



SCHOOL OF SOCIAL WORK  
FIELD MANUAL





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1. Student should address their concern directly to the field instructor or task supervisor of concern as soon as possible.
2. If the student does not believe they can have a conversation to express their concern(s), the student is to contact the faculty field liaison immediately. One example of a situation where the student should not approach the field instructor (or task supervisor) directly would be if that person were sexually harassing the student.
3. If the situation cannot be resolved or there are concerns that need to be brought to the Field Coordinator, the faculty field liaison contacts the Field Coordinator. If the student does not believe their concerns have been addressed through the previous two steps, the student can contact the Field Coordinator to schedule a meeting.
4. The Field Coordinator, in consultation with the faculty field liaison and the School of Social Work Administrative Team or the Field Committee, determines a resolution to the identified concern(s).
5. The student must follow the steps outlined above. If at any point the resolution is not satisfactory, the student should initiate the next step in the above process. After all the above options have been exhausted, the student may contact the Director of Social Work if they believe the resolution to be unsatisfactory.





All students enrolled in the field education program at Radford University are required to carry personal liability insurance in the amount of \$1 million/\$3 million.

For liability insurance resources, please visit the School of Social Work website, (under Field Program). Students are responsible to



The student must contact his/her advisor to initiate the process and to review required

address continued participation in the social work program. As outlined on the Cover Sheet for Employment Based Proposal, the proposal must be completed at each stage in order to move on to the next stage in the process.

Proposal should contain:

- a. Justification and description of the proposed placement with the learning objectives. Students must provide a description of the proposed field placement responsibilities and how they demonstrate the achievement of the learning objectives.
- b. Provide a current job description and the name of the current supervisor.
- c. Provide field placement job description and the name of approved Field Instructor
- d. Letter of approval from an agency executive responsible for human resource decisions. Should contain the following:
  - i. Agency executive in charge of human resource decisions and the
  - ii. Current supervisor must provide the field office with written documentation approving the employment-based field placement.

Field Committee will review the proposal and provide the student with a written decision within 30 days.

Students in the field practicum program are placed in human service agencies under public or private auspices. Either an agency or the Radford University School of Social Work may initiate the procedures designating an agency as a field instruction site. The Field Coordinator and the agency executive negotiate a working agreement based on the criteria stated below. If the Field





## Field Orientation

A mandatory orientation for all MSW students, Field Instructors, Task Supervisors, and Faculty Field Liaisons is scheduled prior to the start of the semester or at the start of the semester. The purpose of this orientation is to educate the student and agency on the policy and procedures of the field education program. Roles and responsibilities, along with policy guidelines and ethical decision making will also be discussed to better assimilate the student to the culture of the social work profession.

## Student

A LiveText membership is required of students enrolled in a field practicum and corresponding seminar class as part of the professional education curriculum of the social work program. The field internship experience requires the use of LiveText for submitting evaluations and other documentation. The learning agreement and signed midterm evaluations should be uploaded to the LiveText account. If a student will be interning in an approved employment-based internship, the proposal and job descriptions should also be uploaded to the LiveText account.

It is the responsibility of the Faculty of the School of Social Work to communicate and monitor standards of professional and ethical behavior. Students will, at all times, be familiar with and adhere to the Waldron College Standards of Professional Practice Education, the National Association of Social Workers' Code of Ethics and the policies of Radford University and the School of Social Work. Failure to adhere to these standards will result in a student being denied entry into the field component of the MSW program or in dismissal from the MSW program, as described under "Retention in the MSW Program" in the *MSW Student Handbook*.

While the Field Coordinator, the Field Instructor (and Task Supervisor, if applicable) and the Faculty Field Liaison work to provide a quality field instruction experience for students, the student is expected to fulfill a number of responsibilities. In addition to the requirements described above under "Placement Process", these responsibilities also include responsibilities related to the agency experience.

Once the student begins the field placement, the student

1. Reviews any policies and procedures related to personal work while accruing internship hours. Students must receive permission from field instructor/task supervisor anytime the student will engage in personal work (academic work, social

7. Notifies the agency Field Instructor or designee if the student must be absent from the field placement;
8. Completes all written assignments satisfactorily;
9. Participates in the field placement seminars held at the University;
10. Prepares for and constructively uses supervisory conferences; and
11. Arranges with the agency field instructor for the termination or orderly transfer of cases or projects before leaving the agency.

8. Provide a minimum of one hour of one-to-one or group supervision per week,
9. Consult with the Faculty Field Liaison a minimum of three times per semester,
10. Engage in telephone consultation when necessary,
11. Provide an orientation for field students,
12. Attend field instruction seminars at the University (CEU's offered)
13. Provide input into the ongoing development of the School's curriculum and program,
14. Complete required paperwork in a timely manner.

### Task Supervisor (if applicable)

1. Abide by NASW Code of Ethics and support the Waldron College Standards of Professional Practice and the Radford University Standards of Student Conduct.
2. Cannot be a current student in the School of Social Work of Radford University.
3. In consultation with Field Instructor, monitor the student's learning experience, ensuring that the experience is educational in nature,
4. Participate in carrying out the educational objectives of the field instruction curriculum,
5. Consult in the development of the learning agreement.
6. In consultation with field instructor, provide a range of appropriate practice experiences aimed at the student's professional growth,
7. In consultation with Field Instructor, consult with the Faculty Field Liaison a minimum of three times per semester,
8. Engage in telephone consultation when necessary,
9. Provide an orientation for field students,
10. Attend field instruction seminars at the University (CEU's offered)
11. Provide input into the ongoing development of the School's curriculum and program,
12. Complete required paperwork in a timely manner.

### Agency

1. Interview a prospective field student and accepts or rejects a student.

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The two-semester generalist field practicum and supporting seminar provides a forum in which students apply the knowledge, skills, and values acquired from the generalist curriculum to direct and macro practice. The concepts and theories of the generalist perspective are applied. An emphasis is placed on assessment and practice grounded in theory. The ecological and person-in-environment theoretical frameworks provide a basis for entering into practice. Social construction and empowerment theories help focus client interaction toward the use of practice methods which respect "client" decision making. Practice is based on ethical decision making, valuing and respecting diversity, working toward the dismantling of oppression, and establishing social and economic justice.

The focus is placed on assessment/analysis of client needs, client-worker relationships, professional values and ethics, service delivery issues, agency/organizational dynamics, and social work supervision. Practice at the micro, mezzo, and macro levels are incorporated and the application of the multiple practice methods introduced in SOWK 631 & 632 is encouraged. This is a practicum experience that utilizes a face-to-face seminar as the method of instruction.

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The two-semester specialization practicum and supporting seminar provides a forum in which the knowledge, skills, and values acquired from the specialization curriculum are applied. The concepts and theories of clinical social work are applied. The skills and knowledge taught in SOWK 783 and 784 are applied through multiple environments and across the micro, mezzo, and macro levels. Service delivery issues, agency/organizational dynamics, and practice skills are emphasized. This is a practicum experience that utilizes a face-to-face seminar as the method of instruction. The knowledge and skills for direct and macro practice with diverse populations are developed and applied, emphasizing the dismantling of oppression and applying methods which work toward social and economic justice for populations at risk. The seminar supports the exploration of ethical decision making.

The learning agreement is a written plan that describes an individualized learning experience that is consistent with student interests and needs, school objectives, and agency resources. The learning agreement structures the student time in the agency and outlines responsibilities in the practicum. It is a three-way agreement that involves the student, the Field Instructor and if applicable, the Task Supervisor (who suggests opportunities), and the Faculty Field Liaison (who approves the quality and quantity of objectives and opportunities). When writing the learning





