illegal to record** conversations unless all parties have given **consent** to be taped or overheard (Digital Media Law Project, 2018).

University Policy on Weapons

Students are not permitted to possess illegal and/or concealed weapons at the school or while at their field placement agency, unless they are required to do so by their employment (e.g. law enforcement).

Professional Behavior and Decorum of Social Work Students

Purpose: To establish clear expectations concerning student behavior and decorum during their matriculation at Barry University School of Social Work.

Policy Statement: It is expected that students enrolled in Barry University School of Social Work will conduct themselves in an ethical and professional manner at all times. It is also expected that students will adhere to the school's Core Performance Standards and the NASW Code of Ethics at all times during their matriculation in the program.

Expected behaviors include but are not limited to the following:

- Be punctual in attendance at field placement, meetings, group advising sessions, and classes, and be prepared to engage in learning.
- Complete all written assignments and reports on time and with beginning professional quality.
- Speak with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others.
- Respect the confidentiality of clients.
- Present professionally in dress, deportment, and language usage.
- Form and sustain appropriate and effective professional relationships.
- Respond to calls and emails in a professional and timely manner to faculty, school staff, other colleagues, students, field educators, advisors, research participants, and clients.
- Refrain from displaying disrespectful behaviors towards others.
- Refrain from any form of sexual harassment.

Core Performance Standards

Each student is required to sign the School of Social Work Core Performance Standards agreement as a prerequisite to admissions to the School and enrolling in field education courses. The student's signature acknowledges the student has received, read, and agrees to uphold the professional development standards set forth in the agreement while in the classroom, at his/her field placement, on campus and all other settings where the student is assuming the role of a Barry University School of Social student and/or acting on behalf of the School of Social Work. If a student receives more than one evaluation form, a consultation with the student's academic advisor and the program director is required. The Program Director reserves the right to make a determination regarding actions to be taken. Actions may include the development of a corrective action plan, withdrawal from the program or recommendation to be terminated from the program. Violations of core performance standards observed outside of the classroom and field must be brought to the attention of the Program Director by the observer.

The Essential element of Barry University's School of Social Work's Core Performance Standards are:

Professional Ethics: Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics.

Critical Thinking: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual's conclusions and assigned meanings are grounded in relevant data, information and evidence.

Task Management: Effective time/task management strategies guide all professional and academic responsibilities and activities.

Self-Awareness: A commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, client and others from the adverse consequences of personal performance problems and behaviors.

Professional Relationships: All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority, and appropriate boundaries.

Communication: All verbal, nonverbal and written exchange of information between self, clients, faculty, university personnel, and colleagues are in accordance with established laws and professional standards.

For more information regarding the application of Core Performance please see the BSW/MSW student handbook.

Please refer to the BSW and MSW Student Handbook for all other guidelines relevant to your matriculation. These manuals can be found on the CANVAS Student Repository site.

APPENDIX - CANVAS Student Repository

[SW 495 – FIELD EDUCATION I](#)

[SW 497 – FIELD EDUCATION II](#)

[SW 537 – FIELD EDUCATION I](#)

[SW 577 – FIELD EDUCATION II](#)

[SW 675 – FIELD EDUCATION III](#)

[SW 689 – FIELD EDUCATION IV](#)