

*Field Education is the
Heart of Social Work Education!*



**FIELD EDUCATION MANUAL
2023 - 2024**



UNIVERSITY of MARYLAND
SCHOOL OF SOCIAL WORK

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A Message from the Dean

Field education has been an important and vital part of social work education since the beginning of our profession. Your experiences in field will leave an indelible footprint in your experiences as a social worker. I distinctly remember my two field placement experiences at the YWCA and Catholic Family Services in Miami, FL from over 30 years ago! Something so important needs your intense attention and commitment.

We are committed to providing a high-quality field experience to all of our students. The many agencies who partner with the School of Social Work provide the opportunity for you to integrate the knowledge, skills, and values taught in the classroom. They, like us, place a very high priority on providing a field experience that helps achieve our school's strategic goal of aligning all aspects of SSW policy, programs and practices with the goals of advancing racial, social, and economic justice by combating racism and all other forms of oppression.

At the University of Maryland School of Social Work, we deeply value those field instructors who give their time and talents to you. Our field instructors undergo significant preparation and training to ensure they are ready and willing to work with you. We expect that you will learn and grow from your field placements and graduate from our program as ambassadors of the School of Social Work. We encourage you to let us know how we can improve our field education program and are always open to hearing from you. Thank you for sharing your time, skills, and commitment to joining our social work profession and making a difference in the lives of individuals, families, and communities.

With deep gratitude and warm regards,

A handwritten signature in black ink, appearing to read "Judy L. Postmus". The signature is fluid and cursive, with a large initial "J" and a long, sweeping tail.

Judy L. Postmus, PhD, ACSW
Dean and Professor



UNIVERSITY of MARYLAND
SCHOOL OF SOCIAL WORK

A Message from the Acting Director for Field Education

Welcome to field education at the University of Maryland School of Social Work (UMSSW)! We are so pleased to have you join our MSW program and begin the journey to becoming social work professionals. Your field practicum will be one of the most, if not THE most memorable part of your MSW experience. The field practicum is called the “signature pedagogy of social work education” for a very good reason – it is where you will build on developing skills and discover what you still must learn to effect change for people in need.

This manual provides information critical to your successful completion of field education: information about our program, curriculum, standards, and requirements, and alignment with the Educational Policy and Accreditation Standards required by our governing body, the Council on Social Work Education. We encourage you to review this manual and refer to it when questions arise.

The Office of Field Education (OFE) is also available for assistance. We are a team of professionals and professional social workers with extensive experience in various areas of practice, and we LOVE what we do! Learning to become a social worker is thrilling and challenging. The OFE Team is available to support you as you navigate the ups and downs of emerging social work practice, and we look forward to working closely with all stakeholders -- students, field instructors, agencies, and communities -- this academic year.

Finally, a significant part of your foundation year field practicum includes a monthly field seminar centered on anti-racist, anti-oppressive practice and the necessary process of critical self-reflection. Your field practicum will give you the opportunity to experience real-world problems in a real-world setting and will position you to be able to do something about it. We encourage you to embrace this opportunity fully and with humility.

With warm regards and best wishes for a successful year,

A handwritten signature in black ink that reads "Laura Loessner".

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

Section I: INTRODUCTION

A. Field Education at the School of Social Work

Field Education is the signature pedagogy of social work education. Practicum experience is more than an internship or career training, it is said to be the heart of social work education. The practicum experience students engage in as part of their field education course becomes the foundation on which a professional social work career is built. Learning experiences at practicum sites provide opportunities for students to integrate classroom theory into practice and try out developing skills in a structured, supportive environment.

As a culturally humble, anti-racist institution, the University of Maryland School of Social Work Office of Field Education is committed to facilitating hands on learning experiences in the context of critical self-reflection so that students may develop professional identities as social workers. We believe the process of critical self-reflection and awareness is central to best practices for anti-oppressive social work intervention and is essential for every student moving through our program.

This manual contains information for all stakeholders to understand the field education practicum at the University of Maryland School of Social Work (UMSSW). A description of the field education model is provided, as well as the standards, policies, and procedures used in the selection of placement sites and field instructors, the placement of students, and the assessment of the students' progress toward meeting professional competencies. It also outlines the requirements for a successful field practicum experience.

B. Administration of the Office of Field Education and Personnel

The Office of Field Education (OFE) places students in a variety of social work agencies in the Baltimore/Washington metro regions. While there are field education coordinators located at two campus locations (one at the University of Maryland, Baltimore campus and one at the Universities at Shady Grove campus in Rockville, Maryland) there is one field education program with identical policies and procedures.

The field education program has dynamic partnerships with community agencies and field instructors who are committed to educating our students. The OFE is responsible for the curriculum, as well as recruitment of field instructors and placement sites; coordination of student placements; and the orientation, training, and monitoring of students, field instructors, and faculty field liaisons.

The OFE is located on the 5th floor of the SSW Baltimore Campus. Our contact information is: fielddeduction@ssw.umaryland.edu or call 410-706-7187.

The OFE Team

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



It is my pleasure to be on the field education team at UMSSW since January 2014. My expertise is in clinical intervention and supervision, program and professional development, non-profit management, and field education for students of social work. I was a field instructor for 18 years in five different schools of social work, and have taught “Advanced Field Instruction and Integrative Seminar I & II – Combined Concentration” -- a two- semester course designed to help advanced year master-level (MSW) students integrate clinical/theoretical content with macro-level practice in their advanced field work experiences, including examining issues related to mental health, social work values and ethics, diversity, social welfare policy and practice, social and economic justice, populations at risk, human behavior and social environment, and research in the context of student field experiences. I have also helped develop field curriculum for the MSW combined concentration, was a field liaison and academic advisor for 15-20 MSW students and served on the Bachelor of Social Work (BSW) advisory board in other schools of social work before coming to UM SSW. In my various leadership positions in non-profits, I provided clinical supervision and administrative leadership to social work professionals; clinical intervention to clients; and either developed or enhanced competitive, rigorous field placement opportunities for MSW students interested in clinical or macro intervention. As a non-profit leader and consultant, I cultivated numerous strategic partnerships in the non-profit, public and private sector social service arenas. I have been a licensed clinical social worker for nearly 30 years and am a Board-certified Supervisor in the State of Maryland.

Esther Carlson, LCSW-C (she/her)
Faculty Field Coordinator & Clinical Instructor



Esther Carlson has over a decade of social work experience. These experiences include program management, providing clinical services within public schools in Maryland, and working with foster youth and foster parents within treatment foster care programs. Mrs. Carlson holds a Master of Science in Social Work and a Bachelor of Science in Biology from The University of Texas at Arlington. She is a Licensed Clinical Social Worker and Board

Approved Supervisor in the state of Maryland.
Caron Cox Branch, MSW, LCSW-C
Clinical Instructor and Field Coordinator



Caron Cox-Branch has nearly two decades of clinical experience working with children and families in school based and private practice settings. Prior to joining the Office of Field Education at the University of Maryland School of Social Work in 2019 as a Field Coordinator, she served as a Faculty Field Liaison for the University for four years. Mrs. Cox-Branch holds a Master of Social Work from the University of Pennsylvania and a Bachelor of Arts in Psychology from Duke University.

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



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

Donna Earling, BS
Office Manager



Over the past 30 years, I have served in various administrative support roles at UMB. As Office Manager for the Office of Field Education, I have joined a dynamic team of individuals who are committed to excellence and developing a premiere program for our students. I enjoy working with my OFE colleagues, as well as engaging with students, field instructors, and liaisons.

Gisele Ferretto, MSW, LCSW-C
Clinical Instructor and Training Manager



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

Madge Henderson, MSW, LCSW-C
Clinical Instructor and Coordinator for Field Education



Madge Henderson has over 19 years of medical social work experience. Madge's professional experiences span the healthcare industry, including work in hospitals, hospice care, HIV/ AIDS clinics, and dialysis centers. She is an Advanced Certified Hospice and Palliative Social Worker (ACHP-SW) and a Licensed Certified Social Worker- Clinical (LCSW-C) in the state of Maryland, with expertise in healthcare, HIV/ AIDS, renal care, and hospice practice. Madge teaches Foundation Field Seminar at UMSSW and is interested in developing simulation-based training for students. She earned her Bachelor of Social Work degree from Morgan State University in Baltimore, Maryland and her Master of Social Work degree from Fordham University, in New York.

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



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

Monifa Johnson-Morse, MS, LCSW-C, LICSW, LCSW
Clinical Instructor/Program Coordinator
BHWISE-IOWA



I possess a current LCSW-C social work license obtained from the Maryland Board of Social Work Examiners, an LICSW license obtained from the District of Columbia Health Professional Licensing Administration, and a LCSW license obtained from the Commonwealth of Virginia Board of Social Work. I am also certified as a Board approved clinical supervisor. My educational experience includes two Master's level degrees. One is a Master of Science in Human Services with a concentration on organizational management, another is a Master of Social Work.

My professional background experience includes over 7 years of management and supervising behavioral health and substance use disorder services, and over 18 years in the field of behavioral health and working closely with vulnerable populations. In my role as Director of Social Work in a primary healthcare setting, I served as a member of an interprofessional team and exhibited knowledge of program development and integrated behavioral health. In this role I developed a new behavioral health program in an integrated health setting for underserved populations that were impacted with opioid use disorder (OUD) and substance use disorder (SUD). Evidence-based practices were implemented across three separate practice locations and addressed varying mental health, substance use, social, emotional, and environmental factors that impact functioning. Services were

collaborated with community and medical providers to support the resolution of patient needs. In my role as Director of Social Services within a health and rehabilitation center for the aging, I worked on a team with interprofessional staff to include doctors and psychiatric nurses. I educated the team on the challenges associated with OUD, SUD, and mental illness, and developed program infrastructure and procedures. I also have over 5 years of experience acting as a field instructor for MSW interns, utilizing excellent clinical and teaching skills.

Caroline Long, PhD, LCSW-C
Associate Professor Emerita
Director of Global Engagement
Coordinator for International Field Education



Dr. Long has been at the SSW since 1997; in 2007, she developed the SSW's International Field Placement Program and continues to serve as the Director of Global Engagement. In addition to global social work, Dr. Long's interests include child welfare and smart decarceration.

Don Vince, LCSW-C
Assistant Director, Title IVE for Public Child Welfare Education
Coordinator for Field Education



Don Vince is a proud HBCU graduate earning his Bachelor's degree at Coppin State University prior to earning his MSW at the University of Maryland School of Social Work. Most of his professional career has been spent in the area of Child Welfare. He has been on the faculty at the University of Maryland School of Social Work for over twenty years. The majority of that time was as the Faculty Field Instructor through the Title IV-E for Public Child Welfare Education program to students who were placed at the Baltimore County Department of Social Services for their internship. Recently, he has assumed the position of the Assistant Director of the Title IV-E program. He has trained hundreds of students on various topics related to Child Welfare, but his favorite areas for teaching and training purposes are subjects related to Diversity, Equity, and Inclusion.

C. Field Education Committees

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

Field Education Curriculum Committee

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

Field Education Advisory Council

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

Section II: OVERVIEW OF FIELD EDUCATION

A. School of Social Work Mission Statement and Goals

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

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

Goals of the MSW Program

Several goals have the purpose of preparing students to:

- utilize a person-in-environment framework and a strengths-based perspective that recognize the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic and social;
- embrace social work's fundamental mission to promote social, economic, and environmental justice, which requires practice with and on behalf of, vulnerable and oppressed populations, people of diverse backgrounds and needs, and within multiple systems, domestically and internationally;
- practice competently, working across the spectrum of social work with individuals, families, groups, organizations, communities, and society and build upon this strong foundation to practice at an advanced level in a method of concentration (clinical or macro social work);
- practice in a manner that reflects the values and principles underlying the *Code of Ethics* of the National Association of Social Workers (NASW);
- critically assess, implement and inform evidence-based and best practices in social work;
- understand the critical influence of social policy on social work practice and to engage in advocacy for socially just policies at all levels of society; and
- pursue ongoing professional development to become highly skilled practitioners and the next generation of social work leaders.

B. Role of Field Education in the Masters' Program

Field education is a critical and required component of the Masters' curriculum, with specific professional competencies and associated behaviors that each student must demonstrate. It is through the integration of theoretical, research, and practice-oriented material presented in the classroom, and the opportunity for guided practice experiences available through field education that UMSSW students are prepared for professional practice. Through field education, students are provided the opportunity to demonstrate the integration of knowledge, values, skills, and cognitive and affective processes learned in the classroom to real people and real situations,

facilitated by the agency field instructor, the faculty field liaison/semnar instructor, and course assignments that draw upon field education content.

The central goal of Field Education is to prepare competent professional social workers. To that end, the Field Education program is guided by the Council on Social Work Education (CSWE) competencies which students acquire in a Masters' program. Each social work competency identifies the behavior(s) students develop and practice at their field practicum. For more details on these behaviors, please click on this link: <https://www.ssw.umaryland.edu/field-education/cswe-competencies--behaviors/?&>

And for the course syllabi for each of the field education courses:

<https://www.ssw.umaryland.edu/field-education/field-education-syllabi/?&>

The CSWE nine Social Work Competencies are:

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

C. Field Education Model

The school utilizes a concurrent model of field education that requires students to take classroom methods courses while in field placement. Included in a student's plan of study will be two different field placements: foundation and advanced.

These placements are in social service agencies, departments, or other service delivery systems throughout the Baltimore/Washington metro region. Field placements take place during traditional workday hours and begin in the fall and continue through the spring semester. The OFE cannot arrange placements that are exclusively during evening and/or weekend hours.

C. 1. Foundation Field Practicum and Seminar I

Foundation placements are arranged by the OFE with the goal of developing generalist skills in an agency that expands on the student's previous experience. Since the development of competence is a lengthy and complex process, students must be able to work with different client systems and in agency settings to develop a solid

base for practice. An agency may screen students in the same manner it screens employees. Students may be required to have an additional health examination, be tested for drug use, be fingerprinted for criminal background clearance, and/or meet other agency requirements before beginning placement. Foundation year field placements are two full days a week (usually on Mondays and Wednesdays, or Tuesdays and Thursdays). Placements are generally within a fifty (50) mile radius of the student's home.

Field Education Seminar -- Promoting Cultural Humility in Field Education

Field education seminar is an opportunity for MSW students to meet in small groups to discuss their field practicum experiences. Seminar is also a place where MSW students learn how to bridge material and concepts learned in the classroom with their practice experiences in field education placement. Students in the foundation field placement at UMSSW will participate in monthly small group seminars designed to not only cover these essential elements of learning in the field, but also intentionally include conversations about difference, anti-oppression, privilege, and cultural humility.

These seminars will be led by faculty field liaison seminar instructors responsible for ensuring students exercise critical self-reflection and awareness as they move through their UMSSW field experiences. In field education seminar, students will:

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

Field education seminars will be held online every month for 90 minutes, seminar should count towards accumulated time in field. Seminar times will occur the same day/time each month, as designated by the faculty field liaison seminar instructor. Seminar times should not interfere with class schedules, but may occur on, or outside of a regular field practicum day. Attendance and participation are mandatory - students may NOT schedule a class during seminar time during either the fall or spring semesters. Students are responsible for planning Field Education seminar into their schedules, notifying their field instructors of seminar times in advance (where applicable), and appropriately planning ahead to ensure attendance. If a student is unable to attend their assigned seminar, they must inform their faculty field liaison seminar instructor immediately to find a resolution.

Course Requirements to Support the Foundation Field Practicum

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

Fall Semester:

SOWK 635 (*Foundation Field Practicum and Seminar I*)

SOWK 630 (*Social Work Practice with Individuals*)

SOWK 631 (*Social Work Practice with Communities and Organizations*)

Spring Semester:

SOWK 636 (*Foundation Field Practicum and Seminar II*)

SOWK 632 (*Social Work Practice with Groups and Families*)

C.2. Advanced Field Practicum

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

Course Requirements to Support the Advanced Field Practicum

Advanced field practicum builds on the foundation curriculum. Students must take two (2) consecutive semesters of advanced field practicum for a total of twelve (12) credits. In conjunction with field education, students are required to take a methods course each semester. The methods course requirements are specific to the concentrations and specializations. Students should consult the curriculum overview (<https://www.ssw.umaryland.edu/academics/curriculum-overviews/>) and meet with the academic advisor (sswadvising@ssw.umaryland.edu) to be certain that the requirements of their concentration and specialization will be fulfilled. Students must receive a grade of "Pass" in their advanced field practicum and have a grade point average of 3.0 to graduate.

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

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

Advanced Extended Field Practicum Placement

A student applying for an advanced field practicum may request an extended field placement which requires them to be in a field placement two days a week from the beginning of the fall semester to the end of July. The request is made to and must be approved by the OFE. The competencies and associated behaviors for the extended placement students remain the same. Students who choose this field placement model follow a different field education calendar (see Appendix). Grading, for example, is on a different timetable.

The extended student receives both the fall and spring semester grades later than the other field students and will receive their diploma in July rather than May. An evaluation of the student's performance will be submitted via the Electronic Field Notebook (EFN) one week prior to the end of the field practicum.

Once a student has begun a placement based upon this model, they will not be allowed to shift to the three-day a week model without explicitly requesting the change and receiving written permission from their field instructor and agency, in collaboration with their liaison and coordinator in the OFE. Students who accrue extra time to conclude an extended field placement prior to the specified end date on the field calendar must create a plan for field attendance towards the agreed-upon last day of field and submit this plan to their field instructor and liaison for approval.

The availability of an extended placement is dependent upon agency resources. Some agencies will not accept an advanced student who is requesting an extended placement because the nature of their service delivery model and the needs of their client population require the student to be in placement three days per week.

D. Concentrations

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

Clinical

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

Macro

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

Secondary Concentration Option: "Clinical/Macro" or "Macro/Clinical"

It is also possible to select a secondary concentration in conjunction with a primary one. Students who select a primary and secondary concentration (i.e., "Clinical/Macro") are placed in their advanced field practicum based upon their primary concentration. For example, a student who chooses "Clinical/Macro" would be placed in a clinical placement. A secondary concentration will expose the student to some of the content from the other concentration through study in two classroom courses.

A student interested in this educational plan would satisfy all the requirements for either clinical or macro concentration, including the diversity requirement. The student would also complete two courses from the other concentration. Thirty-six (36) advanced credits are required at a minimum.

Students choosing a secondary concentration must develop their plan of study carefully. For more information, please visit the curriculum overview (http://www.ssw.umaryland.edu/academics/curriculum_overview/).

E. Specializations

As a focus for their advanced study, advanced field practicum students are required to select a specialization, in addition to a concentration. Each specialization focuses on a specific population and/or social issue, and students are expected to develop an in-depth understanding of the population served by the specialization. They are expected to develop the ability to analyze relevant social policy and to apply

knowledge gained from relevant research as they develop the ability to effectively serve the particular population. Advanced students are placed in settings that support their choice of specialization.

The School of Social Work offers the following six specializations:

Aging

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

Behavioral Health

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

Families and Children

The families and children specialization prepares students for practice with families and children in a wide range of professional settings, including child protection and child placement, home-based services to families at risk, children's group and residential care, school social work, child guidance, child and family service, parent

education, juvenile and family courts, family violence programs, and child and family advocacy and policy development. Students are expected to develop both an in-depth understanding of the issues that face families and children and an ability to provide effective interventions. The specialization is available to students in both the clinical and macro concentrations.

Health

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

Organizational Leadership - Macro Only

The organizational leadership focus prepares students for careers in government, human service and nonprofit organizations as supervisors, team leaders, program managers, and transformational organization leaders. Coursework in this area develops students' skills in the design, implementation, and management of programs and services, talent and resource development, performance measurement, budgeting, and leadership to target change in people, organizations, and culture.

Community Action and Social Policy (CASP) - Macro Only

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

The School of Social Work offers two Sub-Specializations:

Social Work in the Workplace (Formerly EAP)

The Social Work in the workplace sub-specialization, available within the

behavioral health specialization, has a special emphasis on Employee Assistance Programs (EAP), work/life programs, and managed behavioral health care. Faculty members at the SSW are recognized experts in EAP and related fields.

Child, Adolescent and Family Health (CAFH)

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

Section III: FIELD EDUCATION STANDARDS AND REQUIREMENTS

A. Standards

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

The primary criterion for agency affiliation with the SSW is commitment to active participation as a partner in professional education for social work. This involves an acceptance of the basic mission and competencies of the School of Social Work's educational program and a readiness to invest staff time and other agency resources in student education.

Students in field education are expected to have field assignments appropriate for graduate social work practice and congruent with the competencies and behaviors of the field education course. The Foundation Field Practicum and Seminar has one syllabus. In advanced field education, there is a different syllabus for each of the concentrations. Emphasis is placed on the teaching aspect of supervision for field education, and seminar participation by foundation students. Documentation is a critical part of the practice experience and must be submitted in a timely fashion. The specific requirements for documentation are listed under "Requirements of the Student" in the following section. The field instructor or the faculty field liaison or liaison seminar instructor may require additional documentation from the student. The student's Electronic Field Notebook (EFN) provides the Learning Agreement,

process recordings, monthly reports, and timesheets that must be used and submitted by the student.

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

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

A. 1. Standards for Approved Field Sites

Selection of field agencies emphasizes the importance of ensuring agencies can provide generalist practice opportunities for foundation students and concentrated experiences in clinical or macro social work for advanced students. When recruiting agencies for field education, the program ensures that practicum sites:

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

The agency student orientation will include a personal safety plan for the student.

Identification of a New Potential Site:

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

New Site Approval Process:

- The interested practice site must submit an agency application electronically. This can be done by the agency administrator, a social worker employed at the site, or the practice site student field coordinator_ [\(http://ssw.umaryland.edu/field-education/agency-notebook/](http://ssw.umaryland.edu/field-education/agency-notebook/).
- The application requires that the practice site have a social worker on who is interested in working with a student. The social worker must:
 - a. Have a MSW from a CSWE accredited program.
 - b. Have three (3) years of post MSW experience*.
 - c. If clinical, be licensed in the state in which they practice (LMSW, LCSW, LCSW-C)*.
 - d. Have worked at the practice site for six (6) months*.
 - e. Be on site at least fifty percent (50%) of the time that the student is in placement at the agency* and/or, ensure an appropriately assigned task supervisor is available for the student when the field instructor is unavailable.

*For pilot demonstrations in field education, requirements for licensure and the amount of time in the position and at the placement agency may vary if they are approved by the Director or Assistant Director for Field Education.

- If the above requirements are met, a field education coordinator will contact the practice site to arrange a visit. The field education coordinator assesses the physical environment, the range and depth of available experiences for foundation and advanced students, and the field instructor's ability, willingness, and time to take on a teaching role, and to meet the orientation and training requirements of the School of Social Work. The goals and competencies of the school are shared with the field instructor as well as the field assessment

tools. For placements taking foundation students, the field education coordinator will also assess the site for internet access and appropriate space for students to participate in seminar, or secure agreement from the agency that foundation students may leave the site to find an appropriate place to participate in seminar.

- The field education coordinator completes a “Field Education Site Visit Form” with their recommendation to approve or not to approve the practice site.
- If the agency is approved, the field education coordinator submits the site visit form and agency application to the Office of Field Education and informs the practice site that they have been approved.
- The practice site receives an email with an Affiliation Agreement signed by the Director for Field Education. The practice site must return the Affiliation Agreement with a signature.
- The practice site is approved in the EFN. A student cannot be placed until the Affiliation Agreement has been signed by both parties.
- The practice site is provided with a link for the expectation of field sites. This information is also available on our web page at: https://www.ssw.umaryland.edu/media/ssw/field-education/Expectations_of_the_Agency.pdf

A.2. Standards for Approved Field Instructors

Identification of a New Potential Field Instructor

- A social worker can be recruited to be a field instructor if the practice site where they work is an approved site by the SSW. The social worker can be recommended by a field coordinator, faculty, staff, students, or practice site personnel.
- A social worker can contact the OFE directly requesting information on how to become a field instructor for the school. The social worker must receive written approval from the agency director, or their supervisor, or the practice site student coordinator. If the practice site is not an approved site, an application by the practice site and the potential field instructor needs to be completed and submitted.
- Approved practice sites can designate a field instructor, or a social worker can volunteer to provide field education for a student.

Approval Process of a New Potential Field Instructor

- The potential field instructor must go to the OFE’s website and fill out an application. The requirements for becoming a field instructor are on the website.
- A field education coordinator checks the application for accuracy, the letter of recommendation from the social worker’s supervisor, a resume, and that the

credentials and time requirements meet the SSW criteria. If the application is not complete, it remains in pending status and the social worker is asked to complete the application process. A deadline for pending status is set by the field education coordinator reviewing the application.

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

B: Requirements

B.1. Requirements of the Agency

- 1) The agency's executive director is committed to participating in professional social work education. They should identify a staff member who will serve as the agency coordinator to work with the SSW.
- 2) The agency and SSW will enter into an agreement regarding the mutual expectations for affiliation prior to a student's placement.
- 3) The agency should provide the variety, quality, and quantity of learning experiences appropriate for the type and level of field education: foundation/advanced clinical or macro.
- 4) The agency will ensure the availability of case materials and projects for instructional use by students, subject to the guidelines of confidentiality.
- 5) The agency will provide the physical facilities necessary to accommodate students, including internet access and space for field education seminar, or release from field practicum for students who must relocate in order to participate in seminar.
- 6) The agency will reimburse students for agency-related expenses (i.e., travel expenses from the agency to home visits, etc.).
- 7) The agency should provide the opportunity for students to attend staff meetings and have other appropriate collegial and professional exchanges.
- 8) The agency must have an approved field instructor available at least 50% of the

time that the student is assigned to be there or, ensure an appropriately assigned task supervisor is available for the student when the field instructor is unavailable. A student should not be alone at an agency site without a staff member present.

- 9) The agency will adjust the field instructor's workload to assure adequate time to meet student learning needs and to attend seminars and other meetings related to field education (i.e., one hour of direct supervision per student per week; attending orientations and trainings at the SSW, on-going availability to students, etc.).
- 10) The agency will orient students to both the service delivery system and the population served. The agency student orientation will include a personal safety plan for the student. For additional information, please visit <https://www.ssw.umaryland.edu/field-education/agency-notebook/>

B.2. Requirements of the Field Instructor

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

- 1) Persons selected to be field instructors must have:
 - a) An MSW from a CSWE accredited program.
 - b) Three (3) years of post MSW experience.*
 - c) Licensure in the state in which they practice (LMSW, LCSW, LCSW-C)*.
 - d) Worked at the practice site for six (6) months*.
 - e) Availability at least fifty percent (50%) of the time that the student is in placement at the agency* and/or, ensure an appropriately assigned task supervisor is available for the student when the field instructor is unavailable.

*For pilot demonstrations in field education, requirements for length of experience, licensure, time in the position and at the placement agency, and on-site presence may vary if approved by the Director or Assistant Director for Field Education.

- 2) New field instructors are required to attend a new field instructor orientation held prior to the beginning of the academic year, or as otherwise scheduled. Field instructors may receive additional training for continuing education purposes during the academic year where Continuing Education Units (CEUs) are earned at no cost for attendance.
- 3) The field instructor should become familiar with the CSWE Social Work

Competencies and consistently use the appropriate field education curriculum to develop clear expectations of student performance. The course behaviors for each level of placement are contained in the field course syllabi. Visit <https://www.ssw.umaryland.edu/academics/course-offerings/> for more course-related information. Please visit the website page of the Office of Field Education to review the field practicum syllabi for Foundation, Advanced Clinical and Advanced Macro (SOWK 635, SOWK 636, SOWK 794, and SOWK 795.)

- 4) The field instructor will develop learning opportunities for each identified social work competency in relation to the curriculum, and make specific assignments in consultation, as needed, with the faculty field liaison. If the field instructor has trouble developing opportunities for students to achieve each of the social work competencies, they should contact the liaison for assistance.
- 5) The field instructor must provide weekly 1:1 educational supervision of at least one hour.
- 6) The field instructor must review and approve student timesheets.
- 7) The field instructor must provide timely review and approval of all student materials. For instance, the student will prepare materials for review by the field instructor (i.e., learning agreement, process recordings, case presentations, client documentation and projects, monthly reports, and timesheets.)
- 8) The field instructor will provide clear constructive feedback to the student on an ongoing basis about their performance using assessment tools, such as process recordings, minutes of meetings, and other assessments specified in the Learning Agreement.
- 9) The field instructor and student will collaborate and develop an individual Learning Agreement within the first month of the student's placement. A copy of this agreement will be submitted to the student's EFN for approval.
- 10) The field instructor must follow school guidelines in recommending grades by assessing performance relative to the CSWE Social Work competencies and behaviors as outlined in the syllabus and identified in the Student Assessment/Evaluation. Recommended grades are not based on effort or potential, but on actual performance.
- 11) The field instructor should include the student when preparing the mid-semester and end-of-semester assessments. The student is expected to indicate in the EFN that they read the assessment and had the opportunity to make comments.

- 12) The field instructor must submit the student assessment/evaluation to the student's EFN on or before the required due date for the faculty field liaison to review the ratings and assign the grade for the student.
- 13) The field instructor may act as a resource for students as they complete agency-based class assignments. Students are expected to have consulted their field instructor concerning confidentiality of agency and client information prior to completing classroom assignments that include agency or client information.
- 14) The field instructor should provide early and on-going feedback on the student's progress to the faculty field liaison and meet with the faculty field liaison at the time of the liaison's site visit.
- 15) The field instructor is expected to inform the faculty field liaison promptly of any concern or problem with the student's performance or change in the agency's ability to meet the expectations for providing a field placement for the student, including the field instructor's extended leave of absence from the agency. For additional information, please visit: <https://www.ssw.umaryland.edu/field-education/field-instructor-notebook/>.

B.3. Requirements of the Task Supervisor

Some agencies will utilize a task supervisor model. A task supervisor may be designated by the field instructor to assist with the instruction of the student. Task supervisors typically assist field instructors with day-to-day operations that include but are not limited to assigning daily projects or tasks, assisting with agency orientation procedures, and assisting students with client interactions.

- 1) Task supervisors work under the immediate supervision of the field instructor.
- 2) Task supervisors may or may not be a licensed MSW social worker.
- 3) Task supervisors are not required to attend a New Field Instructor Orientation offered by the SSW, but are welcome to do so if desired, or if requested by the field instructor.
- 4) Task supervisors must provide on-going feedback on the student's performance to the field instructor.
- 5) Task supervisors may act as a resource for students as they complete agency-based class assignments.

B.4. Requirements of School

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

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

B.5. Requirements of Field Education Coordinator

- 1) The field education coordinator will approve all agency applications to determine the agency's appropriateness for MSW students.
- 2) The field education coordinator approves all new field instructor applications to determine the social worker's eligibility to become a field instructor.
- 3) The field education coordinator conducts periodic site visits to ensure the requirements of the SSW are continually met.
- 4) The field education coordinator reviews student field applications and assigns students to field placements.
- 5) The field education coordinator will provide an orientation for all new field instructors at the beginning of their first year as a field instructor.
- 6) The field education coordinator will assist the faculty field liaison with resolving problems or critical situations that arise in the field, as needed, and will meet with the student, field instructor, and faculty field liaison as appropriate.
- 7) The field education coordinator conducts site visits to screen for new agencies/field placements.

B.6. Requirements of the Faculty Field Liaison

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

- 2) The faculty field liaison will contact the field instructor and assigned students within the first month of academic year and be available on an as needed basis. If a faculty field liaison is not available for an extended period, they are required to inform in writing both the student and their assigned field education coordinator. During this period, the field education coordinator will serve as backup.
- 3) The faculty field liaison is required to meet with the student and field instructor at least one time each semester for a minimum of two meetings in the academic year. Liaison visits should take place in person at the agency but may happen virtually, if necessary, using a platform such as Zoom. In person meetings are encouraged in the Fall semester when first getting to know the agency and student, especially if the agency or field instructor is new to the faculty field liaison. Liaison meetings, either in person or virtual, should involve the field instructor and student and should include an individual discussion with the student and field instructor separately followed by a joint meeting with all parties.

If the placement is fully virtual or if the field instructor requests a virtual meeting, both fall and spring semester liaison meetings may take place virtually. Should there be a need for additional liaison meetings due to placement issues, student or field instructor concerns, these meetings should take place in person whenever possible.

- 4) The faculty field liaison will review the student's work prior to the time of the agency meeting. This can be in the form of process recordings, monthly reports and any other relevant agency projects or documents.
- 5) The faculty field liaison will read and provide timely comments on the student's process recordings in the EFN.
- 6) The faculty field liaison will facilitate discussion regarding integration between class and field; and will provide consultation on educational matters and assistance in dealing with concerns the agency may have in relation to the student's performance.
- 7) Upon review of the field instructor's written assessment and recommendation, the faculty field liaison assigns the semester grade.
- 8) The faculty field liaison should acknowledge receipt of, respond to and follow up as needed to any student report of concern about placement. This includes concerns students have identified in the monthly report as well as concerns raised by the student to the field instructor via email, in person or through phone

contact. Students are encouraged to discuss concerns with faculty field liaisons as soon as they arise and not wait until a monthly report is due to document concerns.

- 9) The faculty field liaison will provide prompt consultation to both the agency and the student in critical situations (See Section VII.C.2). "Procedures for Resolution of Field Education Problems") and will meet with the student and the field instructor prior to recommending a resolution.
- 10) The faculty field liaison will provide, and encourage the student to provide, on-going feedback to the field instructor about the student's evaluation of the field experience.
- 11) The faculty field liaison will advise the OFE of any problems that the agency or field instructor is experiencing which have (or are likely to have) an impact upon the ability of either to provide field education consistent with the standards, competencies, and behaviors established by the SSW. If the student is at risk of failing field practicum or is having trouble, a Performance Improvement Plan (PIP) may be completed in collaboration with the field instructor and submitted to the OFE (see Section VII.B.5.). If necessary, the PIP will incorporate extended time, for the student to complete the requirements of field education.
- 12) For foundation students, the faculty field liaison is also the seminar instructor for 90-minute, online field education seminars each month of the academic year (eight seminars total). Faculty field liaison seminar instructors will engage in initial, and on-going training to be fully prepared to navigate sensitive discussions about student experiences in field, especially regarding cultural humility, difference, privilege, and anti-oppression.

B.7. Requirements of the Student

- 1) The student is expected to meet the course competencies for each level of field education.
- 2) The student will adhere to the Field Education Code of Conduct that serves as a guide for everyday professional conduct of students in a field practicum. The student is expected to read the Code of Conduct during the first week of field placement and is expected to adhere to ethical behavior in all contacts with and on behalf of clients. The Code of Conduct is completed on the EFN and a copy can be obtained in the Student Field Education Orientation handouts. Any questions the student has about the Code of Conduct should be discussed with the field instructor, the faculty field liaison and/or field education coordinator. Failure to adhere to the Code of Conduct may result in a hearing before the

Student Review Committee for professional misconduct and dismissal from the field practicum and/or the MSW program.

- 3) The student must observe the confidentiality of agency information and records, as well as other confidentiality practices of the agency.
- 4) The student is expected to abide by all rules and regulations of the agency where they are placed and obtain written permission from the agency before submitting any agency material for publication or public dissemination.
- 5) The student shall neither accept, nor complete, a field placement in an agency where certain prior relationships exist, such as if a student:
 - a) is a prior or current client of the agency;
 - b) is a prior or present employee of the agency (except in the case of an employment-based field placement that has been approved in writing by the OFE);
 - c) is a recent or current volunteer of the agency;
 - d) has a relative or other close relationship among the staff in the agency.

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

- 6) The student must abide by agency on-boarding requirements that may include an additional health examination, testing for drug use, fingerprinting for a criminal background clearance, and/or meeting other agency requirements before beginning placement. Students must ask agencies about such requirements during the placement interview and ensure all requirements are completed prior to the beginning of their placement experience. Students may be responsible for any costs associated with these on-boarding requirements.
- 7) The student is not to begin employment with their field placement agency during the course of the academic year.
- 8) The student must submit, in advance of the regular weekly supervision meeting, an agenda and documentation of their performance. This documentation can include process recordings, case summaries, etc. At some agencies, foundation and clinical students must also complete psychosocial assessments for the field instructor's review.
- 9) The student, in collaboration with the field instructor, shall develop a Learning

Agreement and submit it in the EFN within the first month of the field practicum. See the Field Calendar for the due date.

- 10) The student shall submit three (3) monthly reports (or weekly reports if requested by their Field Instructor) and a minimum of three (3) process recordings in the EFN each semester. Field instructors and/or faculty field liaisons may require additional process recordings. For foundation students, one of the six process recordings must be a macro process recording. If process recordings are not completed, no grade will be recommended and assigned. Students may not submit a process recording for an event or interview which took place more than 30 days prior to submitting the reflection.
- 11) The student shall participate in monthly, online seminars during the foundation year. These seminars are a required part of the foundation field curriculum. Students may be granted one (1) excused absence only for the year from seminar. Any additional absences from seminar will require a meeting with the Director of Field Education, or designee, to discuss absences and remediation; and may have a direct impact on the student's grade for foundation field. Students who do miss one seminar must notify the liaison seminar instructor in advance of the absence whenever possible and will be required to complete a written assignment given by the liaison seminar instructor that has relevance to the discussion during the missed seminar.
- 12) The spring semester field practicum begins immediately after the start of the New Year.
- 13) The student will not alter their field placement schedule without explicit request and the consent of the faculty field liaison and field instructor and knowledge of field education coordinator and the Director of Field Education.
- 14) The student will adhere to the dress code established by the placement agency.
- 15) The student is expected to be in field for the duration of the agency day (see Section VII A.5, - Field Education Schedule).
- 16) The student is required to keep and submit an accurate record of their completed and missed field days. Field practicum time is recorded on the Office of Field Education Excel timesheet and uploaded in the Electronic Field Notebook (EFN.) The student's reporting of time is reviewed by the faculty field liaison and field instructor.
- 17) The student is responsible for transportation costs to and from the agency.

- 18) A student is required to have malpractice insurance for each year they are registered for a field education course. The cost of insurance is included in the payment for regular school tuition and fees and is secured by the school. At the beginning of the academic year, the OFE distributes an insurance certificate to approved agencies at which students are placed.
- 19) All students must read and respond to their UMB emails during the field placement process and after they are placed in field for the duration of the academic year.

Section IV: INTERNATIONAL FIELD PLACEMENTS

The international field placement program (IFPP) offers social work students the opportunity to spend 4-5 months abroad. Students are immersed in a foreign culture and gain a unique perspective on social work practices while completing an advanced field placement and coursework at either the University of Greenwich in London, England or at the Rajagiri College of Social Sciences located in Kalamassery, Cochin, India. Students are required to live in campus housing with our partnering universities.

Students must meet these minimum requirements for an international field placement:

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

Students complete their entire advanced field placement and take two classes, one of which must be a methods class that matches their concentration and one of which is generally an elective. Classes in India are taught in English. The international programs consist of a total of eighteen academic hours, representing twelve hours of field education, and six hours of coursework. Field placements

vary from year to year and have included a variety of projects focusing on child rights, micro-credit and entrepreneurship, natural resource management, women's empowerment, homelessness, substance use, mental health, community development, and health.

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

Since the entire advanced placement is completed during the international program, IFPP students will only be enrolled in the courses needed for graduation during their final semester(s) at UMB. Typically, this will be a total of four courses.

Finally, IFPP students are required to consult with the SSW Academic Advisor to complete a Plan of Study and complete safety training and other requirements of UMB's Center for Global Engagement prior to travel.

Section V: FACULTY FIELD PLACEMENTS

A faculty field placement is a social work field placement where the assigned field instructor is a clinical instructor employed by the UMSSW. Students complete their field practicum in a community-based agency under the direct supervision of a dedicated faculty member. The faculty field instructor assists the SSW to develop models for field education while informing the curriculum and serving the community. Faculty-based programs focus on three core outcomes: (1) service to the community, (2) instruction of students on evidence-based and evidence-informed services which incorporate elements of best-practice models, and (3) enhancing social work research. These faculty-based programs provide placements for foundation, advanced clinical and advanced macro students in a variety of specializations.

In addition to the requirements for all field instructors, the faculty field instructors develop and lead educational seminars to develop enhanced skills, participate in research projects, create instructional materials, and serve on various SSW committees. For more detailed information for each site, refer to the agency

profiles in the EFN. From time to time, pilot demonstrations in addition to the program listed below, will be implemented to advance field education.

A. Social Work Community Outreach Service (SWCOS)

SWCOS is a program housed within The Center for Restorative Change. The Center's mission is to advance social justice through mutually transformative community-university partnerships. The vision of The Center for Restorative Change is that all communities will be equitable and promote well-being, self-determination, individual and collective power. SWCOS is the Center's hub for student learning and social work education. Each year, SWCOS provides field instruction for students placed in one of The Center for Restorative Change's key programs. These Baltimore City programs include:

Promise Heights: Promise Heights is a place-based strategy designed to improve educational outcomes for youth and ensure families are healthy and successful in the West Baltimore community of Upton/Druid Heights. In 2012, Promise Heights became a U.S. Department of Education Promise Neighborhood grantee – to create a comprehensive community building model that supports residents of Upton/Druid Heights with educational, social, physical, and economic opportunities, which provide them with the necessary tools to thrive in their schools, families, and careers.

B'more for Healthy Babies: An innovative initiative to reduce infant mortality in Baltimore City through programs emphasizing policy change, service improvements, community mobilization, and behavior change. This program works to decrease the leading causes of infant death: premature birth, low birth weight birth, and unsafe sleep.

Early Childhood Mental Health Consultation: School-based services that help to prepare children age birth through kindergarten for school readiness. Employs a two-generational approach, which focuses on creating opportunities for and addressing the needs of children, parents and families.

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

Positive Schools Center: The goal of the Positive Schools Center is to promote positive, supportive and mindful learning communities where k-12 students and school staff can connect, develop and grow. The Positive Schools Center aims to partner with school districts to identify and collaborate around issues related to school climate and punitive discipline, especially when those issues result in high rates of suspensions and expulsions. The Positive Schools Center is also the lead for 12 Community Schools in Baltimore City. Community Schools provide a range of support for children and their families from health and mental health services to after- school enrichment and parent programming.

Neighborhood Fellows: By placing SWCOS interns into vulnerable neighborhoods we help rebuild the social fabric of communities through collaboration with grassroots and nonprofit organizations to enhance capacity and increase membership participation, coordinating block projects, strengthening the housing market, reducing the risk of predatory lending and reaching out to new immigrants to include them in home ownership opportunities.

Fellowship for School Based Mental Health: FSBMH supports graduate students placed in approved local school, non-public and expanded school-based mental health settings. The program aims to improve the mental health provider workforce shortage in high-need school districts through five key program areas: 1) mitigating financial barriers with over \$25,000 of higher education dept elimination for participating graduates, including tuition remission and living allowances; 2) creating new pathways for students from the Bachelors to Masters program to include mentorship and training; 3) immersive learning experiences for graduate students serving in school-based mental health settings; 4) intensive support in building an anti-racist, anti-oppressive, and restorative analysis to school-based service delivery; and 5) job coaching which contributes to building the workforce pipeline with highly qualified talent that reflects the diversity of residents in the community.

B. Title IV-E Education for Public Child Welfare Program:

The program is a partnership between the SSW and the Maryland Department of Human Services to prepare BSW/MSW candidates for public child welfare social work practice. Students are placed in a local Department of Social Services and provide services for families and children through Child Protective Services, Family Preservation, Foster Care, Kinship Care, or Adoption Programs in public child welfare settings throughout Maryland.

Students participate in specialized coursework, internships, and training workshops

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

Section VI: DUAL DEGREE PROGRAMS AND PLACEMENTS

The SSW participates in four dual-degree programs. Applicants to any dual degree program must apply separately to each program. Admission to one program does not guarantee admission to the other. The dual degree programs are:

- MSW and Leadership in Jewish Education and Communal Service
- MSW and Juris Doctor
- MSW and Master of Business Administration
- MSW and Master of Public Health
- MSW and Master of Public Policy

Section VII: OPERATIONAL POLICIES FOR FIELD EDUCATION

A. Policies

A.1. Field Education Placement Policies and Process

All placements are developed and approved by the OFE. Arrangements made between students and placement sites that have not been approved by the OFE do not meet the definition of a field placement and thus will not be eligible for academic credit. According to the CSWE Standard 3.1.5, "The School does not grant social work course credit for life experience or previous work experience."

- 1) All three parts of the student field practicum application must be submitted to the OFE before a student will be referred to a practice site for a placement interview.
- 2) Students MUST monitor their UMB email for all communication about field placement questions, referrals, follow-ups, etc.
- 3) There are four phases to the placement process. Each phase has specific time-frames and dates when completed applications are due. The specific timetable for a placement cycle is communicated by the OFE.

Phase 1: Applications

The OFE surveys and recruits practice sites for participation in the field education program. These agency profiles are available for students to review in their electronic field notebook (EFN). Students may seek assistance from the OFE to complete applications and make decisions about placement interests.

Phase 2: Placement of Currently Enrolled Students

Applications from currently enrolled students are due in January.

Phase 3: Placement of Newly Admitted Students

Upon acceptance and confirmation to the SSW, newly admitted students will be given information about applying to field education.

Phase 4: Final Preparation for the Fall Semester

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

An agency may screen students in the same way it screens employees. Students may be required to have an additional health examination, be tested for drug use, be fingerprinted for a criminal background clearance, and/or meet other agency requirements before beginning placement. Students must ask agencies about such requirements during the placement interview and ensure all requirements are completed prior to the beginning of their placement experience. Students may be responsible for any costs associated with these on-boarding requirements.

A.1(a). Foundation Field Practicum

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

A.1(b). Advanced Field Practicum

All students who are requesting an advanced field practicum are required to submit an electronic field placement application, two narratives, and a resume (which includes their foundation year placement) to provide information about their interests, previous social service experiences and social work educational goals. Advanced level students choose a concentration and specialization and may also indicate their preferences for placement sites. Please review the Advanced Field Practicum section of the Field Education Manual (Section II, C2) for a more

complete description of advanced field practicum.

- 1) Referrals of students to placement sites occur during phases two and three of the placement process. Both the agency/placement site and student receive an email notice of the referral, and the student must contact the agency to schedule an interview within two (2) weeks.
- 2) Agencies may require additional screenings and/or information from students such as previous evaluations, references, drug screening, and criminal background check. Such requests and costs will be handled between the agency and the student.
- 3) After the interview, the agency coordinator accepts or declines the referral in the EFN.
- 4) If at any point, after filing a field placement application, the student determines they will not be going into a field placement as planned, the student is expected to notify the OFE at (410) 706-7187 or fielddeduction@ssw.umaryland.edu, as well as the placement site to which the referral was made.
- 5) Faculty field liaison assignments are made to students and practice sites in late August. When finalized, faculty field liaison's contact information can be obtained in the EFN. Faculty field liaisons should not be contacted before the beginning of the fall semester.
- 6) All students new to field at UMB are required to attend one of the scheduled student field education orientations held in August and may not begin their field practicum until this requirement is met.
- 7) Sometimes agencies may require students to attend orientation for their field placement prior to the first day of field. In these cases, students must consult with their field education coordinators for approval.

A.2. Unsuccessful Field Placement Process Interviews

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

A.3. Employment-Based Field Education Policy

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

- The student must have successfully completed the agency's new hire probationary period by the start of field.
- The placement must meet the same criteria set for non-employment-based field sites.
- The agency must be willing to establish an affiliation agreement with SSW, if one does not already exist.
- The agency field instructor must meet all appropriate program requirements and qualifications. The OFE encourages students to identify a field instructor who is not their employment supervisor.
- Any modifications to this policy must be approved by the Director of Field Education.

A.3(a). Employment-Based (EB) Field Application Process

- The student submits a screening form for an employment-based field education placement to the OFE as part of their application for a field placement. After reviewing the pre-screening form, a field education coordinator will notify the student if they are eligible to apply for an employment-based field education placement.
- If eligible, a student must submit an electronic proposal for employment-based field education through the EFN, in addition to other documentation as requested by the OFE for employment-based field placement.

A copy of the Employment-Based (EB) Screen and EB Proposal Form is available in the EFN under the EB Dashboard.

The Council on Social Work Education (CSWE) allows under its Educational Policy and Accreditation Standards (EPAS) for students to use their paid employment hours to count as field time if the student's current employment responsibilities meet the nine Social Work Competencies for their selected concentration. For an EB proposal to be approved, the agency and the student's supervisor must agree to

allow the student to use paid employment hours as field practicum time and/or agree to a schedule in which the student can complete field practicum time in addition to their paid employment. The plan for field education must be educationally focused, not centered solely on agency services and must meet the criteria applicable to all the school's field education placements.

Foundation and advanced extended students are required to spend two agency days per week in the field. Advanced students are required to spend three agency days per week in the field.

Students who are recipients of grant-based fellowships and are completing their field placement at their place of employment must follow all requirements of those fellowships in addition to the general requirements for employment-based field placement.

Students are not permitted to complete both foundation and advanced year in the same employment-based field education placement unless the focus and tasks of the experience in the foundation year are completely different than the focus and tasks of the advanced year. For example, organizations with multiple divisions that can demonstrate their capacity to permit the student to work in a diverse practice setting and to achieve the competencies may be able to accommodate the same student two years in a row. This can be accomplished, in part, through reassignment of the student to another unit, division, or department, which may or may not be in the same physical location.

Students are encouraged to have a field instructor who is different from their work supervisor. The field instructor must meet the field instructor requirements of the SSW. Field instructors and assignments within the agency must be approved by the OFE prior to the student being referred to the agency for an employment-based field education placement. Supervision time for field education learning must be separate from supervision time for employment.

A.4. Liability Insurance for Field Placement Agencies

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

A.5. Field Education Schedule

All MSW students completing both the foundation generalist and advanced specialized curriculum at either the Baltimore or the Universities at Shady Grove campus must complete a minimum of 55 days of foundation and 85 days of advanced supervised field practicum to graduate. The number of days is required for graduation by all students, including those in employment-based placements, advanced extended schedule, dual-degree programs, international placements, and entering the program part-time. Students are expected to complete about half of the required field days in the fall semester, and half in the spring semester. Students must spend the contracted number of days in the agency, on a regular schedule.

- The foundation field practicum is a total of two (2) days each week (usually M/W or T/Th). Foundation students must also complete eight (8) mandatory monthly field seminars.
- Advanced year field placements are three (3) days a week (usually Tuesdays, Wednesdays, and Thursdays). There is not a required field seminar for advanced students.

Students are expected to adhere to the agency's definition of a day while in the field practicum. A field practicum day is defined by the agency's customary start and end times. Once a field schedule is established, any modifications must be approved by the field instructor and the faculty liaison. Days in field practicum should be tracked on the OFE Timesheet in the EFN. Students may complete more than the minimum required number of days during the academic year.

The Office of Field Education will post on the website a field education calendar (see Appendix) for each academic year. Students are expected to follow the field education calendar, including field start and end dates for the fall and spring semester as well as holidays observed by the SSW.

A.5(a). Orientation

All students new to field practicum education at SSW are required to attend the Student Field Education Orientation prior to beginning their field practicum experience. The Student Field Education Orientation occurs prior to the start of the field practicum experience and is not counted on the OFE timesheet.

A.5(b). Absences

Students have available three (3) leave days per academic year. Leave days must be taken during the academic year; they cannot be held and applied all at once to extend a break or to end field early. Leave days do not count towards a student's accumulated field days. Students do not need to make up missed days if they are

using one of the three leave days. Leave days may be used for planned or unplanned absences with approval of student's field instructor.

A.5(c). Planned Absences

Students may use the three leave days for planned absences including religious observations. Students must request a planned absence from their field practicum from the field instructor. The request must be approved by the field instructor and planned in collaboration with the field instructor. Students should make requests for a leave day in accordance with the agency's policy for requesting time off. Faculty field liaisons must be informed of planned absences. Leave days used for planned absence do not count towards a student's cumulative completed field days. Students who schedule leave from field practicum but choose not to use a leave day, should make up the missed field practicum day.

A.5(d). Unplanned Absences

Students must notify the field instructor promptly in case of any unplanned absence due to illness, or unforeseen circumstance. Leave days may be used for unplanned absence but do not count towards a student's accumulated completed field days. If a student must take a day off from field practicum and does not want to use a leave day or has used all three of the allotted leave days, the missed day(s) of field must be made up.

A.5(e). Extended Absence

Any absences planned or unplanned over three days must be made up for the student to meet the minimum requirement for completed field practicum days. An appropriate written plan must be developed with the field instructor in consultation with the faculty field liaison for making up the time and work resulting from either a short or a prolonged absence beyond three agency days per academic year. In the case of frequent absences from the field agency, the field instructor should seek the advice of the faculty field liaison to resolve the matter.

A.5(f). Foundation Field Education Seminar Attendance

Field education seminars will be held online every month for 90 minutes, and they count towards accumulated time in field practicum. Seminar times will occur at the same day/time each month, as designated by the faculty field liaison/seminar instructor. Seminar times should not interfere with class schedules, but may occur on, or outside a regular field day. Attendance and participation are mandatory - students may NOT schedule a class during seminar time during either the fall or spring semesters. Students are responsible for planning seminar into their schedules, notifying their field instructors of seminar times in advance (where applicable), and appropriately planning to ensure attendance. If a student is unable to attend their assigned seminar, they must inform their faculty field liaison seminar instructor immediately to find a resolution.

Students participating in the Title IV-E Education for Public Child Welfare Program will participate in the field seminars developed by the program and should follow relative attendance and make up policies as well.

A.5(f). Attendance at Learning Experiences

During the field practicum, a student may have an opportunity to attend or participate in an event that will provide additional learning opportunities to develop behaviors for specific social work competencies that are outside their assigned practicum experience or agency.

If such events are to be approved as field practicum learning activities and count as field practicum time on the approved timesheet, ALL the following criteria must be met:

- 1) The student will identify for consideration by the Field Instructor via email or in supervision, a description of the learning event and activities and the specific competency and competency behaviors addressed in the learning activity.
- 2) The event and learning activities must be approved by the field instructor prior to the event. *
- 3) After the field instructor approval is received the student must email the faculty field liaison describing the event, learning activities, and corresponding competency and competency behaviors addressed in the learning activity. This documentation is considered part of the learning agreement.
- 4) Students who attend other learning events for field practicum credit are expected to write a reflection of their experience and discuss it with their field instructor in supervision. (Please Note: This reflection does not satisfy the requirement for the macro process recording. The student may choose to also complete a macro process recording, in addition to the reflection, if they were involved in planning the event and processed their skills applied to the task(s) they were leading.)

Examples of learning experiences may include, but are not limited to:

- Attendance at a local, state, or federal legislative advocacy day. Such events provide learning activities in the areas of Policy Practice (CSWE Competency 5) and Advancing Human Rights and Social, Economic, and Environmental Justice (CSWE Competency 3).

- Participation in the SSW Office of Diversity, Equity and Inclusion's LEAD (Leading for Equity Antiracism and Diversity) Institute for MSW students. LEAD provides learning activities for Engage Diversity and Difference in Practice (CSWE Competency 2.)
- Participation in any UMB sponsored Interprofessional Education (IPE) clinic or experience. These experiences provide learning activities for Demonstrate Ethical and Professional Behaviors ((CSWE Competency 1) and Engage Diversity and Difference in Practice (CSWE Competency 2.)

*Please note: Approval to attend an event for a field education learning activity does NOT imply that the SSW or placement agency will cover financial costs associated with the event: registration fees, travel costs, parking fees, etcetera.

Participation in UMB's Career Fair is not considered a learning experience. Students are encouraged to participate in the career fair but cannot document it as a day of field on their timesheet.

A.6. School of Social Work (SSW) Committees

Student representation on curriculum committees is essential to ensuring student perspectives in our program. Students who are appointed as representatives to organizational meetings at the SSW, including but not limited to the Masters' Program Committee, concentration sequences, Foundation, Search, Student Affairs, Field Advisory Council, SSW Homeless Council, and the Field Education Curriculum Committee, participate in these decision-making bodies as a service to the School of Social Work, and do so with the understanding that they will not be compensated or receive field practicum credit for their service. Any absences from field practicum in order to attend a committee meeting must be requested by the student and approved by the placement site field instructor prior to leaving the field placement site. Students may be able to integrate the committee experience with field practice through feedback to the field instructor in supervision.

A.7. Holidays

The SSW observes several holidays during the academic year. Students are not expected to attend field practicum or engage in field practicum activity on SSW observed holidays. Students are not required to use a leave day for SSW observed holidays and SSW observed holidays do not count towards a student's cumulative completed field practicum days. Students should make field instructors aware of all SSW observed holidays in advance.

The SSW observes the following holidays: Labor Day, Thanksgiving Day and the Friday after Thanksgiving, a portion of Winter Break (students return to field immediately after New Year's Day is observed), Martin Luther King, Jr.'s Birthday, Spring Break, Juneteenth, and Independence Day. Please check the field education calendar in the Appendix for the dates.

Students at placements that observe a spring break different from UMB's spring break must attend field placement during UMB's spring break and take spring break during the placement site's spring break.

Students who miss time in the field practicum to observe a holiday not observed by the SSW are expected to make-up the time they have missed or use one of the three (3) allowable leave days. This planned absence should be done in accordance with the agency and SSW policy.

If the agency is closed for observance of a holiday that is not observed by the SSW, the student may use one of the three (3) leave days, make up the missed day, or plan with the field instructor for the student to be engaged in a remote field practicum day during the agency closure. Please see the policy on remote field work (VII.A.12).

A.8. Inclement Weather

If the agency is open despite inclement weather, such as storms, extreme cold, snow, flooding, etc., the student is expected to be in the agency if it is a scheduled field practicum day. If the student is absent due to weather when the agency is open, this day must be made up, or the student must use one of the three (3) allowable leave days.

If the agency is closed due to inclement weather, the student must contact the field instructor to plan for a remote field day, make up the missed day, or use one of the 3 Leave Days.

If the SSW is closed but the agency is open, the student should attend field practicum or use one of the 3 leave days.

During inclement weather, field instructors may grant flexibility for remote field activity. Please see the Office of Field Education policy on remote field work (VII.A.12)

Foundation Field Seminar takes place in an online forum and therefore may still be held if an agency site or the SSW is closed due to inclement weather. Should the faculty field liaison seminar instructor cancel the Foundation Field Seminar due to

inclement weather or other reason, the session will be rescheduled for another date.

A.9. Grading

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

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

A.10. Incomplete Grade Policy

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

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

In the case where there is not enough time between semesters to make up missed field practicum days and assignments, the student, field instructor and faculty field liaison will develop a written plan for completion of missed field practicum days

and assignments (see Appendix for Incomplete Grade Request form). This plan may extend beyond the usual 10-day limit for all classes but may not exceed 4 weeks from the last day of the semester. The administration of the Office of Field Education must approve the plan in writing.

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

If the student does not meet the deadline, the "I" will automatically convert to an "F". Faculty field liaisons may not issue a terminal "I" grade.

A copy of the Request for an Incomplete Grade Form is provided in the Appendix.

A.11. Educational Stipends

There are a limited number of field placements that offer educational stipends. For example, the school administers educational stipends for Title IV-E Education for Public Child Welfare and BHWISE Fellows. All other educational stipends are offered by placement sites directly to the student by arrangement between the agency and the student. These educational stipends may be awarded yearly, at the discretion of the practice site and are generally agreed upon prior to placement. The SSW policy on educational stipends complies with the CSWE Statement on Paid Field Placements issued May 2022:

"CSWE accredited programs are required to vet, develop, and monitor field opportunities where students can observe and practice social work under an experienced, and often licensed, social worker. During these courses, students do not yet meet the job-related training, competency, and educational requirements of professional and licensed social work positions. Therefore, field placements afford students the opportunity to engage with clients and communities as a component of their educational program and without a social work license, similarly to other educational, medical, or other health professional accredited programs. These educational experiences are structured as learning and not labor, and comply with the U.S. Department of Labor Wage and Hour Division, Internship Programs Under the Fair Labor Standards Act."

A.12. Remote Field Education

We expect most students in the MSW program will complete in-person field activities. However, we will also continue the tradition of cutting-edge innovation allowing for students to complete a portion of their field experiences remotely as well. Many organizations have moved to a hybrid model of work, where all staff are not on-site full time. Additionally, agencies are continuing to innovate and create increased client access through tele-behavioral health options. Remote field activities can include engagement such as field-related assignments, training, and virtual meetings. Field practicum students understand that client-related virtual meetings should be conducted in accordance with field site policies for secure communications.

Remote field experiences and remote field days will take place at the discretion of the agency and field instructor in partnership with the student, prioritizing needs of the clients. If remote field activities are part of the field placement experience, all remote activities will be a planned part of the student's field schedule, documented as full or half days on the student timesheet and include opportunities for live contact and feedback from the field instructor or task supervisor.

Unplanned remote field experiences may be approved by the field instructor or task supervisor due to extreme weather conditions, field instructor absence, or unexpected agency closure.

Any agency that offers a fully remote field experience must be approved by the Office of Field Education in accordance with the requirements applied to all approved placements.

B. Procedures for Resolution of Field Education Problems

Should problems in the field placement impact the student's ability to learn or the field agency's ability to provide services, the student, field instructor and faculty field liaison share responsibility for addressing the issues as soon as issues become evident.

If the student's personal safety is thought to be at risk, or if there has been alleged unethical behavior on the part of the student or field instructor, the student and/or field instructor must immediately verbally contact the faculty field liaison, field coordinator, or Director for Field Education verbally for direction. The faculty field liaison, in consultation with the field coordinator, will provide a written description of the situation within five (5) working days to the Director for Field Education.

Information on the SSW's Student Grievance Committee may be found in the Student Handbook

B.1. Field Education Problems – UMB Resources

In case of sexual harassment, discrimination, or disability related issues, the University of Maryland, Baltimore campus policies will apply.

B.1(a). Sexual Harassment Policy

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

Sexual harassment may involve one or more of the following:

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

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

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

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

For more information, refer to the [Policy on Sexual Misconduct](#).

REPORT SEXUAL MISCONDUCT: A student who believes they have been sexually harassed by a field instructor, or other personnel within the field placement site, is encouraged to report an incident of sexual misconduct by contacting their

faculty field liaison. The faculty field liaison shall report this situation to the Office of Field Education who is required by university policy to report the situation to the UMB Title IX coordinator. Students may also contact the [UMB Hotline](#). To access the UMB Hotline via telephone, call 866-594-5220.

[Procedures for Reporting Known or Suspected Violations of Law, Policy or Misconduct through the UMB Hotline](#)

For more information on policies, please go to the UMB [Office of Accountability and Compliance](#).

In case of emergency, please contact the local police at 911 or Campus Police at 711 (internal) or 410-706-3333 (external). Please refer to the Student Handbook for additional information on this matter if you feel you have been sexually harassed by SSW faculty, staff, or fellow students.

B.1(b). Policy on Non-Discrimination

[Title IX](#) prohibits discrimination on the basis of sex in UMB's programs and activities. A list of the [Nondiscrimination Policies](#) can be found at the Office of Accountability and Compliance website.

REPORT DISCRIMINATION: UMB does not tolerate discrimination in any form. All discrimination should be reported promptly. A student who believes they have experienced discrimination by a field instructor, or other personnel, within the field placement site should report the matter to their faculty field liaison. The faculty field liaison shall report this situation to the Office of Field Education who is required by university policy to report the situation to the UMB Title IX coordinator.

Students may also contact the [UMB Hotline](#). To access the UMB Hotline via telephone, call 866-594-5220.

For more information on policies, please go to the UMB [Office of Accountability and Compliance](#).

B.1(c). Policy on Americans with Disabilities Act (ADA) Disclosures and Accommodation Requests

If you are requesting accommodations under the ADA for field education, please contact the Director for Student Affairs (sswstudentaffairs@ssw.umaryland.edu) as soon as possible. The Director for Student Affairs is the liaison to the Educational Support and Disability Services (ESDS) office (<https://www.umaryland.edu/disabilityservices/>) and can assist you in applying for

the support you need. You may also begin an application for accommodation with ESDS by clicking here:

<https://cf.umaryland.edu/disabilityservices/apply.cfm?CFID=25312001&CFTOKEN=88593991>.

Taking these steps will enable the Office of Field Education to work closely with you to ensure your needs for accommodation are met. Disability accommodations are not retroactive nor provided until approval has been completed with this office. UMB is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008.

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

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

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

UMB students and applicants may allege violations of this policy by following the Guidelines and Process for UMB Student Grievances. However, students and applicants are encouraged to resolve alleged violations and complaints informally by contacting ESDS.

B.1(d). UMB Policy Related to the Legalization of Cannabis in Maryland

The Maryland General Assembly passed a law that develops a framework that makes it legal for the adult usage and possession of cannabis in the state effective

July 1, 2023. The law allows individuals 21 and older to legally purchase and use cannabis not to exceed the personal use amount established by the law.

While cannabis became legal in Maryland on July 1, 2023, the use and possession of cannabis in any form on University of Maryland, Baltimore (UMB) property, which includes UMB Housing, remains illegal under federal law. This means that UMB students and employees must continue to follow any existing laws and workplace policies on substance or cannabis use. Students remain subject to any applicable substance abuse policies and testing requirements of the clinical and experiential learning sites.

Please be advised that cannabis (and hemp) smoking is prohibited in public places or motor vehicles. A public place includes, but is not limited to, campus outdoor spaces and indoor spaces open to the public, streets and sidewalks, public transportation, and indoor places of study and employment.

As a reminder, per the UMB Substance Abuse Policy, "All employees and students must report to work, on all premises owned, operated, or controlled by the USM and its institutions in a fit condition to perform. Reporting to work or working while impaired by drugs or alcohol is a violation of this policy and shall subject the employee or student to the appropriate disciplinary or rehabilitative action."

Please visit the [UMB Substance Abuse Policy](#) and the [USM Policy on a Drug and Alcohol-Free Workplace for Employees](#) for additional information about these policies. In addition, up-to-date information on this law can be found on the [Maryland Cannabis Administration](#) website.

Students who have concerns about their own cannabis use can contact the Student Counseling Center (SCC) at 410-328-8404 and schedule a phone triage to consult with a clinician. Students can also find resources for substance use treatment on the [SCC website under Self-Help Resources](#). For all health-related needs, please contact University of Maryland Campus Health (Student Health) at 667-214-2233 to schedule an appointment. Student Health offers same-day appointments and telehealth appointments for all students Monday through Friday, 7 a.m. to 4:45 p.m.

UMB Scholars for Recovery is a student organization committed to promoting activities and providing resources that promote the health and wellness of students, especially students who are recovering from substance use disorders. If you are interested in learning more or becoming involved, please visit the [UMB Scholars for Recovery website](#).

Students who have questions can contact UMB Student Affairs at 410-706-5433 or umbstudentaffairs@umaryland.edu, or your Student Affairs dean in your school.

B.2. Resolution of Field Education Problems – SSW Resources

For students who experience performance or behavior challenges while in field placements and for all situations NOT involving issues requiring UMB-level intervention, the following procedures will apply:

- 1) Students must notify faculty field liaisons immediately when experiencing concerns with placement/field instructor etc. and report concerns through the last three sections of the monthly report. Students should not rely solely on the monthly report to communicate concerns but should also contact the faculty field liaison directly.
- 2) The student and field instructor will attempt to resolve the problem together. If this is unsuccessful, either one or both will inform the other of their intention to seek additional help and should contact the faculty field liaison immediately by email, text, or telephone.
- 3) The faculty field liaison has the authority and responsibility to mediate the problem and is expected to communicate with both the student and the field instructor within five (5) working days of receiving notification of the problem.
- 4) The faculty field liaison will seek to mediate a resolution that supports the learning process for the student, the ability of the field instructor to provide instruction and the agency to serve its clients.
- 5) It is the expectation that, through mediation, the problem will be resolved, and the field placement maintained. In most situations, the presenting problem may be viewed as an opportunity for the student to learn more about resolving professional conflicts, their own presentation of self, learning style, and interpersonal skills, and as an opportunity to strengthen and support the field education process at the agency.
- 6) If the problem cannot be resolved, the faculty field liaison will notify the appropriate field education coordinator immediately and explore introducing a Performance Improvement Plan (PIP) to help remedy the situation (see section VII.B.5.). The field education coordinator will make a decision regarding the continued viability of the field placement in consultation with the faculty field liaison and notify the student and field instructor in writing.
- 7) Depending on the nature of the problem, the action taken by the SSW may include developing a Performance Improvement Plan (PIP), reassigning the student to another agency, referring the student to the Student Review Committee and/or assigning the student a failing grade for field education (see Student Handbook).

- 8) At any point in the field placement, the field instructor may request immediate removal of the student from the field placement agency. Removal could be related to the student's behavior or performance. A field instructor can request immediate removal of the student should they deem that continuing the student places at risk the quality of services delivered to clients and/or the reputation of the field placement agency. Examples of unprofessional performance can include, but are not limited to a lack of commitment to the values and ethics of the social work profession; exhibiting professional inappropriateness; inability to establish and maintain positive and constructive interpersonal relationships with clients and field instructors; inability to perform professional duties due to personal problems, refusal to accept and follow through on field placement assignments, inability to accept constructive feedback from the field instructor and/or faculty field liaison, attendance problems or failure to communicate with field instructor about schedule difficulties; consistent lateness; inability to meet deadlines or complete work; inability to apply professional skills and knowledge gained through classroom learning to the field experience; violating the NASW Code of Ethics; etc. Failure to meet the requirements of a PIP may also be grounds for removing a student from placement.
- 9) In the event a student withdraws from field during the semester or receives a failing grade, they must repeat field starting the same semester in the next academic year. Days completed during the semester in which the withdrawal occurred are not transferable to a subsequent semester.
- 10) If the student is not in agreement with the decision made by the field education coordinator, the student may appeal the decision to the Director for Field Education by making a written request within five (5) working days.
- 11) The Director for Field Education will review all appeal requests and render a written decision to the student within five (5) working days of receipt of the appeal.
- 12) Consistent with School policy, concerns regarding grading decisions may be referred to the Student Grievance Committee (see Student Handbook).
- 13) If a student is reassigned to a new placement site, a new Learning Agreement must be completed within the first month of placement and the student is responsible for making up missed days accrued during the transition period.

B.2(a). Use of Performance Improvement Plan (PIP) to Address Problems

A Performance Improvement Plan (PIP) is an intervention tool collaboratively developed by a student, field instructor and liaison when remediation is needed to assist a student to pass field and/or meet the standard of practice expected by the SSW and the agency. Students should be part of the process in developing a PIP, however the process is initiated by the field instructor or liaison and does not require student approval.

A PIP includes a description of the presenting issue or concern, which is tied to a related behavior and/or competency and a corresponding task or plan for improvement to address the concern. A timeline or deadline for the completion of task(s) is included in the PIP.

A PIP may be developed to support a student to pass field by identifying specific tasks that must be completed, for example: on-time completion of process recordings. Or a PIP may be developed to support a student to develop and demonstrate specific behaviors at the field site, for example: on-time arrival to field.

Failure to meet the conditions of a PIP may be grounds for removing a student from placement, referral to Student Review Committee (SRC), or a student failing that semester of field. However, in some circumstances a PIP is not appropriate. A field instructor may request the immediate removal of a student from field without the initiation of a PIP. A PIP is not required for a student to be referred to the Student Review Committee or to receive a failing grade.

APPENDIX

A. PERFORMANCE IMPROVEMENT PLAN

Performance Improvement Plan

Student:	<input type="checkbox"/> Foundation <input type="checkbox"/> Advanced		
Field Instructor:	Placement Agency		
Liaison:	Coordinator:		
Presenting Issue	Related Practice Behavior/Competency	Plan for Improvement	Timeline
1.			
2.			
3.			
4.			

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

Student

Date

Field Instructor

Date

Liaison

Date

B. REQUEST FOR AN INCOMPLETE GRADE FORM



525 W. Redwood Street
Baltimore, MD 21201
410 706 7187 | 410 706 2795 FAX

www.ssw.umaryland.edu

Office of Field Education

REQUEST FOR AN INCOMPLETE (I) GRADE

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

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

STUDENT NAME _____

STUDENT ID _____

EMAIL _____

PHONE _____

COURSE NUMBER _____

FIELD INSTRUCTOR/AGENCY _____

FACULTY LIAISON _____

COORDINATOR

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

Deadline: _____

Director of Field Education _____

Date _____

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

C. TIME SHEET - (first three months of field)

**Completed
Field Days**

UMB Office of Field Education Student Time Record

Reminders: Enter (1) for full day, (.5) for half day.

If needed, students may use up to three leave days per academic year document the date of leave days in box C13

Student Name: XXXXX
 Field Instructor: XXXXXX
 E-mail: XXXXXX

Total Days: 6

Enter dates of leave days used 6-Sep

August	Week 1	Week 2	Week 3	Week 4	Week 5
Monday				0.5	
Tuesday					
Wednesday					
Thursday					
Friday		1.0			
Saturday					
Sunday					
Total weekly days	0.0	1.0	0.0	0.5	0.0
Aug. Total: Regular days	1.5				

September	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	1.0				
Tuesday	1.0				
Wednesday	0.5		1.0		
Thursday		1.0			
Friday					
Saturday					
Sunday					
Total weekly days	2.5	1.0	1.0	0.0	0.0
Sep. total: Regular days	4.5				

October	Week 1	Week 2	Week 3	Week 4	Week 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Total weekly days	0.0	0.0	0.0	0.0	0.0
Oct. total: Regular days	0.0				

Field Education Calendar 2023 - 2024 Academic Year

Foundation & Advanced Students on REGULAR Schedule		Advanced Students on EXTENDED Schedule	
8/15 & 8/17	VIRTUAL FIELD ORIENTATION for NEW students (Foundation and Advanced STANDING only)		
8/28	FIELD BEGINS for M/W Foundation Students	8/29	FIELD BEGINS
8/29	FIELD BEGINS for T/TH Foundation Students <u>AND</u> Advanced Students	9/19	Learning Agreement due to Faculty Liaison
9/19	Learning Agreement due to Faculty Liaison	10/5	Monthly Report and Process Recording due
10/5	Monthly Report and Process Recording due	11/5	Monthly Report and Process Recording due
10/20	Field Instructors submit Mid-Semester Assessment	11/10	Field Instructors submit Mid-Semester Assessment
11/5	Monthly Report and Process Recording due	11/23-11/26	THANKSGIVING BREAK - NO FIELD
11/23-11/26	THANKSGIVING BREAK - NO FIELD	12/5	Monthly Report and Process Recording due
12/5	Monthly Report and Process Recording due	12/15	Last Day of Field Education Before Break
12/5	Field Applications Open for 2024-2025 Academic Year	12/18-1/2	WINTER BREAK - NO FIELD
12/8	Field Instructors submit Fall Semester Assessment	1/3	Fall Semester Resumes
12/15	Fall Semester Ends	1/26	Field Instructors submit Fall Semester Assessment
12/18 -1/2	WINTER BREAK - NO FIELD	2/2	Fall Semester Ends
1/3	Spring Semester for Field Education Begins	2/5	Spring Semester for Field Education Begins
1/12	Deadline for Current Students to Submit Advanced Field Applications for 2024-2025 Academic Year	3/5	Monthly Report and Process Recording due
2/5	Monthly Report and Process Recording due	3/18-3/24	SPRING BREAK - NO FIELD
2/21	Field Instructors submit Mid-Semester Assessment	4/5	Monthly Report and Process Recording due
3/5	Monthly Report and Process Recording due	4/29	Field Instructor submits Mid-Semester Assessment
3/18-3/24	SPRING BREAK - NO FIELD	5/5	Monthly Report and Process Recording due
4/5	Monthly Report and Process Recording due	5/27	MEMORIAL DAY- NO FIELD
4/10	Field Instructors submit Spring Assessment	6/5	Monthly Report due
4/12	Field Ends for Advanced Students	7/5	Monthly Report due
4/15	Field Ends for Foundation Students	7/10	Field Instructors submit Spring Semester Assessment
		7/25	Field ends for extended students

