

**WURZWEILER SCHOOL OF**  
**SOCIAL WORK**

**YESHIVA UNIVERSITY**

**MSW Online Field Education Policy Manual**

**2018 - 2019**

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

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## **SECTION I:**

### **SCHOOL MISSION, OBJECTIVES, OUTCOMES, CURRICULUM, AND STUDENT'S ATTAINMENT OF COMPETENCIES**

#### **MISSION STATEMENT**

Wurzweiler School of Social Work was conceived of the belief that there was a need for a school of social work dedicated to a dual purpose—excellence of social work practice in both the Jewish Communal Service Field and in the wider world of social services. Historically and currently, the school's mission has adhered to a distinct set of values—excellence of teaching and learning, cultural competence, professional ethics and values, scholarship, social justice, and the importance of service to individuals, groups, and communities.

The program is accessible to all interested applicants in New York, nationally and internationally and its graduates serve diverse sectors of society in the United States and globally. The program attracts students of diverse backgrounds and cultures so that they bring their heritage and world view to bear on the learning process. The program's task is to develop social workers who are ethically and culturally competent; who possess empathy for people of diverse social, cultural and economic backgrounds; and who demonstrate awareness and understanding of the complex environments in which people live and develop.

Equipped with the requisite professional knowledge, skills, values and ethics, students are trained to work with vulnerable populations and to have an impact on the profession of social work. Wurzweiler graduates are expected to have the confidence and leadership to make a difference in the global society wherever there is a need for advocates for human rights and social justice.

The MSW program's mission, goals, and attainment of competences are implemented throughout the curriculum by way of two independent mechanisms:

- A curriculum, including both academic course work and the field internship, which strives to prepare students for ethical and effective practice and research in a diverse society; and
- A school environment which supports research, community and professional service, and policy initiatives aimed at increasing equality and social justice.

#### **PROGRAM GOALS**

The goal of Wurzweiler's MSW program is to prepare competent advanced-level practitioners for social work practice. The educational program enables students to integrate the knowledge, values and skills of the profession and shapes them into competent professionals.

The goals of the program are derived from and directly relate to the content of the Educational Policy and Accreditation Standards (EPAS 2015) of the Council on Social Work Education and are actualized in a manner that is consistent with and reflective of the mission of the school. Thus, for example, advanced electives reflect the School's commitment to content on ethics, practice with vulnerable populations, child welfare, gerontology and palliative care, Jewish communal work, and social work with the military. These are infused throughout the curriculum, and include attention to religious traditions, ideologies, and values.

The goals of the program are met as students attain the nine social work competencies identified by the Council on Social Work Education as requirements that must be achieved. Competencies are measured in the field work curriculum as a set of behaviors.

### **CSWE COMPETENCIES**

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, Communities

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

### **FIELD EDUCATION AS THE SIGNATURE PEDAGOGY FOR SOCIAL WORK**

How a profession goes about teaching its professional practice, which includes: thinking – the intellectual aspects of a profession's knowledge base; performing – the technical aspects or the profession's skills; and acting with integrity – the moral aspect or a profession's values and ethics, is its signature pedagogy. The signature pedagogy of social work is field education. (Shulman, L., 2005; CSWE COA, EPAS 2015.)

The ability to practice in the field placement agency as a student professional under supervision requires the student to use knowledge, values, and skills gleaned from the classroom and field experience to thoughtfully reflect upon the use of self in the field setting. In applying knowledge, values and skills appropriately to meet the challenges of the real-life situation in the field, students are expected to exercise professional judgment, utilize the field instruction supervisory conference and draw from insights gained through the production of professionally conceived process recordings. Uppermost for any students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by serious involvement in efforts to utilize knowledge, values and skills in the field setting.

## **FRAMEWORK FOR THE FIELD EDUCATION CURRICULUM**

Some practice skills identified in these criteria are based on the assumption that there is a core of roles and skills common to all social work practice. These practice abilities emanate from the unitary knowledge base of social work which is predicated on the profession's goal of fostering the goodness of fit between the individual and society through the development of programs and interventions in the domain of prevention, restoration and remediation. A social work practitioner is required to utilize understanding of the spectrum of social, institutional, and human behavioral theory to inform understanding of individuals in their environments.

Fundamental to the student's beginning application of social work roles, knowledge, and skills is the understanding of and adherence to social work values and ethics. Along with that is the undergraduate liberal arts curriculum which provides the foundation for social work professional education. Other practice roles, knowledge, and skills identified are uniquely developed to focus on a single individual as the unit of attention or varying types of collectives and are related to the common practice core of the social work profession. These roles, knowledge, and skills comprise the methods of social work practice rooted in the history of the profession-- casework, encompassing individuals and families as its focus; group work, which is centered on face to face interactions in the small democratic group; and community social work, which addresses the interactions within and among varying interest groups, organizations, communities, and social systems.

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Shulman, L.S. (2005), Signature pedagogies in the professions. *Daedalus*. Boston: Summer 2005. 134 ( 3) 52 – 60. COCEI, (2008). Commission on Curriculum and Educational Innovation CSWE – Educational Policy and Accreditation Standards, Adopted by CSWE Board, April 2008.D.

## **Student Commitment to Social Work Field Education**

The rigorous demands of the graduate social work curriculum require full commitment by students in order to make optimum use of available educational opportunities. The School, therefore, discourages students from becoming involved in outside activities that compete with fieldwork responsibilities.

Students who are engaged in outside employment or who plan to become so involved should consult with their field planners regarding such activities. Field planners will take into account the student's right to privacy and self-determination while assisting the student to avoid any deflection from the full investment of time and energy that is required for concentration on the course of study. No modification of requirements or performance in field education can be made on the basis of external employment commitments.

## **Professional Conduct**

Graduate study requires excellence of character as well as excellence of intellect. Graduate students are expected to show seriousness of intellectual dedication; respect for the views

and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the School as a whole; and, above all, adherence to the highest ethical and moral standards in their personal and professional lives.

All Wurzweiler students are introduced to the NASW Code of Ethics and the NASW Standards for Cultural Competence in Social Work Practice at orientation. They are directed to the Wurzweiler website, [www.yu.edu/wurzweiler](http://www.yu.edu/wurzweiler), where these codes are found. Students are held accountable to conduct themselves according to the Code and the Standards in the classroom and field placement. For more information, go to [www.naswdc.org](http://www.naswdc.org).

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will apply sanction to acts of **plagiarism**. Please refer to the [Wurzweiler Online Student Handbook](#).

### **HIPAA ALERT**

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

### **SOCIAL MEDIA**

The following guidelines are designed to help you reflect upon your use of social media as you move into your roles as beginning professional social workers in your field work. Issues of confidentiality apply to your use of social media. Referring to the NASW Code of Ethics about what constitutes privacy and confidentiality, dual relationships, or professional boundaries will guide you. For example, current and former clients cannot be accepted or invited as friends on any of the sites.

Always bear in mind that when it comes to social media, even private social media sites may be compromised. Be mindful of the fact that social networking sites are public domains, and anyone can access information about you, including clients and agencies. Whatever is written does not disappear. In the final analysis nothing is private. "Google" yourself and see what comes up.

When communicating with clients or doing any agency related work, it is important that you use only your agency email address and phone number in your role as social work student. Take note of the fact that all emails are retained in the agency and can be reviewed by the agency.

On your personal sites, whether it is Facebook, Twitter or others, do not refer to your agency, clients or their situations, field instructor, or reveal information about your agency. Delete whatever compromises your professionalism or represents something about you that you do not want the world at large to know.

Any questions or uncertainties that you encounter should be brought to your field planner, field practicum seminar instructor or to the Associate Director of Online Field Education, Mary White.

## **SECTION II**

### **Field Education Program**

The field education and academic curriculum at Wurzweiler School of Social Work links social work practice with leadership to advance equitable social structures for human health and well-being. From a practice standpoint, students develop skills for practitioner activism that underscore client/community advocacy and the promotion of social justice and human rights. In this regard, students begin their professional life with knowledge, values, and skills intrinsic to a continuing commitment to lifelong learning.

**The MSW Generalist (Foundation) year** experience emphasizes an integrated social work perspective involving the social context and its major impact on social policy, programs and the social work profession. MSW Generalist (Foundation) Year field work opportunities are in a variety of social work settings where they learn and apply skills for health promoting practice with individuals, families and groups including assessment, engagement, relationship building and intervention planning.

A generalist approach is the underlying foundation of the MSW Generalist (Foundation) Year field sequence. This approach is seen as encompassing an eco-systems/developmental framework where students learn the importance of the interaction between the person and the environment in order to understand and better enhance the developmental and problem-solving capacities of clients, especially vulnerable populations. Students learn to identify and prioritize a wide range of needs of their client systems and to link clients with appropriate resources when needed.

Within the generalist approach the student is also encouraged to consider the broader implications of client problems, to work to contribute to the improvement of human service systems and policies, and to identify needed resources for clients in order for them to reach their potential. Students learn the importance of research in the acquisition of practice knowledge, evaluation of systems, and evaluation of their own practice. Additionally, students learn evidence-based practice at the micro, mezzo and macro levels. The practicum occurs within the organizational context of an approved human service agency and includes both direct and indirect service assignments that are supervised by the Field Instructor. In their Specialization (Advanced) Year, students can choose to focus their practice and hone skills in the areas of Clinical Practice, Community Practice, or Social Work with Groups.

**The MSW Clinical Specialization (Advanced) year** deepens and builds methods, skills, and theoretical themes brought forth in the Generalist (Foundation) year. The Clinical Concentration core competencies prepare new professionals to integrate and critically examine evidence-guided theories for practice, which support and sustain client resilience and empowerment. Students demonstrate facility with various forms of knowledge including empirical and first-person research findings, reflexivity, practice wisdom and participatory□based community research. Additionally, the core competencies guide ethical decision□making within a code of professional conduct. This collective knowledge supports assessment, intervention, practice□based research and evaluation in social work practice.

**The Community Practice Specialization (Advanced) year** builds upon Generalist (Foundation) Year content and the School's commitment to preparing professional social workers who will engage in value□driven, evidence□informed collaborative practice that supports universal human rights, social and economic justice and comprehensive health. Upon graduation, students in the Community Practice specialization have knowledge, values and skills needed to develop, administer and lead organizational and community initiatives and advocate for policies that confront institutional and societal inequities and barriers. These graduates seek, use and produce evidence informed knowledge throughout their careers to create sustainable, equitable and diverse organizations and communities. They apply this knowledge in their engagement, relationship-building, supervisory, administrative and organizing task areas.

**The Social Work with Groups** specialization is built upon principles of democratic process and mutual aid. The student develops relationships with group members and utilizes the self to enhance the helping relationships among the members. The student facilitates the group's ownership of itself and sustains increasing autonomy throughout the group's developmental process.

### **Discrimination and Harassment Policy**

Consistent with state and federal law, Yeshiva University does not, under any circumstances, tolerate or condone discrimination, including but not limited to the harassment of its employees or students on the basis of race, color, sex, disability, religion, age, ancestry, national origin or sexual orientation. In keeping with efforts to promote and maintain an environment in which the dignity and worth of all people is respected, Yeshiva University considers discrimination against students and employees unacceptable and cause for serious disciplinary action, up to and including dismissal from the University.

Yeshiva University is fully committed to procedures that will protect the rights and dignity of all concerned parties, in both the prevention and investigation of discrimination and harassment.

### **Student Evaluation and Grading**

Ongoing evaluation is an integral part of field education and serves to foster professional development. Weekly field instruction meetings assist students in appraising their performance, progress and learning needs. Through these conferences students develop the capacity to evaluate their own work and determine areas of further learning. The end of semester evaluation should provide an orderly review of progress and appraisal of student competencies. Involving students in

the process is an important part of this evaluation. There are also two field visits (at a minimum) during which progress is discussed and the learning contract is reviewed. The student, the MSW Field Instructor, Onsite Supervisor (if applicable) and Seminar instructor attend. This meeting is held virtually.

In order for students to be aware of their progress in the field placement, it is helpful for the Field Instructor to conduct periodic verbal evaluations throughout the semester. Written field evaluations are required from Field Instructors at the end of each semester. The 1st semester field evaluation cannot be completed until the student has reached a minimum of 250 hours for field. Student will not be able to pass their 1st semester field course and practicum unless the minimum of 250 hours is achieved. The original evaluation should be sent to the Seminar Instructor and the student should keep a copy for their records and for future use. The Seminar Instructor is responsible for determining and recording the grade at the end of each semester. The grade is based upon attendance in Field Practicum and Seminar, timely and accurate completion of course assignments, completion of hours, participation in seminar, satisfactory completion of learning objectives and the field evaluation. Students receive a P (Pass) or F (Fail) as a final grade in Field Practicum/Seminar.

In the field evaluation, Generalist (Foundation) and Specialization (Advanced) year Students are evaluated on a continuum of 0-5, with #5 indicating that the student has integrated the skills/knowledge as part of her/his professional practices and #1 denoting a significant problem area. 0 indicates that the student has not addressed the particular objective that semester. In order to pass the 1st semester of field education, a student must receive an average of #3s in all related areas of this 1st semester field evaluation. In order to pass the 2nd Semester, a student must receive #3's or better in all related areas of the 2nd semester field evaluation.

It is unlikely that a student would receive all 5s in the 1st semester evaluation. Should that occur, it indicates that the student has integrated all the learning objectives as part of their professional practice. Thus, a new learning contract would need to be developed by the 3rd week of the 2nd semester.

## **Completion of Hours and Absence from Field**

### **Field Hours:**

For MSW students the field placement requires 600 hours for both the Foundation/Generalist placement and Advanced/Specialization placement.

### **Traditional and Summer Block Students**

A traditional field placement lasts 30 weeks (two-15 weeks semesters), done at the rate of 20-22 hours per week. You will need to complete a total of 600 hours over the duration of your placement (in two semesters). Weekly field instruction requirement is included in your total time.

### **Extended students**

Extended students may elect to complete the required total of 600 hours over three (3) consecutive semesters. Extended, non-traditional students are, at 13.5-15 hours per week.

Internship hours must include program times when primary interventions occur, and the student is able to attend staff/team meetings. These meetings are part of the total hours required.

Field Instructors may assign up to 10 hours per semester additional reading or research specifically related to the student's field placement. All decisions regarding approved hours to augment the field placement must be approved by the field instructor (and onsite supervisor if applicable) reflected in the Learning Contract. Students are required to notify their Seminar Instructor weekly if they have not completed their regularly scheduled internship hours.

Travel/commuting time to and from your placement site does not count toward your total number of field hours. Travel time that is part of your regularly scheduled work assignments in your field placement, such as traveling to a family's home from the agency office, does count toward your field practicum hours. Students are required to keep a weekly log of all field hours for each semester and attach their field hours sheet to the end of semester Field Evaluation.

It is recommended that MSW students plan to complete 50% (300) of the total hours within 1st semester. A student must have a minimum of 250 hours in field placement to pass 1st semester field practicum and seminar course. A student cannot begin the second semester of field until a passing grade has been earned for the previous semester.

### **Absences from Field:**

It is the student's responsibility to inform the Field Instructor regarding any absence from field. The Field Instructor and the student should inform the Seminar Instructor of any concerns regarding student absences. There are times when an unforeseen circumstance will occur, and a student needs to be out of their placement for a longer period of time (such as a natural disaster, illness, or a death in the family). This does not include vacations, weddings, or other planned events. Seminar Instructor and Field Instructor must be notified of these events and the anticipated length of time for the absence at the beginning of the semester or as soon as details are known. Anytime a student misses more than one day, they need to reach out to their agency (field instructor) and their seminar instructor ASAP.

The seminar instructor will work with the student and the agency to develop an educationally sound plan. If a student needs to be out of the setting/seminar for more than 14 days, then the seminar instructor will work with the student to withdraw from the seminar and placement.

### **Change of Placement**

If the student or the agency determines that a change of placement must occur, the student must reach out to the Seminar Instructor immediately to determine next steps. Termination of a student from placement regardless of reason requires a professional and ethical plan involving the placement site, student and seminar instructor. Students will carry out this termination plan professionally, abiding by our code of ethics and organizational Policies. Any student who

prematurely ends a field placement without prior approval with the seminar instructor risks receiving a failing a grade for the field seminar course. If the student can find another placement within two weeks (to be approved by the Seminar Instructor), the student will be able to remain in the class and continue with their seminar course. If the student is unable to secure placement within two weeks, the student will need to withdraw from the seminar course and return to working with a field planner to secure placement for the following semester.

Any student who is asked to prematurely terminate a field placement, more than once, due to missed hours, lack of communication, unethical behavior or other concerns is at risk of being dismissed from the MSWO Program.

### **Field Placement at Place of Employment (POE Placements)**

The need to utilize the work setting as a field placement may be an option on an individual basis. The Council on Social Work Education (CSWE) standards address the need to maintain the educational focus of the field experience. CSWE standards also require that coverage of educational objectives for field be the foundation of decisions around a student's practicum experience. This is not an option for every student and does require approval from your field planner.

Please review the following requirements for POE placements:

- Agency/Organization and the student develop a plan of study that meets the School's requirements.
- Agency/Organization agrees to provide 1 hour per week of field instruction for student by an MSW\*.
- The Field Instructor must have at a minimum an MSW and two years of post-graduate social work experience. Some states, territories, countries may have different standards for field instructors that require licensure. Student will need to research the social work licensing standard for field instructors during practicum within the locale where one intends to obtain licensure.
- Student's Field Instructor must be different than the student's employment supervisor and not above them in any capacity.
- Student's onsite supervisor\* (if applicable) must be different than the student's employment supervisor and not above them in any capacity.
- Agency/Organization agrees to adjust the student's workload and schedule in order for students to have time for the field placement experience, attend classes and complete required course work.
- Agency agrees to assign student to a different program, working with different clients, constituents and colleagues to minimize chance of dual relationships.
- Agency agrees to assign different responsibilities to the student other than those associated with their employment and must meet the educational criteria for either foundation or advanced year learning objectives.
- The student is identified as a student, there is no probationary period and the student is evaluated as a student.
- Field Instructors are required to submit one field evaluation at the end of each semester and participate in at least one virtual (phone or video conference) field visit each semester.

\*If the Agency/Organization does not have an MSW available for field instruction, the student can have an offsite MSW. In this scenario, the Agency/Organization would provide an **onsite supervisor** to be available to the student for direction/guidance and support. The onsite supervisor does not require any particular credential. He/she needs to be available to the student to provide guidance, direction and support regarding practicum responsibilities. It will be expected that the onsite supervisor and the offsite MSW Field Instructor consult with one another at least on a monthly basis regarding the student's performance. The MSW field instructor will be able to use this information for the purposes of the student's evaluation. It will also be expected that the onsite supervisor attends the final approval meeting (in the field planning process) and will attend the two virtual field placement visits.

## **Selection Criteria and Role Responsibilities**

### **Criteria for and Responsibilities of Agencies & Organizations:**

Based upon the criteria listed below, negotiations will be conducted between the agency/organization and the Field Planner, to determine appropriateness of the site for student placement. The School and the agency/organization will sign a clinical affiliation agreement as confirmation of placement approval. Agencies/organizations will be selected as field sites pursuant to their ability to provide an educational experience that meets the learning needs of the student as well as the learning objectives and competencies set forth by YU WSSW.

Organizations are required to engage in the following:

- Commitment to training of students as demonstrated by provision of 1 hour of field instruction per week by a qualified MSW.
- Commitment to providing an educational experience that meets the learning needs of the student as well as the learning objectives and competencies set forth by YU WSSW.
- Provision of agency/organization orientation for all social work interns.
- Sufficient staff to operate its program(s) without dependence upon students.
- Commitment to planning and providing for the safety of students.

Field Practicum Sites- Harassment of any student or employee of the Yeshiva University shall not be tolerated from any field or clinical instructor, employee, client, or representative of the clinical/field affiliated site. Nor, will Yeshiva University tolerate any harassment by a Yeshiva University student or employee involving an employee or client of an affiliated site. Any incidence of harassment needs to be reported to the Field Practicum Seminar Instructor immediately. If unable to contact the Seminar Instructor, you may contact Mary White, Associate Director of Field at [mary.white@yu.edu](mailto:mary.white@yu.edu).

### **Criteria for and Responsibilities of Field Instructors**

Field Instructors are an essential component of the student's field placement experience and learning. They are selected from agency/organization staff who have had at least two years of professional post-MSW practice experience.

Criteria for field instructor selection are as follows:

- Commitment to the Mission and Goals of the Wurzweiler School of Social Work.
- Commitment to CSWE EPAS Competencies.
- MSW degree from an accredited school of social work.
- Two years post MSW practice experience. A license is not required (unless required by your specific state/province/territory or country)
- Ability to provide a minimum of 1 hour per week of instruction.
- Commitment to working with the School, agency/organization and students in the development of the field education learning contract.
- Commitment to participating in a minimum of one field visit per semester with Seminar Instructor and student.
- Commitment to collaboration with onsite supervisor (if applicable).
- Commitment to complete student's field evaluation in a timely manner.

Although the field instructor has overall responsibility for the student's learning assignments, it is hoped and expected that learning opportunities can be deepened through exposure to staff members with special expertise within the agency/organization as well as to a range of professional opinions. All Field Instructors are encouraged to take a Field Instructor Orientation in order to be introduced to the School's curriculum structure and content and the basic elements of field instruction.

Field Instructor's' feedback regarding the field education component of the curriculum will be solicited during orientations, seminars, telephone contacts with faculty, and agency/organization visits.

#### **Off Site Field Instruction:**

If a student is placed in an agency/organization that does not employ an MSW, the School of Social Work Field Education faculty will work with the agency and student to help secure an offsite field instructor. In this case, it is essential that an onsite supervisor is assigned to the student and works collaboratively with the offsite Field Instructor and the School and participates in development of the Learning Contract, attends field instruction monthly throughout the semester, has input into the student evaluation and participates in the field visit. Collaboration can also include regular phone updates. The onsite supervisor typically is the staff person who directly assigns the tasks and activities to the student in conjunction with the Learning Contract. Students will verify the Field Instructor requirements in their specific state while in Field Planning Orientation.

#### **Responsibilities of Field Planners**

The Field Planner is assigned to the student at the time of the Orientation to Field Education and Field Planning.

The Field Planner is responsible for the following activities:

- Monitoring, recording, and providing weekly feedback on student participation in the Orientation to Field Education and Field Planning.

- Guiding students through the field placement selection process which includes meetings with students, agencies, and field instructors to insure a quality field placement experience.
- Support, feedback and notification to student (when necessary) of participation concerns in the course and the field planning process
- Interacting with each student and responding to questions via email, telephone, video conferencing and discussion postings
- Responding to student emails within 48 hours
- Providing final approval of practicum sites for students and completion of the field planning process

### **Responsibilities of Students**

This is an important process that will have a significant impact on the student's social work education.

- The student begins the process by completing the Field Planning Orientation (one semester) before the field placement begins.
- The student completes all modules of Field Planning Orientation and meets all requirements thus being able to proceed with field practicum.
- Students are expected to complete Field Planning Orientation by the deadline. Failure to do so will result in being enrolled in a Provisional Field Planning Orientation course the following semester, thus postponing the student entering field practicum.

### **Responsibilities of Field Practicum Seminar Instructors**

The Field Practicum Seminar Instructor is responsible for the following activities:

- Facilitating the Field Practicum Seminar Class
- Assisting students in managing problems that arise in field placements
- Meeting with students (virtually) and their Field Instructor during field placement at least once per semester. Additional field visits will be scheduled if needed.
- Monitoring and providing weekly feedback on student participation in the Field Practicum seminar course and during field placement
- Monitoring student's experience in field placement
- Meeting with students during field placement to provide support and guidance.
- Review student field placement evaluations and assign the grade.
- Notify the Associate Director of Field Education if serious medical or personal problems arise during the field placement.

### **Clinical Affiliation Agreement**

This is the formal contract between the agency/organization and the School. It outlines the responsibilities of the School and the placement site. It must be signed by the agency/organization administrator and returned to the School before the placement begins.

### **Safety Precautions for Students in the Field**

The practice of social work involves risks inherent in client contact. Students participating in the field practicum experience should engage in behavior that enhances safety and minimizes risk. Yeshiva University, Wurzweiler School of Social Work is requiring practicum agencies to address/adopt policies and procedures designed to address safety for the students. Agencies must have policies to address any work situation that entails risk, such as, but not limited to: home visits, services outside the agency in isolated or high crime areas, services to clients who may become angry or violent, are using drugs or intoxicated, and services that are politically sensitive and could result in threats of violence.

Each agency is responsible for determining its own situations where student safety may be placed in jeopardy. Student orientation must include training on the Agency's safety and sexual harassment policies. Students should never be alone (without other staff present) in the agency/building at any time. Students have the right and responsibility to refuse any assignment in which they feel physically at risk. The Agency should maintain the quality of client care without relying on the student's placement activities for staffing purposes.

Student supervision must be consistent and adequate enough to allow time for the Field Instructor to be assured of the student's competence regarding safety, to apprise the student of potential risk, to deal with agency policy addressing safety and to attempt to address the student's feelings about any risk that may be present. Discussion should also include procedures for reporting incidents where the student feels physically threatened or unsafe while in the practicum. All students and field instructors are required to sign a safety contract at the start of each practicum. In the unlikely event that a student is threatened or injured, it is imperative that the Seminar Instructor and Field Instructor be notified immediately, and an accident report completed. If unable to reach the Seminar Instructor, please contact Mary White, Associate Director of Online Field Education at [mary.white@yu.edu](mailto:mary.white@yu.edu).

### **Other Important Information:**

#### **Physical Restraints and Clients:**

The School requires that students do NOT participate in the practice of physically restraining clients at their field placements. However, students may participate in agency-sponsored trainings and count the trainings as field hours.

#### **Religious/Cultural Conflicts:**

Students who may encounter a conflict, because of their religious beliefs, to complete assignments or attend placement must reach out to both the seminar instructor and the placement agency prior to the conflict to work out a plan.

#### **Holidays and Other Absences:**

The School Calendar lists the holidays and School recesses during which students are not required to be in field education. If an agency/organization holiday is included on a student's normally scheduled day, it is considered a holiday for the student. However, field education vacations or

agency/organization holidays are not deducted from the 600-hour requirement for the field placement. Holidays may not apply to all students in all organizational settings and must be approved by the Field Instructor and the agency.

It is the student's responsibility to inform the Field Instructor regarding any absence from field placement for holidays, religious observance, school recesses, etc. The Field Instructor and the student should inform the Field Practicum Seminar Instructor of any concerns regarding student absences. Holidays and religious observances and school recesses should be discussed in advance with Field Instructor and Seminar Instructor (and onsite supervisor, if applicable).

#### Transportation:

If public transportation is limited in your area, the School strongly recommends that students have access to their own transportation. Not having dependable transportation may impact or prevent placement options.

#### Transporting Clients:

The school does not require students to transport clients. If the organization requires or a student chooses to transport clients at their field placement they should first check with the agency to determine the agency policy regarding use of personal vehicles and whether the agency has an insurance policy that covers this use. Students should also check with their own insurance company to make sure these activities are covered. Students must discuss the agency policy regarding transportation of clients with their Seminar Instructor and Field Instructor prior to initial transportation.

#### Field Education Expenses:

Students pay their own transportation costs to and from the agency/organization. Agencies/organizations may pay transportation costs in connection with field assignments through use of an agency/organization car or reimbursement of mileage.

#### Liability Insurance:

All Field Instructors and students who are in a field placement are covered by Yeshiva University Professional Liability Policy through a signed Clinical Affiliation Agreement. Liability coverage expires at the end of the Field Practicum Seminar Course/s (occurring concurrently with placement).

#### Americans with Disabilities Act (ADA):

Students, who identify themselves as having a disability, are encouraged to register with the Office with Students with Disabilities in order to make requests for any accommodation needed.

#### Criminal Background Checks (CBC):

Many agencies that provide field placement opportunities for students require a criminal background check. If a criminal background check indicates a conviction it may prevent you from securing a field placement. A conviction may also negatively impact your ability to get a social work license. It is recommended that you contact the Social Work Licensure Board in the state(s) you plan to practice, to obtain more information regarding their requirements. Other types of background checks may be identified and required by the organization.

### Injury at Field Placement:

If a student is injured while interning at the field placement, the student and/or Field Instructor are required to contact the Seminar Instructor immediately to report the nature of the injury and status of the student's health and wellbeing. If the student or Field Instructor has difficulty reaching the Seminar Instructor, please contact the Associate Director of Field Education, Mary White, at [mary.white@yu.edu](mailto:mary.white@yu.edu).

### Accreditation

Yeshiva University, Wurzweiler School of Social Work is accredited by the Council on Social Work Education (CSWE). Our curriculum and field practicum experiences are guided and comprised of CSWE core competencies.

### **Cost to Students:**

#### Criminal Background Checks:

If the agency doesn't provide background checks onsite and cover the cost, the School of Social Work can provide you with an online vendor through which you can complete it. You can request the website information from the Associate Director of Field Education, Mary White at [mary.white@yu.edu](mailto:mary.white@yu.edu).

#### Fingerprinting:

Some placements, including most schools, now require students to be fingerprinted. The student is responsible for this cost. When you accept the field placement, ask the organization if you need to be fingerprinted and how to begin the process. If fingerprinting is required, you must be fingerprinted prior to starting your field placement.

#### Immunizations/Tests:

The Wurzweiler School of Social Work complies with the minimum standards of the State of New York with regard to required immunizations and tests for students. The School asks all placement agencies to identify their required immunizations/tests. Students must comply with the requirements of the agencies where they are placed. The School views the agencies as the experts in determining which immunizations/tests are necessary to insure the safety of their clients. Students may work with the Student Health Services or student's PCP in obtaining copies of their immunization records to be sent to requesting organization as required.