



**Master of Social Work
Field Education Manual
2023-2024**

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Master of Social Work - Field Education Manual

2023-2024

I. Introduction

King University offers a fully online Master of Social Work (MSW) degree designed to prepare students for graduate-level social work practice. The program is currently moving through the accreditation process with the Council on Social Work Education (CSWE), which is recognized as the national accrediting agency for social work education by the Council for Higher Education Accreditation (CHEA).

Applications for admission into the King University Master of Social Work Program are evaluated individually with consideration given to academic ability and preparation, interests and potential as indicated by school records, test results, recommendations, and personal statements of plans and goals. All applications receive consideration for admission without regard to race, color, ethnic or national origin, gender, gender identity or expression, age, creed, ability, political ideology or affiliation, sexual orientation or expression, class, culture, immigration status, religion, or any other protected identity.

This field education manual presents information about the King University Master of Social Work Program and the vital component of field education, which is the signature pedagogy of the profession. It includes a description of the MSW curriculum, its goals and objectives, requirements, and course content. In addition, the manual presents the role of field learning in Social Work student education and assessment and clarifies the roles and responsibilities of those involved. Field education is crucial for both developing and assessing student competence as master-level social workers and is mandated by the CSWE. Students who fail to complete the prescribed field practicum hours will not graduate.

Upon completion of the prescribed curriculum students will be able to demonstrate advanced competency through the mastery of the theories, methods, techniques, and values of the social work profession as prescribed by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). King University's Master of Social Work Program is in Candidacy for Accreditation by CSWE and thus able to award the MSW degree.

This manual is prepared as a guide for the graduate social work field program. The objectives of this manual are to:

1. Aid in orienting students, agency field supervisors, and new field faculty liaisons to the structure and process of the field program.

2. Outline the policies and procedures that govern the field program, and define the roles of field director, field faculty liaison, agency contact, agency field supervisor, agency task supervisor, and the social work student intern.
3. Explain the responsibilities and expectations designed to provide an educationally oriented field internship for master's level social work students in both foundational generalist and advanced social work practice.

The current *King University Graduate Catalog* and the *MSW Student Handbook* should be consulted for additional and relevant information.

The faculty of the King University Social Work Program appreciates the commitment of area professionals to the continued advancement of the Social Work profession in our region and beyond.

Sean St. Jean, PhD, MSW
Director of MSW Field Education/Assistant Professor

MSW Program Mission Statement

The mission of King University's Master of Social Work program is to prepare thoughtful, resourceful, and responsible advanced-level social work practitioners for far-reaching service and leadership. This mission is achieved through a commitment to the values and ethics of the Social Work profession, and a focus on service and justice for vulnerable and oppressed populations in the context of a Christian academic community.

King University Mission Statement

We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

We accomplish this through excellent teaching, high expectations, worthwhile examples, and fidelity to our Presbyterian heritage. Our mission is the same for all campuses and sites; for online learning; and for all programs, curricular and extracurricular, graduate, and undergraduate (www.king.edu).

Vision Statement

We aim to be the preeminent small to medium-sized Christian university in the Upper South, with a reputation earned there and beyond as a school serious about its Christian commitment, focused on student success, dedicated to academic excellence, and successful in producing graduates who excel wherever they live, work, and serve (www.king.edu).

The missions of both the University and the Master of Social Work Program complement each other well, in that the University strives to educate future professionals who excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. Intertwining these mission statements with the projected outcomes for Social Work graduates in an online format, provides a broader cross-section of students from locations far and wide to have the ability to gain skills in critical thinking, creativity, oral and written communication, and cultural appreciation, while being sensitive to the needs of working adult students. This knowledge and these skills are essential to the education of a “competent, ethical Social Work professional” who must have the ability to make critical decisions, develop unique interventions appropriate to the individual situation, communicate effectively on all levels, and understand and appreciate the vastness of human diversity.

The core Social Work values are explicit in both mission statements in embracing cultural appreciation, public service, and social justice for all. Implied in the term, “competent Social Work professional” embodies one with both knowledge and ability, thoughtful, resourceful, and responsible; thus, the Social Work program properly prepares students to become competent through knowledge in scientific inquiry, strong ethics, and integrity, as well as empathy regarding others. The Social Work curriculum validates this endeavoring for well-rounded, competent Social Work Professionals. A holistic approach to educating the individual is provided.

The focus is not only on pedagogy of intellectual knowledge, but the inclusion of spiritual, psychological, social, aesthetic, and professional development that encompasses the full bio-psycho-social-spiritual aspects of the human being. In the education process of a Social Work student, the Social Work program considers the nurturing of the whole person a vital component in the academic milieu and acknowledges this contribution toward the development of interpersonal skills, as well as the leadership abilities necessary to engage in professional practice. The delivery of the pedagogy (online) does not change the focus.

Our mission statement is consistent with the profession’s purpose and values as outlined in the Council of Social Work Education’s (CSWE) Educational Policies and Standards (EPAS) (CSWE, 2015) and National Association of Social Workers (NASW) Code of Ethics (NASW, 2021).

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE, 2015 p. 1).

The Master’s program is built on the values, knowledge, and skills that undergird the purpose of the social work profession. Competent practitioners are being prepared at advanced levels of practice to serve and to lead as social work professionals who are intent on promoting human and community wellbeing.

Goals of King MSW Program

The MSW program goals flow directly from its mission. The program:

1. Prepares students for generalist and advanced-level social work practice.
2. Develops graduates for far-reaching service and leadership who are thoughtful, responsible, and resourceful.
3. Integrates social work knowledge, values, and skills in a holistic curriculum within the context of a Christian academic community.
4. Promotes service and justice for vulnerable and oppressed populations.
5. Instills an attitude of curiosity and critical inquiry for life-long learning.

Accreditation

King University's MSW program is currently in "Candidacy" for accreditation by the Council on Social Work Education's Commission on Accreditation. Candidacy for a Master of Social Work program by the Council on Social Work Education's Commission on Accreditation indicates that it submitted an application that was reviewed for Candidacy and approved. A program that has attained Candidacy has been reviewed by the Commission on Accreditation and been verified to be in compliance with the Educational Policy and Accreditation Standards.

Students who enter the program while it is still in Candidacy will be retroactively recognized as attending an Accredited program once Accreditation is achieved (expected Spring, 2024). The Candidacy Process is typically a three-year process and there is no guarantee that a program in Candidacy will eventually attain Initial Accreditation. Candidacy by the Council on Social Work Education's Commission on Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

II. MSW Program Curriculum

Curriculum Conceptualization

The King University's Master of Social Work Program builds its curriculum from an assumption of a solid liberal arts foundation that is designed to facilitate the acquisition and integration of knowledge, skills and abilities, and values and ethics to form a foundation for lifelong learning.

The intent of the MSW formal curriculum design for generalist practice is to build a coherent and integrated curriculum for both classroom and field. This lays the foundation for the specialized practice curriculum of Clinical Advocacy.

The foundational curriculum was developed based upon the CSWE 2015 EPAS with a focus on the 9 core competencies and the thirty-one (31) corresponding behaviors at the generalist practice level. The King University MSW Program has added a tenth competency that focuses on spirituality and religion with five (5) corresponding behaviors at the generalist practice level. There are a total of thirty-six practice behaviors listed under 10 core competencies for the generalist practice year of the MSW program. There is a total of nine (9) required courses for the foundational year and ten (10) second year courses for the standard 2-year MSW program (See Table). The standard two-year MSW program consists of between 57-60 semester credit hours. Foundational year courses focus on specific identified competencies and practice behaviors and integrate content that provides the foundation for the advanced practice specialization in Clinical Advocacy.

The Curriculum

The King University Social Work Program presents the knowledge, values, and skills of the professional foundation through a variety of instructional methods such as lectures, screen-casts, video-conferencing, Canvas and class discussions, small group discussions, student oral presentations, professor modeling, guest speakers, readings, visual aids, webinars, value clarification exercises, ethical dilemma assignments, role plays, case analyses, films/videos, videotaping, group projects, simulations, and field trips, etc.

The MSW Program at King is a writing-intensive program with adherence to the APA style, which seeks to develop students' effective communication skills, particularly writing literacy. This program uses a series of techniques ranging from testing methods that require written or essay responses to case scenarios, vignettes, and real-life applications, to oral and written presentation projects, requiring students to provide empirical evidence or thoughtfully constructed arguments to support their conclusions. Effective and proper communication through writing lends credence to our students as professionals.

To further develop professional writing skills, the MSW Program stipulates requirements for students' email communications. In the MSW Program, professional correspondence is the expectation and not the exception. Each syllabus in the program contains written instructions regarding how students are to address faculty and administrators professionally and how to compose a professional email.

Students who graduate with the MSW degree have knowledge, values, and skills that can be utilized with systems of various sizes and in various types of agencies and institutions as entry level generalist Social Workers.

Foundational Two-Year Program

Semester	Course	Hours	Course Title
1-FALL	SOWK 5001	3	History & Philosophy of Social Work
	SOWK 5002	3	Human Behavior in the Social Environment I
	SOWK 5004	3	Practice I
	SOWK 5005	3	Practice II
2-SPRING	SOWK 5003	3	Human Behavior in the Social Environment II
	SOWK 5007	3	Research
	SOWK 5006	3	Practice III
	SOWK 5008	3	Foundational Field Education I
3-SUMMER	SOWK 5009C	3	Psychopathology & Assessment
	SOWK 5011D	3	Foundational Field Education II
	SOWK 5020A	3	Motivational Interviewing
	SOWK 5010B	3	Organizational Context of Social Work Practice
4-FALL	SOWK 5013	3	Clinical Advocacy with Individuals
	SOWK 5016	3	Clinical Advocacy with Groups and Families
	SOWK 5014	3	Trauma and Addiction
	SOWK 5015	3	Advanced Practice Field I
5-SPRING	SOWK 5012	3	Clinical Advocacy in Underserved Areas
	SOWK 5017	3	Evaluation and Resource Development
	SOWK 5018	3	Advanced Practice Field II
	SOWK 5990	0	Comprehensive Assessment
	SOWK 5019	3	Supplementary Advanced Field Education*
TOTAL:	57-60		

*As needed for state-specific field credit hour requirement.

Clinical Advocacy Specialization

In addition to contributing to the education and professional preparation of social workers the King University MSW Clinical Advocacy Specialization is specifically designed to contribute to both the capacity of individuals to satisfy their own needs and achieve their own wants but also to contribute to the universe of social resources critical for individual well-being. This specialization is virtually unique among MSW programs in the United States in that it is designed to prepare social workers for agency-based interpersonal practice in underserved areas on behalf of people with relatively few helping resources readily available to them. While it emphasizes clinically-informed case management as a primary practice modality (with direct provision of mental health services as an option when appropriate), it also recognizes the role social workers have in identifying resource gaps and inadequacies, this with the goal of going beyond simply direct practice by also emphasizing the importance of advocating for and developing resources critical to improve individual social functioning. It is designed to do so by providing students with the knowledge and skills necessary for resource and program development within under-resourced areas.

The Clinical Advocacy specialization includes specific content/courses offered in the Advanced Year of the MSW program and designed to enable the King University MSW graduate to identify resource/service gaps and inadequacies, develop achievable plans for the provision of essential resources through program revision, new program development and/or the creation of new organizations and then act on these preliminary steps toward the goal of creating access to (new or expanded) resources for people who need them. Central to the ability to make such planning “achievable” are the skills critical to acquiring necessary resources, especially funding. The curriculum as planned provides specific training in grantsmanship, fund-raising and other approaches to acquiring capital necessary for the structural elements of long-term and permanent advocacy.

Council on Social Work Education (CSWE) Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies listed below are used to operationalize the curriculum and assessment methods.

Competency 1: Demonstrate ethical and professional behavior.

Competency 2: Engage diversity and difference in practice.

Competency 3: Advance human rights and social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice.

Competency 5: Engage in Policy Practice

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

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

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

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

The following link: <http://www.cswe.org/File.aspx?id=13780> can be accessed for a full description and explanation of the CSWE Core Competencies

The Master of Social Work program at King University has added Competency 10 to reflect more clearly the mission and goals specific to King University.

Competency 10: Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice

III. Field Education Program and Curriculum

The Nature of Field Education

Field Education is a central part of the academic preparation for master's level social work. Its role in the curriculum provides the vital agency-based learning experience of participation in professional practice. The structure and curriculum of our field education program adhere to the 2015 Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE).

To maximize the direct integration of social work theory and knowledge into the practical skills and practice of social work, our field internships extend throughout two fifteen-week semesters and are concurrent with academic coursework. Agency based field experience is designed to provide student interns with the opportunity to develop professional social work competence and to engage in professional tasks that complement and reinforce classroom learning. This purpose is reinforced in faculty-led integrative field seminars that each student attends weekly to reflect on the intersection of course work and agency field experience.

Field Education sites are social service agencies; federal, state, county and non-profit; that work in close collaboration with the Master of Social Work Program to plan learning opportunities. These provide individual students with ongoing training, supervision, and professional engagement that reflect the educational mission and goals of the Master of Social Work Program and serve the service mission of the partnering agencies. Our affiliated agencies represent the broad range of social work practice in the Tennessee, Virginia, and surrounding regions. Agency affiliations also include more distant areas across the nation when these best suit the needs and professional goals of individual students.

The King University Master of Social Work Field Education Program is rooted in a relational approach and values the strengths, resources, and skills that all participants bring to the experience.

The Goals of Field Education

The goals of field education are derived from the Master of Social Work Program Mission. Field Education provides students with supervised practice experience within the context of service. Through field internships, the Master of Social Work program prepares students to:

1. Practice in advanced areas of specialization (Clinical Advocacy) that build upon a generalist practice foundation and a commitment to professional social work values.
2. Practice with diverse individuals, families, communities and organizations to promote wellbeing and social justice.
3. Evaluate research and apply evidence-based knowledge, skills and interventions.

4. Practice with competence and autonomy that is guided by an identity grounded in professional values and ethics and a commitment to ongoing learning and development.
5. Possess a balanced commitment to holistic care for self and others.

Field Education Curriculum Structure and Purpose

The field curriculum and classroom academic curriculum are considered a whole, as they are designed to complement, inform, and strengthen each other. Theory and practice skills learned through course assignments, class discussion, and simulation are applied to the agency practice setting. Students within the program, and the many agency field supervisors who offer to guest lecture in our classes, bring current examples and experiences from agency program and intervention to the classroom setting.

Foundational and Advanced Year academic and field curricula are thus informed by the following factors:

1. Awareness of clients and their needs
2. Contexts of social work practice
3. Structure and program of partnering service organizations
4. Students as unique participants in learning
5. The knowledge and practice of the agency field supervisors

The purpose of the Field Education Curriculum is to graduate advanced social work practitioners who have studied, critically reflected, learned, and practiced in both academic and agency-based field settings, and who demonstrate an advanced level of competence as described through the EPAS 2015 Competencies. We recognize individual students differ in terms of work and life experience, educational background, vocational interests, learning styles, and pace of development; and that social work practice is varied across practice settings and service populations. Nevertheless, there is a unified manner of understanding and approach that can be identified by the performance criteria expressed through the holistic requirements of the EPAS 2015 Competencies.

The Purpose of Field Internships

In accordance with the 2015 Educational Policy and Accreditation Standards (EPAS) and the Master of Social Work Program's mission, agency-based MSW internships are intended to:

- Develop students' commitment to the professional values and ethical standards of social work.
- Provide foundational year students with a generalist view of social work in agency-based practice in both micro and macro spheres, and the opportunity to engage in advanced direct or community practice during the Advanced year.

- Help students identify best practice and apply theory to work with individuals, families, groups and communities, in program development, administration and evaluation.
- Provide experiences that help students appreciate the impact of diversity of culture, ethnicity, class, and circumstances and the importance of a trauma-informed understanding.
- Provide students with opportunities to participate in holistic assessment and engage diverse client populations.
- Increase student awareness of the challenges to social service posed by economic, political, environmental and organizational pressures, and help them learn to work with systems and oppose injustice.

Placement Process for Social Work Student Interns

Placements are coordinated through the Social Work Field Education Program. Students may not contact agencies independently to arrange a placement. When a student is aware of a particular agency that might meet their needs that does not have a current affiliation with the school, the student should provide the Field Director the information of the agency and a contact person. In turn, the MSW Field Director will explore the viability of the new placement site and make a determination as to whether the agency is able to provide a comprehensive educational experience.

The following process outlined below is individualized and collaborative. While this process is initially time intensive, it is an effective way to provide a relationship focused foundation and smooth transition for the student's social work field internship. It is respectful of the agencies time and professionalism, which the Master of Social Work Program holds in the highest regard.

Internship Levels

The **Foundational internship** (450 hours) is a generalist practice placement for those in their first year of the two-year MSW program and will provide each student, regardless of setting/population, with foundational skills that are transferable from one setting to another.

The **Advanced internship** (600 hours) is an advanced level placement for those in the advanced standing MSW program or in the second year of the two-year foundational MSW program. This internship will provide each Advanced Year student with the opportunity to expand their understanding and develop practice skills to the level of an MSW practitioner.

Placement Steps

1. Upon acceptance into the MSW program, the student will receive a registration link to the intern placement tracking system, Tevera, and then complete the registration steps.

2. The student will complete an Application to Field Internship, sign a Release of Information for the Master of Social Work Program, agree to the NASW Code of Ethics, and submit their resume to field director on Tevera. The student will also make their top three agency selections based on the Tevera database. They may also propose an internship site that is not in the Tevera database.
3. The field director will review the field application and accompanying documents.
4. The field director and student will meet to discuss and determine the most suitable internship setting for the student to pursue.
5. The field director will forward application materials to suitable field agencies one at a time.
6. The agency contact will review the application materials and respond to field director with feedback related to the goodness of fit of the student and the agency.
7. If the agency contact is receptive to an interview, the student will coordinate a time to visit the agency, learn about the internship placement, and discuss its suitability for the student, as well as the student's goals, previous experiences, and qualifications.
8. The student should also form a solid understanding of the agency mission, the internship role, expectations, and requirements such as availability, screenings, and pre-internship training/orientation.
9. Upon completion of the visit, the student and the agency contact will independently contact the field director to indicate whether each party wishes to pursue an internship relationship.
10. If both the student and the agency wish to pursue a placement, the placement will be confirmed.
11. The student will review and sign the Agency Affiliation Agreement- Attachment A and return it to the field director.
12. If either the student or the agency does not accept the student or placement the field director will reach out to the next prospective agencies on the list, one at a time, until an acceptable match is found.

Timeline for Student Placements

Once students commit to joining the MSW program the field process begins immediately. This process can take 3-4 weeks, or more, depending on student and agency availability.

Some individual partnering agencies may only be available at certain times of the year due to agency timelines related to student internships. The Field Director works collaboratively with these agencies to place students according to agency timelines and requirements.

Students may volunteer, attend trainings, or attend agency events prior to the official start date of their internship experience. These hours and roles may not fall under a learning agreement and are not credited towards the required semester hours of internship for the student without prior approval. Approval may be granted in cases when mandatory training is only available prior to the academic year. The student is acting as an individual separate from the Master of Social Work Program during any time at the agency outside of the school semester and while

engaging in activities with the agency or agency personnel not delineated on the learning agreement.

Admission Criteria for the MSW Field Education Program

A student's readiness for field placement is determined through the student's MSW Program and Field application process for both the Advanced internship and the Foundational internship placements. The Field Director in conjunction with other relevant faculty will assess each student's readiness for field placement. In addition, each agency sets expectations for an intern and through an interview determines their suitability.

For the Advanced internship placement, the student's evaluation for the Foundational internship placement will also be factored into the determination of the student's readiness for field placement.

A student must show readiness for field placement in the following areas:

- Academic performance
- Capacity to meet the physical demands of the internship
- Communication Skills
- Emotional stability and maturity
- Interpersonal Skills
- Past and/or Current Legal Issues
- Professional Behavior (including communication skills, conduct, performance, use of technology, self-awareness, and self-control)

Criminal Convictions Policy

King University's Master of Social Work Program holds a commitment to both protecting the public as well as honoring student self-determination. This includes ensuring that individuals deemed to pose a threat to social service clients and vulnerable populations are prevented from doing harm to those individuals and groups. At the same time, the Master of Social Work Program does not necessarily consider the presence of a criminal record to be an adequate measure of a person's capacity to practice social work at a master's level. The school strives to embody the values of inclusion and social justice which includes admitting students with a criminal history.

Students with criminal convictions should be aware that these may compromise the school's ability to place the student in an internship. Many internship sites will not accept interns with a criminal record. This may in turn impact a student's ability to graduate from the MSW program. A criminal conviction may also impact a student's ability to find work within the field of social work as well in obtaining licensure (for example an LCSW).

Background Check

King University requires that all students who participate in an internship undergo a background check prior to beginning their practicum. King University will only accept background checks completed through the University Security Office. Students should follow these procedures:

- The form to complete for your background check can be accessed through your King Student Portal. Once you are logged in to your Student Portal, click on or copy and paste the link below into your web browser's address bar. Complete and submit the form. Once the Security Office receives the completed form, someone from the Security Office will contact you to schedule your appointment to be fingerprinted.
- Use this link to complete your background check: <https://my.king.edu/DocumentManagementSystem/Upload?docid=46> Note: To avoid technical issues, please use any major web browser (e.g., Firefox, Google Chrome).
- If you have any questions, please contact the Office of Security on the Bristol campus in Parks Hall or at 423-340-4333 or at 423-652-4307.
- Complete the required forms AT LEAST 45 days before placement is expected to begin. (For a spring internship, it would be best to do this in November of the preceding fall semester.)
- Pay the \$65.00 fee (billed to your student account).
- Provide the appropriate identification or documentation required.

Please note: if the criminal background check reveals a criminal history, the University cannot guarantee a placement or subsequent employment.

Students must notify the MSW Director of Field Education or the Program Coordinator of any criminal arrests/convictions while enrolled in the Social Work program.

Malpractice Liability Insurance

In order to protect students from potential liability issues while working in field placements, students are required to purchase malpractice liability insurance in the minimum amount \$2 million/\$5 million aggregate, unless higher limits are specified from the field agency. This coverage must be maintained for the duration of the student's field internship. Students are responsible for the cost of this insurance. Students must provide verification of the purchase of this insurance coverage to the Director of MSW Field Education in the semester prior to the start of the final field internship. Some recommendations for purchasing coverage follows:

The National Association of Social Workers (NASW) - <http://socialworkers.org/>

The following links provide additional information:

<http://www.naswassurance.org/malpractice/student-liability-individuals/>

(Link to information regarding student insurance from NASW)

<https://naswinsure.com/home/NBLanding> (link to application for insurance)

HPSO (Healthcare Providers Service Organization)

<http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description?refID=WL445i>

American Professional:

<http://www.americanprofessional.com/covered-professions/social-workersno-association-membership-or-dues/>

Field Internship Student Time Commitment Requirements

Foundational MSW Program (2-year)	
Foundational Internship	16 hours per week
	15 weeks per semester (minus Spring/Summer Recess)
	225 hours per semester, 2 semesters (Spring/Summer)
	450 hours per academic year
Advanced Internship	21.5 hours per week (approx.)
	15 weeks per semester (minus Thanksgiving/Spring Recess)
	300 hours per semester, 2 semesters (Fall/Spring)
	600 hours per academic year
	1050 total field hours
Advanced Standing MSW Program (1-year)	
Advanced Internship	21.5 hours per week (approx.)
	15 weeks per semester (minus Thanksgiving/Spring Recess)
	300 hours per term, 2 semesters (Fall/Spring)
	600 total field hours

All Internships

- All students are encouraged to leave two full days open per week for internship commitments. Lunch breaks are not included in field hours, but 15-minute breaks are.
- Weekly, 2-hour Integrative Field Seminars contribute to total internship hours

- KU Academic Calendar and Agency Setting set Holiday schedules. Internship hours are to be completed on alternative days(s) when a holiday is observed on a scheduled internship day or completed off-site in a pre-arranged assignment.

Expectations for the Internship Experience

With the understanding that each internship placement and relationship between the student and agency personnel is unique, it is the goal of the MSW program to provide these universal experiences for students while they serve as interns at their assigned agencies. The Field Faculty Liaisons are available to discuss with students and agency personnel how these different experiences can be incorporated into each placement.

Foundational Internship

- Agency orientation and introduction to agency policies and procedures
- Focus on professional development
- Development of interviewing skills
- Practice skills development with individuals, families, and groups
- Interaction with agencies, organizations, and community activities
- Opportunities to work with diverse groups of individuals (focused on different dimensions of diversity) different from the social work student intern.
- Opportunity to develop documentation skills according to agency's policies and procedures

Advanced Internship

- Agency orientation and introduction to agency policies and procedures
- Opportunities to navigate ethical dilemmas
- Introduction and training of evidence-based practices used and implemented by the agency
- Opportunities to develop advanced assessment, intervention, and evaluation skills
- Development of advanced practice experiences with individuals, families, groups, and communities
- Opportunities to be involved with evaluation methods of agency programs and practices, government policy and advocacy
- Professional development in areas related to agency mission, goals, and service focus
- Leadership development and opportunities for training

Practice Behaviors for Core Competencies

The knowledge, theoretical foundations, values and ethics, and practice skills of students are developed through classroom and internship curriculum in the 10 areas of competence upon which the MSW program is built. Students' learning experiences and growth are enhanced and

formed through the unique experiences that students receive from their place of internship. The following list provides information regarding practice behaviors to be developed in each area of competency within the agency setting. These competencies and practice behaviors form the scaffolding for the internship plan (Learning Agreement) and intern assessment (Semester Final Evaluation).

All Internships will follow the 2015 competencies and performance descriptors identified in the *Field Placement/Practicum Assessment Instrument (EPAS 2015)* (Christensen, et al., 2015).

2015 CSWE Competencies

Competency 1: Demonstrate Ethical and Professional Behaviors

- a. Intern makes ethical decisions by applying professional standards (i.e., the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context
- b. Intern demonstrates professional demeanor in behavior
- c. Intern demonstrates professional demeanor in appearance
- d. Intern demonstrates professional demeanor in oral communication
- e. Intern demonstrates professional demeanor in written communication
- f. Intern demonstrates professional demeanor in electronic communication
- g. Intern uses technology ethically and appropriately to facilitate practice outcomes
- h. Intern uses supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- a. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level
- b. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level
- c. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level
- d. Intern presents themselves as learners to clients and constituencies
- e. Intern engages clients and constituencies as experts of their own experiences
- f. Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- a. Intern applies their understanding of social justice to advocate for human rights at the individual and system levels
- b. Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels
- c. Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels
- d. Intern engages in practices that advance social justice
- e. Intern engages in practices that advance economic justice

- f. Intern engages in practices that advance environmental justice

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

- a. Intern uses theory to inform scientific inquiry and research
- b. Intern uses practice experience to inform scientific inquiry and research
- c. Intern applies critical thinking to engage in analysis of quantitative research methods and research findings
- d. Intern applies critical thinking to engage in analysis of qualitative research methods and research findings
- e. Intern uses and translates research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- a. Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b. Intern assesses how social welfare and economic policies impact the delivery of and access to social services
- c. Intern applies critical thinking to analyze policies that advance human rights and social and economic and environmental justice
- d. Intern applies critical thinking to formulate policies that advance human rights and social and economic and environmental justice
- e. Intern applies critical thinking to advocate for policies that advance human rights and social and economic and environmental justice

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

- a. Intern applies knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- b. Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

- a. Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- b. Intern applies knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
- c. Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d. Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- a. Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- b. Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c. Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- d. Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
- e. Intern facilitates effective transitions and endings that advance mutually agreed-on goals

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

- a. Intern selects and uses appropriate methods for evaluation of outcomes
- b. Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c. Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes
- d. Intern applies findings to improve practice effectiveness at the micro level
- e. Intern applies findings to improve practice effectiveness at the mezzo level
- f. Intern applies findings to improve practice effectiveness at the macro level

The Master of Social Work Program has added Competency 10 to reflect more clearly the mission and goals specific to King University.

Competency 10: Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice

- a. Intern demonstrates knowledge about the role of spirituality and religion in social work practice;
- b. Intern is able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities;
- c. Intern is attentive to ways others (e.g., clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns; and
- d. Intern understands and follow guidelines for appropriate integration of faith and practice in agency contexts.

Integrative Field Seminars

Students participating in field internships are enrolled in corresponding field seminars (SOWK 5008/5011/5015/5018). These classes meet weekly during the academic year for two hours and are taught by Field Faculty who also serve as field liaisons between the social work program and the agency. Seminars meet various days (generally evening sessions) online. The

overall purpose of the seminars is to assist students in the integration of their agency-based fieldwork with the academic coursework. They assist the social work student in developing a professional identity, promote self-awareness and encourage resource sharing and collaborative problem solving.

Students participate in seminars based on an attempt to create a diverse representation of social work experience. Students remain in the same seminar throughout the entire academic year and the Field Faculty Liaison is engaged with the students over the course of two semesters.

The interactive field seminar enables students to actively participate and contribute to the development of their peers and their own development as professional social workers. In order for students to be prepared for discussion, required or recommended readings are posted in the syllabus and on Canvas, and are connected with the intended topic for each seminar session. Extensive papers and exams are not required. Instead, students are required to prepare presentations and field-based process recordings, and to keep a reflective journal throughout the year.

Tevera

King University's MSW program uses internship tracking software called Tevera to assist in the facilitation of student field placements and to retain historical field placement information. This web-based internship database system allows students to research and identify internship opportunities with affiliated agencies. Once an internship is confirmed, Tevera provides a paperless environment that is easily accessible for completing forms and monitoring student progress. Agency Field Supervisors and Field Faculty Liaisons are able to access this information to assist in monitoring placements. User information is password protected. The only individuals who may view student information after a student has been confirmed for an internship are the Field Director, the Agency Field Supervisor, and the Field Faculty Liaison.

IV. Roles and Responsibilities of Field Education Personnel

Collaboration in Field Education

Field agencies, students, and the graduate social work field program all have important responsibilities and are vital to the collaborative nature of the field education curriculum. To formalize and emphasize the collaboration, an affiliation is formed between the university and agency partners to mutually support the professional development of social work students in agency-based field internships. A plan for developing social work skills in all areas of professional competence that meets the specific needs of the student and serves the agency mission to clients is designed by the student, the field agency and our social work field education program. Supportive and engaged professional relationships are crucial for successful outcomes in field education. The field program is designed to bring students, agency field supervisors, task supervisors, and field faculty liaisons together for learning and reflection.

Director of MSW Field Education

- Serves as an administrator over the MSW field education program.
- Oversees and maintains the MSW field internship program within the Master of Social Work Program at King University.
- Assists the Field Faculty Liaisons, Agency Field Supervisors, and students in meeting the educational objectives of the MSW field curriculum.
- Identifies, develops, and evaluates appropriate MSW and BSW field practicum sites in collaboration with the BSW Field Director.
- Develops and monitors placement forms (i.e., agency agreements, student learning agreements, student and agency evaluations).
- Collaborates with the BSW Field Director to oversee Field Faculty Liaisons and Agency Field Supervisors.
- Monitors Field Faculty Liaison's qualifications, credentials, and training.
- Provides appropriate training and supervision of Agency Field Supervisors.
- Collaborates with the MSW Program Coordinator to ensure integration of field and classroom theory and practice.
- Designs and updates the field education curriculum.
- Evaluates outcomes of the field education program.

Field Faculty Liaison

- Advise students in planning for their field internship, identifying goals and objectives, and creating the Learning Agreement.
- Monitor student work and development through site visits to the agency each semester (An initial site visit and a final site visit are required. Additional site visits may be made as needed.)

- Consult with Agency Field Supervisors to develop supervisory skills and integration of course material.
- Assist agencies and students in problem solving and remediation of any difficulties that may arise.
- Advocate for the student in the agency.
- Assist the Agency Field Supervisors and students with evaluation.
- Provide weekly field seminars for students and provide group supervision reinforcing social work values, ethics, and professional competencies.
- Assist student integration of course work and theoretical concepts with student experience in the agency.
- Provide relevant information to the MSW Field Director and the field education advisory sub-committee.
- Encourage student development in a manner consistent with the *NASW Code of Ethics*.
- Evaluate student progress in the field and assign semester field internship course grades.

Field Agency

- The agency administration should be aware of the need to provide time for the agency field supervisor to fulfill internship related activities such as weekly supervision, site visits, and meetings.
- The agency should be able to provide interactions with service users, assignments consistent with the social work program's curriculum, opportunities to attend staff meetings, in-service trainings, and other activities that provide professional development. Foundational and Advanced internships should include substantial client and/or community contact, whether on a short-term or long-term basis.
- A student's time in placement should be focused on educational experiences and professional development and dedicated to working with and on behalf of individuals, groups, families, or communities.
- The agency is responsible for making an accommodation to provide students with workspace and access to necessary materials and resources.
- Agencies providing student placements are expected to be committed to viewing students as learners and to recognize that the workload and expectations are not that of employees.
- Agencies provide orientation to agency policies and safety procedures.
- Agency mission and context are respected, and limitations caused by space, staffing, or budgetary circumstances are understood. Learning assignments of students should not impede or hamper the agency's everyday functioning.
- Agencies need to inform the social work field education program of the following changes: address, telephone, or email contact information; absence of the agency field supervisor from the agency for more than one week, student absence for more than two days, significant program or agency changes that affect the internship.

- Agencies are expected to adhere to the NASW Code of Ethics and to have written policies and be in compliance with those policies regarding sexual harassment, affirmative action, non-discrimination and ADA.

Agency Contact

- Meets with MSW Field Director to explore and plan an agency field experience for interns.
- May assist students in their field internships according to their professional role (e.g., volunteer coordinator, agency or program director).
- Works with the Agency Field Supervisor to provide an appropriate internship experience for students.
- Provides assistance with projects students need to complete for academic credit (i.e., copies of policies on confidentiality, a mission statement, objectives, organizational chart).
- May contribute information to the Agency Field Supervisor regarding students' completion of learning objectives for the evaluations.
- May attend training through the Master of Social Work Program.
- Works with appropriate agency personnel to complete and return the Affiliation Agreement to King University.
- Identifies and chooses the agency field supervisor and agency task supervisor for each school year to work with King University Master of Social Work Program interns.

Agency Field Supervisor

Social work field supervisors play an important role in the shaping of a student's learning experience, growth, and development as a professional social worker. Agency field supervisors are chosen by the agency contact and are designated to the role in collaboration with the MSW Field Director. Agency field supervisors must meet the following criteria in compliance with CSWE Accreditation Standards:

1. A minimum of 2 years post-master's experience in area of practice related to student's internship role.
2. Education:
 - a. Preferred: Holds a MSW degree from an accredited school of social work.
 - b. Accepted: Professionals with a master's degree in a related field such as Psychology, Counseling, Marriage and Family Therapy, Human Development, Education, Master of Divinity, and Criminal Justice.
 - i. In this instance the Master of Social Work Program at King University is required by the CSWE to provide students with a perspective of professional social work. This requirement is met through weekly group supervision provided in the Integrative Field Seminar (required for all MSW students) by a Field Faculty

Liaison with an MSW. Agencies may also provide MSW support from contracted or volunteer MSW professionals.

- ii. Resources are available for agency field supervisors from the Master of Social Work Program Field Director to support integration of the social work perspective, theories, practice, values and ethics.
 - iii. A rationale for the exception must be specified on student learning agreement.
- Submits a CV and completes Master of Social Work Program short questionnaire, Agency Field Supervisor Survey and returns it to Master of Social Work Program Field Director.
 - Coordinates student internship placement and experience.
 - Identifies and utilizes task supervisors to oversee specific aspects, roles, and responsibilities of the student intern's work.
 - Serves as a professional role model for the student.
 - Establishes a Learning Agreement with the student and the field faculty liaison.
 - Collaborates with the student to complete Mid-Semester Evaluation and Final Evaluation. Collaborates with Task supervisors to receive and incorporate feedback based on observation and experience with the student.
 - Communicates first with the field faculty liaison and secondly the Field Director in a timely manner about students when questions or concerns arise.
 - Attends training opportunities relevant and supportive to supervisory role.
 - Provides the student with appropriate learning experiences in the agency.
 - Provides formal supervision as appropriate to the student's learning style and need for a minimum of one hour per week throughout each 15-week term.
 - Contacts the MSW Field Director when changes occur in the field agency that affects the student or field program requirements.
 - Teaches and models specific and general areas of knowledge and skill.
 - Provides a stimulus for the student's systematic and reflective thinking about social work theory and practice and serves as a source of feedback and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learning and developing social work intern.
 - Relates not only to the specific practice models of their agency but teaches other practice models and broader concepts. Moves from the specific case to general professional experience and relates to the theories underpinning practice.
 - Encourages the student to think critically, to draw upon the professional evidence base, and to use and test the various areas of the academic curriculum.
 - Sets clear goals with student and fosters a systematic progression of learning related to the student's individual learning needs.
 - Completes end of year evaluation of Field Program to assist Field Director in program improvement.

Agency Task Supervisor

- Identified by Agency Field Supervisor to train and supervise student intern in individual and specific tasks and areas of learning and development. These should be specific to the task supervisor's role and responsibility at the agency.
- Provides feedback to student related to student's work in assigned area. Engages in discussion centered on student's growth and development as a professional social worker.
- Observes student's work and provides feedback, correction and reflective discussion of supervised and observed tasks.
- Provides supportive instruction in area, program, and role of expertise to support the student intern in learning through specific tasks, projects, or assignments as directed by Agency Field Supervisor.
- Supports and responds to the day-to-day tasks of assigned student intern projects or tasks and collaborates with Agency Field Supervisor to provide feedback and evaluation to the student on the assigned projects and tasks.
- Communicates regularly with Agency Field Supervisor regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Provides feedback and input to the mid-semester evaluation and the final evaluation.
- Attends Master of Social Work Program Field Training opportunities if able.

MSW Student Intern

- Fulfills agency responsibilities as agreed upon with the Agency Field Supervisor and Field Faculty Liaison as specified in the Learning Agreement.
- Reads and reviews the Affiliation Agreement for Agency, signs Attachment A and returns to Field Director on Tevera.
- Completes class assignments and attends the weekly field seminar as scheduled.
- Completes assigned readings and participates in trainings from the Agency Field Supervisor.
- Maintains confidentiality of the client according to agency policy and adheres to all agency policies.
- Participates in appropriate meetings including supervision as scheduled.
- Is punctual in attendance and professional in dress and demeanor.
- Contacts the Agency Field Supervisor as soon as possible when illness or emergency requires absence.
- Collaborates with Agency Field Supervisor and Task Supervisor to complete Learning Agreements, Mid-semester Evaluations, and Semester Final Evaluations.
- Communicates and consults with the Agency Field Supervisor regarding any questions or concerns that arise.
- Gives conscientious attention to social work values, ethics, and principles.
- Provides honest reflection of agency experiences and professional and personal growth.
- Provides feedback to the agency and field education program by completing an evaluation at the end of the internship.

V. Process for Developing School-Agency Partnerships

Step 1: Initial Contact

Contact between an agency and the MSW Field Director occurs by phone or email to discuss the possibility of a partnership. The MSW Field Director or the agency can initiate this contact.

Prospective field agencies are identified in several ways. An agency representative may contact the school to request students. Current agency field supervisors, field faculty liaisons, and students, in the course of their academic and service work, often provide the MSW Field Director with contacts to possible placements.

Topics for initial contact discussion:

- Agency mission and programs
- Availability of an Agency Field Supervisor
- Agency pre-field requirements, trainings, qualification of applicants, opportunities, and expectations
- Master of Social Work Program MSW Program and Internship Program Mission, approach to internships, time frame, and expectations.

Step 2: Scheduling a Meeting

A virtual meeting is scheduled for the MSW Field Director with the Agency Contact and other agency personnel interested in partnership.

- MSW Field Director emails Agency Application to Provide Internship and Master of Social Work Program Information to Agency Contact.
- MSW Field Director provides information to Agency Contact to access MSW Field Manual as an electronic resource.
- Agency Contact develops an Internship Description, registers for Tevera, and completes the Agency Application to Provide Internship on Tevera that outlines the student role and identifies an Agency Field Supervisor.

Step 3: On-site Meeting (Virtual)

A virtual on-site meeting is held and attended by MSW Field Director, Agency Contact, and interested agency personnel. The goal of this meeting is for information sharing and planning between the Master of Social Work Program and the Agency.

The MSW Field Director will share about:

- Environment and structure of the Master of Social Work program, mission, goals, internship program, and requirements
- Student population, coursework, and preparation
- Affiliation Agreement between King University and the agency

The Agency will share about:

- The environment and structure of the agency
- Populations served
- Programs for student involvement
- Agency mission and goals
- Theoretical approach and Evidence-based Practice modalities
- Internship vision

Other areas discussed:

- Supervision
- How the agency's work helps to inform Master of Social Work Program Curriculum
- Scheduling and time commitment of student and agency personnel
- Orientation and training for student
- Screening and application procedure for the student
- Clarification of agency process and timeframe for acceptance of interns
- Professional development opportunities for Agency Field Supervisor, Social Work CEU's and library access

A King University Affiliation Agreement will be given to the Agency Contact for Administrative personnel's review, approval, and signature.

Step 4: Affiliation Agreement

The Affiliation Agreement is an agreement between the agency and King University. The Affiliation Agreement is "auto-renewing" each year and is not specific to students or programs within the agency.

1. Agency returns a signed Affiliation Agreement to MSW Field Office by email or a hard copy by mail.
2. MSW Field Director submits Affiliation Agreement to King University's Chief Financial Officer (CFO) for review, approval, and signature.
3. Process for the completion of the Affiliation Agreement acceptable to both parties will be conducted through the Administrative Personnel of the agency and the CFO of King University.
4. If an agency requires the use of an agency-generated Affiliation Agreement, King University will work with agency to accommodate this documentation.

Step 5: Confirmation of Partnership

A partnership between the agency and Master of Social Work Program is confirmed and the agency is now considered a placement site for an MSW student intern (please see Section III “Placement Steps” for the student internship placement process).

Criteria for Agency Field Sites

Following is a list of criteria for field internship sites:

1. Non-profit status. Private practices are not utilized.
2. Function/mission of the agency
3. Mission and service delivery consistent with social work values.
4. Qualified staff available to provide field instruction. Agency Field Supervisors, with some exceptions, have an MSW degree and are experienced in the practice area and services for which they will supervise the student.
5. Available for an online orientation meeting facilitated by the social work program field faculty liaisons.
 - a. Topics covered include field requirements and documentation, social work curriculum and field related academic assignments, reflective journals and process recording.
 - b. If an agency field supervisor does not have prior experience in providing MSW field instruction, the social work program will provide training in structuring the placement, training and task assignment, supervision, reflective feedback, and evaluation.

Training for Agency Personnel

At the start of, or prior to, each academic year, the Field Director will offer online trainings for individuals and small groups of Agency Field Supervisors who are new to the King University MSW Field Education Program. Existing Agency Field Supervisors are welcome to attend as they wish or feel necessary.

With deep respect and acknowledgement of all supervisors’ experience, all agency field supervisors are encouraged to attend trainings as a refresher and to generate new strategies for supervision and instructing interns. First-time agency field supervisors are required to attend the training.

The Agency Field Supervisor Training will cover the following areas:

- Orientation to the MSW Field Education Program
- Academic Requirement for students
- Collaborative Evaluation of Student Process

- MSW Supervision requirements and supportive resources
- Overview of program paperwork, Tevera, and process recordings
- Review of relevant syllabus
- Resource list for Agency Field Supervisors
- Process of welcoming and orienting student to an agency

The MSW Field Director will offer trainings for Agency Field Supervisors in small group or individualized settings focused on developing and supporting the Agency Field Supervisors and cover topics including:

1. Basics for Getting Started
 - a. Social Work Education
 - b. Social Work Field Internship Structure and Coordination
2. Documentation and Tevera
 - a. Learning Agreement
 - b. Weekly Logs
 - c. Supervision Logs
 - d. Process Recordings
3. The Weekly Supervision Hour
4. Evaluation
 - a. Ongoing reflection
 - b. Mid-Semester Evaluation
 - c. End of Semester Evaluation

VI. The Internship Experience

Timeline for Student Internship

Foundational internships take place in the Spring and Summer semesters.
Advanced internships take place in the Fall and Spring semesters.

Fall Semester:

In the Fall Semester, King University is closed on Labor Day, during a one-day fall break in mid-October, and during the week of Thanksgiving. Students are not required to complete internship hours during the week of Thanksgiving. Attendance at internships is required during all other weeks.

Spring Semester:

In the Spring Semester, King University is closed on Martin Luther King Jr. Day in January, for one week of Spring Recess in March, and for the Good Friday holiday. Students are not required to complete internship hours during the week of Spring Recess. Attendance at internship is required during all other weeks.

Summer Semester:

In the Summer Semester, King University is closed on Memorial Day and during Summer Recess in early July. Students are not required to complete internship hours during the week of Summer Recess.

Semester Timeline

All internships begin in the week corresponding to the first day of the semester

Weeks 2-3 Student Intern and Agency Field Supervisor complete Learning Agreement on Tevera

Weeks 3-4 Field Faculty Liaison completes initial virtual field visit

Weeks 7-8 Student Intern and Agency Field Supervisor complete Mid-Semester Evaluation on Tevera

Weeks 14-15 Student Intern and Agency Field Supervisor complete Semester Final Evaluation on Tevera (prior to final site visit by Field Faculty Liaison)

Weeks 14-15 Field Faculty Liaison completes final virtual field visit

Assignment Timeline

- Weekly logs should be signed by Student Intern and Agency Field Supervisor on a weekly basis and submitted on a monthly basis on Tevera.
- The student should fill out MSW Supervision logs weekly. Supervision logs are then signed by the student and Agency Field Supervisor and submitted on a monthly basis on Tevera.

- Reflective journals are completed weekly and submitted to Field Faculty Liaison via Canvas. Journals may also be shared with the agency field supervisor when helpful to supervision.
- Process Recordings and Case Reviews are completed and submitted in accordance with due dates on course syllabi.

Learning Agreement

In order to structure and focus a student intern's learning experience, the student intern and the Agency Field Supervisor work together in the initial weeks of a student's internship to create a Learning Agreement. The Learning Agreement is structured around the 9 areas of competency identified by the CSWE and the 1 area of competency specific to the King University Master of Social Work Program. Practice behaviors for each area of competency are identified in the Learning Agreement.

The student intern and Agency Field Supervisor work together to identify learning tasks, roles, trainings, and opportunities according to the areas of competency and practice behaviors. Once the Learning Agreement is completed on Tevera with designated learning tasks and experiences it is reviewed before the first site visit by the Field Faculty. After discussion at the site visit, it is approved and signed. The student and Agency Field Supervisor are encouraged to utilize the Learning Agreement throughout the internship in order to focus the student's learning experience.

The Learning Agreement and can be updated after the first semester of the student internship. The Student, Agency Field Supervisor, and Field Faculty Liaison revisit the Learning Agreement for the student's mid-semester evaluation and final evaluation each semester. At the start of the student's second semester, the Learning Agreement is updated to reflect the continuing and additional learning goals of that semester.

Initial Field Faculty Liaison Site Visit

A plan is made for the faculty liaison to virtually visit the agency site in the first few weeks of the placement to review and establish the learning agreement, support the student's orientation into their agency role, and assist as needed. Task supervisors are also encouraged to attend this online meeting along with agency field supervisors.

The Field Faculty Liaison and Agency Field Supervisor remain in contact throughout the year and all ongoing inquiries about the student and the social work program are channeled through the Field Faculty Liaison. A second virtual site visit is scheduled at the end of the semester to review the final evaluation. Other visits can be scheduled upon request if needed.

Weekly Hour Logs

Students are required to complete weekly hour logs to document their field internship hours. The weekly log should be signed by the Agency Field Supervisor during weekly supervision on Tevera. An Agency Field Supervisor may request the student to provide copies of these weekly hour logs.

MSW Supervision

Students meet with their Agency Field Supervisor at a weekly scheduled time for a minimum of one hour. This can be individual or group supervision as determined by the agency procedures. This time should be prioritized and interruptions avoided.

Students are required to submit monthly MSW supervision logs on Tevera to the Field Faculty Liaison on assigned due dates (one time per month). Agency Field Supervisors sign the logs on Tevera.

During the student's placement at the agency, the agency field supervisor should be accessible to the student for brief periods outside scheduled supervision time, but this may not take the place of the individual field supervision hour. The time given by the agency field supervisor for coordination of the internship (e.g., selecting assignments, reading student's records, or planning for students) should be outside of individual supervision time.

Supervision sessions should be scheduled in advance. Both student and agency field supervisor should come prepared. The session time is focused on the student's thinking and understanding, ethical dilemmas the student perceives or encounters, planning for future actions by the student, and other areas of student growth and experience. Progress in competencies and practice behaviors should be regularly reflected upon and ways of enhancing development discussed and rehearsed.

The student should be able to connect learning experiences at the internship with theory, practice, assessment and evaluation skills, and the NASW Code of Ethics within supervision sessions. The agency field supervisor's teaching should be focused on specific situations and tied to appropriate principles and concepts in order to help the student integrate theory and practice.

Critique should be given constructively in the manner of on-going feedback and in the amount that the student can assimilate. The focus should be kept on the case material so the student may understand the relevancy of the feedback and not personalize it. Thus, the agency field supervisor may suggest better use of self in the helping process and strengthen the student's professional self-confidence. In this way the students will be helped to develop a professional self and feel free to look at their own attitudes and feelings that affect their work.

Students may have difficulty understanding and accepting themselves as a social worker, and the agency field supervisor is supportive in the forming of this professional identification.

Agency Field Supervisors are encouraged to contact the Field Faculty Liaison when clarification is needed about a student request for input or learning opportunities related to course requirements. Course syllabi can be made available as a resource for agency field supervisors. It is not the responsibility of the agency field supervisor to assist a student in course assignments nor are students to work on course assignments during internship hours.

Process Recordings

Students are required, as an integrative seminar assignment, to complete two process recordings each semester related to their internship experience. Students should use the Master of Social Work Program's Process Recording Form (Available on Canvas) for these assignments. Students are required to review completed Process Recordings with their Agency Field Supervisor for feedback during a supervision session prior to submitting the assignment to the Field Faculty Liaison.

Reflective Journals

Students complete weekly reflective journals on King University's Canvas system and submit them for review, commentary, and discussion with their field seminar student colleagues and field faculty liaison. Students are required to uphold confidentiality of client information in reflective journals and in discussions with their student colleagues and field faculty liaison.

Mid-Semester Evaluation

Midway through each semester, the agency field supervisor and the student engage in a joint assessment of the student's work and of the supervision process so far. This occurs on Tevera.

This evaluation is one of the first steps in ensuring that the student and the agency field supervisor are working in tandem to achieve the learning goals previously identified by both in the Learning Agreement. The mid-semester evaluation sets the stage for the end of semester evaluation since learning needs as well as emerging strengths can be noted. Early identification of any problem area gives the agency field supervisor and student the opportunity to devise a plan of action to correct the situation. Even if direct intervention from the field faculty liaison is not needed at this time, the agency field supervisor should alert the faculty liaison to any serious problems that have been discussed. At this time, areas of concern may be addressed in a Remediation Plan (form can be found on Tevera), designed to specify a plan for necessary improvement in competency areas.

Observation of Student Intern by Agency Field Supervisor or Task Supervisor

Growth and development of the student as a professional social worker comes from direct observation of the student at work. Agency field supervision and task supervisors are encouraged to observe the student intern on a consistent basis in order to provide direct and helpful feedback to the student.

Semester Final Evaluation

Field Evaluation forms are completed digitally using Tevera (an online placement tracking system) at the culmination of each term. The agency field supervisor and student review the term's work in light of the Learning Agreement tasks and collaboratively discuss and complete the evaluation. Input is also sought from task supervisors who have been involved in the training and observation of agency-based work.

Students are evaluated on a scale across practice behaviors that demonstrate social work competencies. This collaborative evaluation gives the student and the agency field supervisor an opportunity to review the student's progress towards learning goals and the development of the student as a professional social worker. The rating scale is as follows:

- Exceeds expectations for competence**
- Meets expectations for competence**
- Approaches expectations for competence**
- Does not meet expectations for competence**
- No opportunity to observe**

Students are expected by the end of the spring semester of the Advanced internship to be evaluated as "meets expectations for competence" in all 10 areas of competency. In Foundational interns, Practice Behaviors (PBs) are evaluated. In Advanced interns, Advanced Practice Behaviors (APBs) are evaluated. Electronic copies of the Final Field Evaluations are retained by the department in the student academic file. Once the student and agency field supervision complete the Semester Final Evaluation, it is reviewed during the final site visit and submitted with signatures to the field faculty liaison.

Student Evaluation of Field Education Program

At the end of each internship, the student will complete an evaluation of the field agency and their experience within the placement on Tevera. This information is collected in order to present feedback to the agency and inform future students about the placement and student experiences. Students are encouraged to share the evaluation with the agency field supervisor for collaborative feedback and discussion around the student's experience within the field agency.

Agency Field Supervisor Evaluation of the Field Education Program

At the end of each internship year the agency field supervisor will complete an evaluation of the MSW Field Program. This evaluation feedback is submitted to the Field Director on Tevera and will be used to inform procedures, policy and curriculum and to strengthen the MSW Field Program.

Final Site Visit

At the end of each semester the field faculty liaison will conduct an on-site visit. The student and Agency Field Supervisor both are required to be present at the final field visit.

During this time the field faculty liaison meets with the student and agency field supervisor to review the student's progress towards learning goals, the observation of the student, and the final evaluation. The student and the field faculty liaison are given time to reflect and share about the experience and internship. The student, field faculty liaison, and agency field supervisor discuss areas for future growth and development of the student, strengths of the student, and any ongoing concerns regarding the student's professionalism, skills, and understanding of the social work profession. At the end of the first semester these areas should be addressed in an updated Learning Agreement to guide the second semester. After this visit the agency field supervisor signs the final evaluation.

VII. Evaluation and Feedback Process

Evaluation is an important part of the educational process and should be ongoing throughout the year. Comprehensive written evaluations are done twice yearly, shortly before the end of each semester. These formal evaluations enable the school and the student to see how well the student is applying social work knowledge, values, and principles to practice and the level of competency achieved in each of eleven areas. They provide the opportunity for both the agency field supervisor and student to reflect on the student's skill development and on the supervisory process. It provides useful feedback to the student. The evaluation form can also serve as a planning tool for future areas of focus and development for the student. This competency-based evaluation guides the agency field supervisor in making relevant assignments and monitoring the student's work. The end of semester evaluations assesses the student's performance on ten core competencies, thresholds for professional practice, established by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS).

Throughout the course of the semester reflective feedback and evaluation are an ongoing activity within the internship. Written evaluations consist of: Mid-semester evaluation, semester final evaluation, program evaluations, and final site visit. The program emphasizes the importance of evaluation and feedback to inform the field internship and field program.

Assignment of Field Internship Grades

Each semester of the field Internship (SOWK 5008, 5011, 5015, 5018) is a term-long course and is assigned a letter grade by the field faculty liaison who has served as the student's integrative field seminar instructor and liaison between King University and the student's agency. 50% of the grade is based on successful completion of the agency-based field internship, and 50% of the grade is based on attendance, participation, and academic assignments associated with the seminar. Specific grading criteria are listed in the course syllabi.

Any event disruptive to the field internship prior to completion of the semester will result either in an extension of the placement or withdrawal from the field course for that year, with the expectation that the field seminar course the student is enrolled in (SOWK 5008, 5011, 5015, or 5018) will be repeated in its entirety the following year. Examples of such events that disrupt the flow of fieldwork include, but are not limited to, pregnancy, illness, and personal difficulties.

If a student does not complete the field course, receives a semester grade below a "B", or chooses to withdraw, the course must be retaken. The completed field hours cannot be transferred when the course is retaken.

VIII. Field Education Policies and Procedures

Student Criteria for Acceptance into the Field Program

1. The student is accepted by the MSW Admissions Committee into the MSW Program at King University and meets all acceptance standards and criteria.
2. The student completes Student Field Application on Tevera. They also review and sign an agreement to uphold the confidentiality policy and procedures, the NASW Code of Ethics, and a Release of Information on Tevera.
3. The student's Field Application is reviewed and approved by the Field Director.

Field Internship at Place of Employment

Students may be able, if desired, to complete a field internship requirement at the social service agency where they are employed. Students interested in this option must indicate this preference on the field application. They are asked to speak first to the director of their agency, or agency department, to gain approval for this request. The Field Director will then discuss with the agency its ability to meet the requirements as a field internship site for graduate social work students.

In order to be approved as work/internship placement the following considerations must be met:

- Students must have been employed by the agency for at least six months prior to the start date of field internship.
- Students must have a learning experience new and different from their work responsibilities for the hours spent in their field internship.
- The agency field supervisor must meet the qualifications outlined in this manual and must have practice experience related to the internship tasks.
- The prospective agency field supervisor must have taken or be able to participate in the Agency Field Supervisor Orientation and Training. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment. Though training and activities assigned as part of the student's employment will also promote professional development.

After the Field Director meets with the agency contact ensuring that these requirements can be met, a one-year Internship at Place of Employment Agreement form is completed on Tevera and an Affiliation Agreement signed. If an agency where the student is employed is large enough to accommodate a second year of internship with a change of assignment and agency field supervisor, a new request can be made.

Avoidance of Dual Roles and Conflicts of Interest

The *NASW Code of Ethics* emphasizes the need to avoid conflicts of interest that may potentially interfere with the exercise of professional discretion and impartial judgment. In accordance with this directive, the Master of Social Work Program reserves the right to deny permission for a student to intern at an agency where issues of dual roles or other conflicts may be problematic. This may include not allowing students to enter an internship agreement where they or a close family member or friend currently or has previously received services, or where a close family member or friend is employed. Large agency settings with multiple programs may be considered appropriate on a case-by-case basis.

Hours, Holidays, Absences

Foundational internships require a minimum of 450 hours (225 for each semester) and Advanced internships require a minimum of 600 hours (300 per semester). Every week, students are expected to be present at their field placement for 16 hours (Foundational Year) or 21.5 hours (Advanced Year) and for the full 15 weeks of each semester (Aside from Thanksgiving week, Spring Recess, and Summer Recess). Lunch hour is not included in the computation of internship hours. Hours are to be tracked, signed, and submitted to field faculty liaison on a weekly basis.

In the Advanced Year, two hours per week can be off-site engaged in research, preparation for client work or on-line documentation entry. Two hours per week are credited as well by attendance at the integrative seminar on campus. These activities must be listed on the weekly log and appear in the learning agreement.

At all times, students should communicate to the agency field supervisor the need to be absent from their internship as soon as possible. A plan to make-up missed hours should be constructed between the student and the agency field supervisor. Students should also inform field faculty liaison of the plan to compensate for missed hours due to absences.

Official school holidays and breaks when a student is excused from field placement are listed in the academic calendar available on the King University website, (<https://www.king.edu/wp-content/uploads/2019/10/academic-calendar.pdf>) Students are not credited with fieldwork hours for official holiday breaks (these breaks are not calculated into the required minimum hours) unless this time has been established as part of the internship schedule and the student agrees to be present at the agency.

Guidelines for Personal Safety

The agency should provide security to students in the same measure as provided to employees. Policies and procedures should be established to protect students from violence in the workplace, harassment, or situations with potential danger. Agencies are expected to provide a

specific orientation to agency policies and procedures regarding risk assessment and management. This includes orienting students to procedures they should follow for their own safety within the agency, and outside the agency while performing the duties of their field placement (such as home visits). Generally, students should not be at agency offices alone. When at the agency, students should always have access to an emergency phone.

Home visits are an important part of social work and should be included when appropriate. The agency and student need to make provisions for safety. The agency needs to make provisions for safety in high-risk areas, for example, providing students with cell phones or escorts.

In the event of an emergency during the placement the agency field supervisor and field faculty liaison should be notified. The MSW field director should be notified if the field faculty liaison is unavailable.

Student Travel for Field Internship

Students who drive must have a valid driver's license and automobile insurance. It is customary for field agencies to reimburse students for travel expenses or to provide use of a staff vehicle when travel is part of the required fieldwork assignment. However, some agencies do not reimburse for mileage. It is therefore important for prospective interns to discuss this matter with their agency in advance of placement.

Students are prohibited from transporting agency clients at any time in their own vehicles unless the agency covers the student under its insurance and assumes full liability in case of an accident while transporting a client. Documentation of this insurance must be on file with the Master of Social Work Program Field Education Program prior to the student providing transportation of clients in the student's personal vehicle.

Student Identification

Students should always identify themselves to clients and staff in their placement agencies as "social work interns." If agency protocol requires student interns to have identification badges it should be arranged that these be issued during the students' first week of internship placement. Students are required to follow agency protocol in wearing identification badges.

Statement of Nondiscrimination

All students who meet the minimum requirements for admission to the Social Work Program at King University as stated in the application for admission are invited to apply to the Field Education Program. No student will be denied admission on the basis of race, color, national or ethnic origin, gender, age, marital or veteran status, disability, religion, political affiliation or sexual orientation. All students are expected to be in compliance with the standards set forth in the University Standards of Conduct.

In addition, it is the policy of King University that all employees and students work in an environment where the dignity of each individual is respected. Harassment due to race, color, national or ethnic origin, gender, age, sexual orientation, marital status, religion, citizenship status, political affiliation, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state, or federal law is prohibited. Such harassing behavior should be avoided because conduct appearing to be welcomed or tolerated by one employee or student may be very offensive to another employee or student. Inquiries about the University Nondiscrimination and Diversity Policy may be directed to the University Department of Human Resources.

Professional Conduct Policy

Students in the MSW Program are required to adhere to the following expectations, which are associated with the ability to become effective social work practitioners. Students in the Master of Social Work Field Education Program are expected to:

1. Maintain a grade of "B" within their field seminar classes.
2. Demonstrate honesty and integrity by
 - a. Being truthful about background, experiences, and qualifications
 - b. Completing one's own work as original work for each assignment (no plagiarism)
3. Demonstrate behavior consistent with the NASW Code of Ethics, King University's Student Handbook, and established laws both on and off campus.
4. Demonstrate behavior consistent with professional standards of care in agency settings, to include reporting to agencies on time, professionally dressed as appropriate for agency setting and standards, and ready to provide service to the organization and its clients.
5. Demonstrate responsibility with regard to field obligations in the areas of timeliness, attendance, completion of assignments, respectful and participatory classroom conduct, and responsiveness to faculty recommendations for development of professionalism, academic performance, and skill improvement.
6. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University staff, Field Agency personnel, and clients. Students should use appropriate channels for resolving conflicts at the university and agency settings.
7. Refrain from attending field classes or agency settings under the influence of alcohol or other mood-altering substances, except where a licensed physician deems medication necessary, prescribes it, and it is taken at the prescribed dosage.
8. Exhibit behavior that demonstrates respect for and avoids discrimination against any person, group, or class on the basis of age, class, color, disability, ethnicity, gender, marital status, national origin, race, religion, and/or sexual orientation.
9. Demonstrate clear, appropriate, and culturally sensitive boundaries. Refrain from sexually harassing others; making verbal or physical threats; becoming involved in sexual relations with clients, supervisors, or faculty; abusing others in physical,

emotional, verbal, or sexual ways; or participating in dual relationships where conflicts of interest may exist.

Students will read these expectations, sign the Professional Expectations for Social Work Students (on Tevera), and submit to their field faculty liaison on Tevera. Violation of these expectations may result in a remediation plan, dismissal from the agency, and/or dismissal from the social work program. Dismissal from an agency for unethical behavior or violation of agency policy may result in a failing grade in field.

Confidentiality

Students are required to follow the standards and guidelines within the NASW Code of Ethics with regard to confidentiality. Social work student interns should recognize their role as a possible mandatory reporter and follow the guidelines and requirements of this role, which vary from state to state.

Students are also required to follow agency confidentiality guidelines and relay these to clients per agency protocol and procedures. Students are responsible for learning and understanding agency confidentiality and professional behavior policies during their orientation to the agency/internship. Students should review and sign any agency confidentiality form(s) during their orientation to the agency/internship.

Social Media and Confidentiality

Students are required and expected to refrain from the use of any social media to report, comment, or distribute any information related to their internship placement, role, responsibilities, colleagues, or clients. Confidentiality of the agency, its personnel, and the clients it serves should be respected and upheld at all times.

Transfer of Credits Upon Acceptance to the MSW Program

A student wishing to transfer courses from other institutions for credit may request that completed master-level course work be considered for transfer. A maximum of six (6) semester credit hours may be transferred in. To be considered for transfer credit, a course must have been taken for master-level credit and must carry a grade of B or better. Courses considered for transfer credit must be from a CSWE-accredited college or university program.

Credit for internship/field/practicum courses and courses graded as pass/fail are not eligible for transfer. College Level Exam Program (CLEP), life experience, and other similar types of Prior Learning Assessment will not be considered for transfer. To request transfer credit, the student must submit a Petition for Transfer Credit through their student portal. Students must upload a syllabus for each course under review. The petition and syllabi are reviewed by Master of Social

Work program faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified so that the transfer credit can be applied accordingly.

Termination with Clients

Clients with whom a student works while in a field placement are clients of the agency, and not the student. Students must terminate appropriately with all clients at the end of the year's field placement.

Disruptions to Placements Based on Agency Challenges

If a circumstance occurs that prevents an agency from fulfilling the requirements for an internship, the field faculty liaison will meet with the agency to discuss whether supportive assistance or a change of placement is required. Examples might be the illness or departure of the agency field supervisor or the cancelling of a program essential to the internship.

Reasons for a change of placement may include, but are not limited to, problems with the site's ability to provide a sound educational environment, problems with the student's progress within the learning environment, or a conduct-related termination of a student from the field placement that does not involve serious violations in agency policy or Code of Ethics.

In the event of a student continuing in the field internship course, a solution will be sought that supports the appropriate learning context for the student. A student will receive a to-date evaluation and be able to apply the accrued hours to a new placement setting.

Field Incidents or Concerns

When a student, agency field supervisor, or field faculty liaison brings an incident or concern to the attention of the Field Director, the Field Director will document the incident and coordinate follow up as needed.

Internship Remediation Plan

In an instance when a student intern needs to develop strength and proficiency in an identified area(s) due to not meeting agency or MSW program expectations within the internship setting and role (See Professional Conduct Policy), an Internship Remediation Plan (in Tevera) will be constructed in collaboration with the student, agency field supervisor, and field faculty liaison. This document should be completed and utilized when an elevated concern related to a student's area of competence (as identified by the CSWE or King University Master of Social Work Program) is present.

Prior to the utilization of this form, the area of concern should be addressed in supervision by the agency field supervisor, in the classroom, or in an individual meeting with the student's

field faculty liaison. Students should be empowered to be active within the process in order to support their understanding of the concern and the growth needed in the area of competency.

The goals and/or requirements for change and development in professional behavior and skill should be written in a measurable and time specific format. The Remediation Plan should be signed by the student, the agency field supervisor, field faculty liaison, and MSW Field Director. The original copy should be submitted to the field director by the field faculty liaison. The student, agency field supervisor, and field faculty liaison should retain copies of the plan.

The Remediation Plan should be reviewed at the date determined at the initial development and signing of the remediation plan to ensure follow-up and feedback occur in a timely manner. It is assumed that the goals and/or required changes/development described in the remediation plan will persist to the end of the internship.

Unsatisfactory completion of the Remediation Plan by the student may result in a failing grade for the internship.