Virtual Academic Center
Field Education Manual
**VAC FIELD EDUCATION MANUAL**  
**USC SCHOOL OF SOCIAL WORK**

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WELCOME

As Associate Dean, Clinical Professor, and Director of Field Education, I welcome students and field instructors who are engaged in the process of teaching and learning about the practice of professional social work in the real world. Field Education is committed to providing opportunities for our students to develop skills in the most current practices, particularly in evidence based interventions, and to receive supervision by the finest field instructors in the country.

This Field Education Manual is designed to provide general information and guidance about Field Education and the Field Practicum to students and field instructors participating in learning at USC’s Virtual Academic Center (VAC), the MSW@USC where students will engage in various web-based learning activities and hands-on, supervised traditional field instruction in local communities where they live and work.

Individual and specific questions are encouraged and can be directed to those field faculty who are assigned to each student as academic advisors and field liaisons within the VAC. If there continues to be a concern, then the VAC Regional Director will be contacted by the advisor/liaison for further discussion. The role of the Regional Directors, the Dean and the Faculty is to provide our students as much support as possible in the process of integrating theory with practice.

Field Education is the Heart of Social Work, and we want to provide an experience for each student that represents the reality of professional social work practitioners and agencies today. The experiences in the Field Practicum can evoke a range of reactions and like the challenges in our communities, the process of learning in the Field is dynamic and complex. You may confront difficult situations and dilemmas in the first early months. With early and open communication and good collaborative problem solving, the learning during the academic year will be profound and life changing.

I extend my thanks and best regards to students and field instructors for beginning a life long journey of learning, self-discovery and transformation.

Marleen Wong, PhD, LCSW
Associate Dean and Clinical Professor
Director of Field Education

MISSION STATEMENT OF THE USC SCHOOL OF SOCIAL WORK

The mission of the USC School of Social Work is to improve the well-being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally diverse environments throughout Southern California, the nation and the world. Our mission is achieved through value-driven, scholarly and creative social work education, research, and professional leadership.
I. FIELD EDUCATION

Field Education is an independent and integral sequence of the MSW curriculum. Students are exposed to selected and organized opportunities guided by educational objectives. It seeks to validate, apply, and integrate the scientific knowledge, theories, and concepts of social work practice learned throughout the curriculum. Field agencies are expected to provide "in vivo" experiences relevant to the academic content. The student on the other hand is expected to apply academic knowledge, social work skills, critical thinking, professional behavior, ethics and values learned in the classroom to direct practice work.

It is imperative for the agency and the school to collaborate for integration of learning to occur concurrently in field sites and in the classrooms in the VAC. USC administrators, professors, and field liaisons partner with agency field instructors to foster comprehensive and high quality social work education and training. The collaboration teaches and guides students to practice with sensitivity to cultural and ethnic diversity and to abide by professional social work behaviors, values, and codes of ethics. This comprehensive approach helps prepare students to practice social work with adverse populations and to take on leadership roles within the profession.

A. Objectives of Field Education

Field education prepares students to enter the social work profession by meeting the following objectives:

• To integrate academic learning with all levels of field work (micro, mezzo, macro).
• To achieve proficiency in the required core competencies for social work education as it relates to field work.
  The Competencies are as follows:
  1. Demonstrate ethical and professional behavior.
  2. Engage diversity and difference in practice.
  3. Advance human rights and economic justice.
  4. Engage in practice-informed research and research-informed practice.
  5. Engage in policy practice.
  6. Engage with individuals, families, groups, organizations, and communities.
  7. Assess individuals, families, groups, organizations, and communities.
  8. Intervene with individuals, families, groups, organizations, and communities.
  9. Evaluate practice with individuals, families, groups, organizations, and communities.
• To develop the ability to understand and utilize a broad range of modalities and interventions in micro, mezzo, and macro practice with diverse populations.
• To focus on building the knowledge for generalist practice in the 1st year to establish a broad foundation for direct practice work.
• To develop a deeper knowledge and depth of skills needed for beginning professional practice in a designated area of concentration in the 2nd year.

B. Program Overview

The USC School of Social Work is a top ranked social work graduate program (U.S. News and World Report) in the country. It has the largest full-time Master of Social Work (MSW) program
in the country and it is ranked as a level one research school. We offer opportunities for students to select from a two-year full-time, three-year or four-year part-time options, and full-time or part-time advanced standing options offering both day and evening classes. The regular standing MSW program requires the completion of a minimum of 60 semester units, including 1 semester of the Virtual Field Practicum and 3 semesters of a field internship. Students are required to maintain a schedule that includes a minimum of one eight-hour day during regular business hours (Monday-Friday, 8am-5pm) to be available for field practicum activities at the agency site.

Highlights of the USC School of Social Work Program:
- Two-year, three-year or four-year options, as well as advanced standing, enabling students to finish on their timetable
- A choice of academic centers: regional (UPC, Skirball, OCAC, or SDAC) or the Virtual Academic Center
- A choice, in the Concentration Year, of 10 concentrations and sub-concentrations, six dual-degree programs (not all choices available at all academic centers)
- A wide variety of electives allowing the students to gain insight into areas that interest them
- Field internship is assigned according to student’s interests, educational goals and practice goals.

Quick Facts:
Degree Program
- Master of Social Work
Concentrations
- Community Organization Planning and Administration (COPA)
- Families and Children
- Health
- Mental Health
- Social Work & Business in a Global Society
Sub-concentrations
- Military Social Work and Veteran Services
- School Settings (Pupil Personnel Services)
- Older Adults

C. Campus Locations

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<thead>
<tr>
<th>Campus Location</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>University Park Campus (UPC)</td>
<td>Montgomery Ross Fisher Building</td>
<td>213.740.2711</td>
</tr>
<tr>
<td></td>
<td>669 W. 34th Street</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90089-0411</td>
<td></td>
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<tr>
<td>City Center (CC)</td>
<td>1149 South Hill Street</td>
<td>213.743.2063</td>
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<tr>
<td></td>
<td>Los Angeles, CA 90015</td>
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D. VAC Field Administration / Field Faculty / Staff

<table>
<thead>
<tr>
<th>Administration</th>
<th>Marleen Wong</th>
<th>Leslie Wind</th>
<th>Suh Chen Hsiao</th>
</tr>
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<td></td>
<td>Marleen Wong</td>
<td>Leslie Wind</td>
<td>Suh Chen Hsiao</td>
</tr>
<tr>
<td></td>
<td>Associate Dean, Clinical Professor, and Director of Field Education</td>
<td>Clinical Associate Professor</td>
<td>Clinical Associate Professor</td>
</tr>
<tr>
<td></td>
<td>213.740.0840</td>
<td>Associate Dean of Academic Programs</td>
<td>Assistant Director of Field Education, VAC</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:marleenw@usc.edu">marleenw@usc.edu</a></td>
<td>213.821.6436</td>
<td>213.821.0902</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:wind@usc.edu">wind@usc.edu</a></td>
<td><a href="mailto:shuhsiao@usc.edu">shuhsiao@usc.edu</a></td>
</tr>
<tr>
<td>VAC Support Staff</td>
<td>JP Alferos II</td>
<td></td>
<td></td>
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<tr>
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<td>JP Alferos II</td>
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<tr>
<td></td>
<td>Office Manager</td>
<td></td>
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<tr>
<td></td>
<td>213.821.0914</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:alferos@usc.edu">alferos@usc.edu</a></td>
<td></td>
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Regional Field Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Region</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Cislowski</td>
<td>Clinical Associate Professor</td>
<td>Field Education Regional Director, Southern California</td>
<td>310.848.3470, <a href="mailto:cislowsk@usc.edu">cislowsk@usc.edu</a></td>
</tr>
<tr>
<td>Laurel Davis</td>
<td>Clinical Associate Professor</td>
<td>Field Education Regional Director, South Region</td>
<td>407.862.0219, <a href="mailto:laurelda@usc.edu">laurelda@usc.edu</a></td>
</tr>
<tr>
<td>Amber Ford</td>
<td>Clinical Assistant Professor</td>
<td>Field Education Regional Director, West Region</td>
<td>360.720.3359, <a href="mailto:amberfor@usc.edu">amberfor@usc.edu</a></td>
</tr>
<tr>
<td>Terri Lee</td>
<td>Clinical Associate Professor</td>
<td>Field Education Regional Director, Northeast and Midwest Region</td>
<td>847.533.7939, <a href="mailto:terri@usc.edu">terri@usc.edu</a></td>
</tr>
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E. Field Agency Sites

The Field Practicum, also known as a student’s placement or internship, takes place in approved agencies located throughout the country which represent a wide range of social work services and practice. These agencies are approved sites based on the quality of the professional practice, commitment to addressing social problems and an interest to participate in the professional education of MSW students. The agency is responsible for providing the learning opportunities representative of social work practice within the student’s region and/or community. They must subscribe to the educational objectives of the USC School of Social Work and treat the students as learners while providing the resources necessary to meet their learning objectives. Unless officially approved by the USC School of Social Work Field Faculty and Administration, students may not work at home during the placement hours. Hours worked at home without the express consent of Field Faculty and Field Education Administration will not be counted as meeting the number of hours required for a passing grade.

There are instances when an agency may not possess the resources to provide all the required learning experiences. In such cases, highly developed virtual clinical experiences or a secondary placement site may be identified and used for the purpose of meeting the student’s learning objectives and accumulation of Field Practicum hours. A large multi-disciplinary placement agency site may also decide to broaden the student's experience by rotating to different departments to expand learning opportunities. In any of these options, the primary agency site carries the main responsibility for field instruction while the secondary site provides a Preceptor for supplemental supervision. All options must be expressly approved by the USC School of Social Work Field Faculty and Administration prior to the start of the field practicum or the hours will not be counted toward the number required for a passing grade.
The USC School of Social Work welcomes agencies interested in partnering as field placement sites. To qualify as a field placement site, an agency must meet the following criteria:

- Provide a sufficient number and variety of assignments to develop student knowledge and practice skills
- Provide an opportunity to work with individuals, groups, families, communities, and organizations unless otherwise indicated by specific Concentration Coordinator
- Provide ample time for weekly field instruction to permit both individual and/or group conferences with students
- Provide adequate office space, office supplies, telephone availability, and clerical support for the student to perform assigned duties
- Provide opportunities for in-service training and access to agency consultants
- Have an interest in participating in the student’s research
- Have an interest in aligning the agency’s practice framework to theories taught in the classroom.

New agency sites must complete an application packet and a Memorandum of Understanding (see our website for more information VAC Field Education Agencies), approved by USC Legal Counsel. An agency representative must also meet with a USC Field Faculty to evaluate the appropriateness of the site and for approval. This process typically takes 3 to 6 months to complete.

F. Field Education Requirements

Practicum Hours, Evaluation, and Grades
All MSW students must complete one semester of Virtual Field Practicum (586a) and three semesters of Field Practicum (586b and 686a/b) as part of graduation requirements. Each Field Practicum is taken concurrently with the Integrative Seminar (Foundation Year) and the Practice course (Concentration Year).

Students must earn a minimum of 1,000 Field Practicum hours. All Field Practicum hours must be earned by interning at a specific agency location assigned through the formal placement process. The accumulated hours are typically divided into two years of study, the Foundation and the Concentration year. The Foundation year requires the completion of a minimum of 450 hours and the Concentration year requires a minimum of 550 and a maximum of 600 hours. The Learning Agreements indicate the number of hours required for each semester in Field Practicum. All MSW candidates regardless of the type of program they are enrolled in must meet the minimum 1,000 Field Practicum hours to earn their degree. Advanced Standing students complete only the Concentration year requirements.

Note: Students may not bank hours to end field internship early. Field Instructors and students must adhere to the start and end dates of field internship as indicated in the student’s cohort Field Calendar regardless of any excess hours earned each semester.

The criteria and objectives vary from a generalist experience in the Foundation year to a more focused experience in the Concentration year. Field placement days are determined through a discussion between the agency and the student, with the requirement that there is at least one 8-hour day during regular business hours. There is no exception to this policy. Evening and
weekend hours are very limited if non-existent in most communities. MSW supervision must be available to the student during practicum hours.

Field Placement is assigned to all students. A student’s refusal to begin the Field Practicum will delay satisfactory academic progress and may be the cause of a student’s inability to complete and graduate from the MSW program.

Students are responsible for pre-placement contact with their agencies. Any delays in making initial agency contact or beginning the Field Practicum on time is also the student’s responsibility. Students are also responsible for transportation to their placement site up to 30 miles in one direction from their place of residence.

A learning agreement is completed at the beginning of the internship. Formal written evaluations are also submitted at the end of each semester. Informal evaluation is conducted throughout the year. Field placements are monitored by Field Liaisons through periodic agency or virtual visits, student-field instructor meetings, telephone calls, and other contacts. Successful completion of the Field Internship requires meeting all the expected hours, obtaining satisfactory formal evaluation by meeting expected growth in the Core Competencies, and completing 10 Reflective Learning Tools turned in weekly each semester while enrolled in each semester of Field Practicum.

The Field Practicum is a 3 unit course in the Foundation Year and a 4 unit course in the Concentration Year. It is a Credit/No Credit class. The grading is based on meeting all the requirements: (1) completion of required hours for each semester, (2) timely completion of the learning agreement, (3) timely completion of the required Reflective Learning Tools (10 per semester), and (4) achievement of the Core Competencies as evidenced in a satisfactory end of semester evaluation. The student may complete all the hours but fail to achieve the Competencies, in which case the grade is No Credit. Conversely, the student may show promise in the Competencies but fail to complete the required hours. All four requirements must be met to pass the course and to earn a Credit grade.

Field Instruction
Field Instruction is taught by a Field Instructor who must possess an MSW and has at least two years of post-MSW agency experience. He/she must be approved by the School of Social Work and certified to be a Field Instructor (see Section II.B). Field Instruction takes place between the student and the Field Instructor in designated agency settings which have been approved by the School of Social Work and the University. An External Field Instructor (EFI) may be used if the agency does not employ an MSW but is interested in hosting an MSW Intern. The same requirements apply to all EFIs.

There is a specific sequence of assignments, activities, and learning goals for the Foundation and Concentration year Field placements. The USC School of Social Work and the agency collaborate in assisting students to learn and increase their mastery of the Core Competencies set forth by the Council on Social Work Education (CSWE). The Field Instruction process is intentional, active, organized, sequential, and individualized. It is conducted within the framework of a particular social work agency. Over the course of two years of field placement, field instruction is expected to include but not be limited to the following:

- Direct practice work with individuals, families, and related groups
- Direct practice work focusing on groups, communities, organizations, and/or institutional change
- A diversity of modalities, populations, and treatment delivered in the micro, mezzo, and macro practice settings
- A range of theoretical and teaching methodologies and models.

Evidence-Based Intervention Training
All MSW candidates are required to complete trainings in three Evidence-Based Interventions. Motivational Interviewing, Problem Solving Therapy, and Cognitive Behavioral Therapy are completed either in the Virtual Field Practicum or in the bridge semester of the Advanced Standing program.

Integrative Learning Seminar (Foundation Year Only)
All Foundation year students enrolled in the Field Practicum must attend an Integrative Learning for Social Work Practice course. It is a two unit course that meets weekly throughout the academic year. It is assigned a Credit or No Credit grade.

G. Student / Field Instructor / Field Faculty Roles

Field education is a collaborative effort to provide a real life social work learning experience to students placed in a designated agency. The collaboration consists of multiple professionals with distinct roles. The roles within field education are as follows:

- **Associate Dean and Director for Field Education**
  The Associate Dean, Clinical Professor, and Director of Field Education is a university administrator responsible for the innovation, development, and continuity of the programs and policies of Field Education. She has overarching authority over all Field Education activities and function and serves as the final arbiter for issues that cannot be resolved in the Assistant Director level.

- **Assistant Director of Field Education**
  The Assistant Director of Field Education reports directly to the Associate Dean and Director of Field Education. He/she is responsible for the operational aspects of Field Education activities and the initial arbiter of any issues pertaining to Field Education. An Assistant Director is assigned to both on-ground and virtual programs.

- **VAC Regional Field Director**
  The Regional Field Directors provide administrative oversight for operational and programmatic initiatives of Field Education in their respective regions. Their responsibilities include providing comprehensive support to VAC students and field faculty, implementing Field procedures and protocol, and serving as the initial contact for student concerns, field instructor or agency issues. As direct reports to the Associate Dean and Director of Field Education, they will represent the Field Education Department at student review meetings, school events, and ceremonies when conflicting demands prevent the Associate Dean and/or Assistant Director from attendance.

- **Field Liaison**
  This individual is a field faculty member who coordinates, monitors, and evaluates the student’s field experience to insure optimal learning and professional development. He/she
also provides consultation, assistance and evaluation to the student/intern and Field Instructor. They report directly to the Regional Director.

- **Academic Advisor**
  This individual is a staff member who also serves as the student’s Student Support Advisor throughout the student’s program. He/she meets with students to discuss educational and professional goals and plans. He/she supports and assists with issues affecting academic performance and professional development.

- **Seminar Instructor/Professor**
  This individual is a clinical field faculty member or adjunct who facilitates the Integrative Learning Seminar course for Foundation year students. At times, this may be the student’s Field Liaison. They report directly to the Regional Director.

- **MSW Student/Intern**
  The designation of “intern” is often used to refer to the MSW student when they are placed in an agency and enrolled in the Field Practicum while completing courses to earn a Master in Social Work degree.

- **Field Instructor**
  This individual is a professional social worker and an agency representative assigned to provide weekly supervision and instruction to MSW interns in a placement site. The Field Instructor may work collaboratively with a Preceptor or daily task supervisor in an agency, but he/she has the primary and overall responsibility for the student’s learning, evaluation and linkage with the University.

- **External Field Instructor**
  This individual is contracted to supervise MSW Interns and perform all the tasks of a traditional Field Instructor. The EFI may be hired by the agency or the University. An EFI is utilized when an agency does not traditionally employ MSWs. They are to collaborate with the Preceptor in supervising and evaluating the performance of the MSW Intern.

- **Preceptor**
  This individual is affiliated with the agency who is responsible for a piece of the student’s learning, working in collaboration with the Field Instructor. He/she is a supplementary but not the primary instructional figure who may or may not be a social worker by training. The Preceptor is the daily task supervisor during the time when the Field Instructor is not on site. Preceptor suggestions are welcome but the preceptor cannot make independent or binding decisions about the student’s educational learning plan without approval of the Field Instructor or External Field Instructor and the USC Field Liaison.

The Field Faculty and Field Education Administration of the USC School of Social Work retains the authority to make final determinations about all aspects of the Field Practicum including student placement, acceptability of student hours, assignments and grades.

**H. Field Placement Process**

The field placement spans three consecutive semesters. Students who relocate or change placements during those semesters may experience significant delays which could affect their
ability to progress through the program with their original cohort. Additionally, when students relocate outside of the United States, best efforts will be made to secure a placement match; however, unusual flexibility and/or additional expense may be required on the student’s part. There also may be a delay in placement or a viable placement site may not be secured, in which case students may be required to take a Leave of Absence until they return to the United States. Students who anticipate an international relocation should consult with the Regional Field Placement Team as soon as they have knowledge of their relocation.

Foundation year students are assigned to a section of 586a (VFP) followed by a placement for three semesters by the Regional Field Placement Team. Assignment is based on a number of factors: the student’s learning goals, work and volunteer experience, educational background, and career aspirations. Other factors taken into account are available learning opportunities at each agency, geographic location, region or community, and other special need or circumstance. The placement process takes place while the student is completing the 586a Virtual Field Practicum. Students are notified of their assigned placement via e-mail and must promptly reach out to the agency to schedule a preliminary meeting and to complete any agency-specific Human Resources or clearance process prior to the start of the internship. There may be additional costs incurred by the student to meet the HR requirements of the agency. These may include special training, security and health clearances (See Appendix J). Failure to contact the agency, failure to engage in the agency clearance process, or failure to respond to such requests will delay the placement start and the student’s ability to progress in the overall MSW program. The start date for field internship varies by cohort; please refer to the Field Education Calendar of the respective cohort.

Note: Students may experience a slow build-up of client caseload in the first semester.

The Foundation semester field internship seamlessly transitions into the Concentration year field placement by the 2nd and 3rd semester. The goal is to build on the Foundation year internship experience to help students develop advanced and more focused social work skills in a specific area of practice. In the Concentration year, the academic courses and the field experience are organized around a particular field of practice or method.

Malpractice Insurance
Each student must pay a required malpractice insurance fee prior to placement in a field agency (included as part of the commitmen deposit). Once the fee is paid, the student will be enrolled in and covered by the School’s malpractice liability insurance policy. Agencies needing a copy of the Malpractice Certificate should contact the appropriate Regional Field Placement Team.

I. Field Calendar

Each cohort has its own Field Calendar for each semester that students must refer to and adhere to. It is found in the Practicum course on the VAC learning platform.

The School of Social Work schedules specific events that require MANDATORY ATTENDANCE.

Student attendance and participation is required at the following events:
- Community Immersion
- Field Placement Orientation(s)
• All School Day (held during the Spring semester each year)

To the fullest extent possible, students are expected to observe the agency attendance and time schedule policies. The Field Practicum is a class and students must adhere to the field calendar which identifies the beginning and ending dates of the Practicum as well as important Field Education activities and events. If the agency is closed on a “non-University” holiday, the student is expected to make up this time. All University holidays are sanctioned time off.

There may be times during the placement term, whether due to a religious holiday, illness, or scheduled university closing, when students may not be able to complete their internship hours on a regular internship day. Students are allowed eight hours each semester to take time off for religious holidays or illness, which must be discussed in advance and arranged with the Preceptor and/or Field Instructor. Make-up hours for time missed must also be discussed with the Preceptor and/or Field Instructor. Students should approach their work at the agency as they would a place of employment, discussing any changes in schedule or promptly informing the Preceptor and/or Field Instructor of illness or absence. One such discussion is the University policy which prohibits students from working during Study Week. This typically falls on the week after the last day of field placement each semester. Please note that client care and continuity of agency operations must be considered.

It is the responsibility of the student to be sure an ongoing formal record of their field hours, validated by their Preceptor and/or Field Instructor, is maintained. This record is kept on a Field Practicum Log, which is found in the Practicum course on the VAC learning platform.

Should a problem arise due to conflicting commitments, these issues should be addressed and communicated by the student and the Preceptor and/or Field Instructor with the student’s USC Field Liaison.

II. FIELD INSTRUCTOR INFORMATION

A. Introduction

Field Instructors play a crucial role in the USC School of Social Work Field Education experience. They provide the students the opportunity to merge previous life and work knowledge with the development of new professional competence. Field Instructors must follow the learning objectives that are specific to the Foundation and Concentration year curriculum. The overarching objective of Field Instructors throughout both years and across all concentrations is to prepare students to enter the Social Work profession.

Field Instructors are engaged in 3 basic Field Education components. First, they must orient the students to the professional system of the agency, including but not limited to the purpose of the agency, the community it serves, its policies and procedures (particularly risk management/safety), and expectations for professional dress and comportment. The orientation and the field internship should be geared towards introducing and the familiarizing the student to the Core Competencies of the Social Work Profession.
The second crucial component is the development of the teacher-learner relationship between the student and the Field Instructor. This starts at the first contact wherein the Field Instructor clarifies and establishes roles, expectations, and the framework for the relationship.

The last and third component is the development of broad and rich case assignments and field experiences. The student is expected to engage in a wide variety of Social Work activities from the beginning to the end of field placement. Field Instructors are responsible in providing direct practice experiences consisting of but not limited to the following:

- Multi-level practice work: individual, group, and systemic interventions
- Multiple treatment modalities
- Assessment, diagnosis, treatment planning, and intervention
- Multi-cultural population
- Advocacy, resource referral, community needs assessment, evaluation, and documentation
- Termination
- Macro skill development such as advocacy, evaluation, fundraising and development, grant writing, program development, and others as indicated in the specific concentration.

Field Internship is a time-bound experience, and the field instructor carries the responsibility for planning, implementing, monitoring, and evaluating the student’s educational experience based on the student’s progress in meeting the Core Competencies.

B. Field Instructor Qualifications

MSW Interns are supervised by Field Instructors designated by the agency and the School of Social Work. These Field Instructors are committed to teaching and upholding the values and ethics which have been developed over the long history of the Social Work profession. The Field Instructor must be identified and complete the application process at the same time an agency site is approved. New or replacement Field Instructors may complete the application process at any time. Field Instructors must have the following to qualify:

- An MSW degree from an accredited school of social work
- At least two years of post-master’s social work experience
- A completion certificate of a new field instruction class from USC or any School of Social Work consortium partners accredited by the Council on Social Work Education (CSWE) or
- A plan to attend a 12-15 hour long training for new field instructors offered online through the VAC.

In addition, Field Instructors must meet the criteria required to teach and support MSW interns in field placement. They must also be committed to meet all documentation, supervision, and evaluation requirements of the program, particularly the ability to assess student progress based on the most current Core Competencies identified by the Council on Social Work Education in the Educational Policy and Accreditation Standards (EPAS).

C. Field Instructor Tasks & Checklist

Field Instructors are responsible for the following tasks to meet the Field Practicum course objectives:
• Meet student(s) prior to the start of the internship for a pre-placement meeting
• Facilitate and assist students with any Human Resources process and/or requirements
• Provide an agency orientation at the start of internship
• Clearly define the student’s role, tasks, responsibilities and scope of practice
• Provide training, consistent communication with and support to students
• Assign and maintain a diverse caseload
• Provide meaningful opportunities to learn professional and direct practice skills related to the student’s year of student and concentration focus
  - At least 50% of field time must be in micro/mezzo level practice work
  - At least 10% of field time must be in macro level practice work
  - Exceptions:
    - COPA – more emphasis on macro level practice work with a maximum of 20% micro level practice work
    - Social Work and Business in a Global Society – students with a micro level practice focus (employee assistance programs) must have at least 50% micro/mezzo-focus work, while those with a macro level practice focus within organizations may have a maximum of 20% micro level practice work

Field Internship is a time-bound experience, and the field instructor carries the responsibility for planning, implementing, monitoring, and evaluating the student’s educational experience based on the student’s progress in meeting the Core Competencies.

NOTE: All forms referenced in the section below can be located in the Field Practicum course on the VAC learning platform.

• Complete the Learning Agreement with the student in the beginning of the 1st semester:
  - Use the appropriate form: COPA, Families & Children, Health, Mental Health, or Social Work & Business
  - Complete the Field Instructor teaching plan
  - Review the student learning objectives
  - Sign and turn in the form to the Field Liaison by the due date listed on the Field Calendar
• Identify and assign a Preceptor as needed (include Preceptor feedback in the learning agreement/evaluation)
• Provide Field Instruction
  - A minimum of 1 hour weekly/group supervision
  - Depending on the student’s needs, weekly supervision could include some group supervision as long as the student has individual supervision at least every other week
  - Some group supervision may be facilitated by a non-social work professional
• Review and sign the Field Practicum Log weekly (internship and supervision hours and the number of Reflective Learning Tools completed during the week)
• Review and discuss the Reflective Learning Tool weekly (a minimum of 10 per semester). Note that COPA and Social Work & Business will not use the new Reflective Learning Tool but will continue to use the existing macro learning tool.
• Continuously monitor and evaluate the student’s performance
• Communicate, consult, and problem solve with the Field Liaison for support, challenges, and as needed
• Participate in field contacts/meetings with the Field Liaison
  o Contacts may vary: in person, virtual, e-mail or phone
  o 1x semester for Foundation students
  o 1x semester for Concentration students
  o More as needed or requested by student, Field Instructor, or Field Liaison
• Provide opportunity for and support of a macro project (Foundation Year Students)
• Complete the **Comprehensive Skills Evaluation** form (integrated within the Learning Agreement) with the student at the end of each semester (1st/2nd/3rd):
  o Evaluate the student’s skills in the Competencies, including feedback from the Preceptor, if applicable
  o Verify that the student has met the required placement hours for each semester
  o Verify that the student has met the school and the agency objectives and requirements
  o Verify that the student has submitted the ten required Reflective Learning Tools
  o Sign and turn in the form to the Field Liaison before the last day of placement/Field Practicum each semester
• Complete any additionally required Concentration year evaluation. Please consult with the Field Liaison for the appropriate form
• Provide a grade recommendation on the evaluation form:
  o Recommend a grade of Credit, No Credit, or In-Progress
  o Please note that an In-Progress grade may negatively affect the student’s progress and/or cause a delay in graduation. Please notify a Field Liaison as soon as possible if the student appears to be at-risk of failing to complete all the requirements for Field Practicum
  o A No Credit recommendation should always be made in consultation with the Field Liaison (as early as possible in the semester), documented, and accompanied by a written learning improvement plan/letter (copies will be retained by the student, Field Instructor, Field Liaison, and Office of Student Affairs)
  o The Field Liaison will approve and assign the final grade
• Facilitate the scheduled and/or unscheduled termination from the agency

**NOTE:** Please alert the Field Liaison ASAP if there are any difficulties or challenges faced by the student. Issues that mandate Field Liaison notification include but are not limited to the following:
• Delays in the submission of the Reflective Learning Tools
• Issues or difficulty in progressing in the Core Competencies
• Any violation of the NASW Code of Ethics
• Excessive absences or non-approved schedule changes
• Non-compliance with agency policies and procedures
• Documentation issues and delays

USC School of Social work is committed to providing all possible help and support to students and early intervention is essential. (Please see Section E below for further details)
D. Field Instruction

Field instruction takes many forms and methodologies. It ranges from the didactic method to experiential. It also varies in structure and technique. It is influenced by multiple factors such as the agency’s focus, resources available, and the skills, interest, and the personality of both the instructor and the student. Although field instruction is a highly individualized process, the required components mentioned in the previous section are essential and non-negotiable.

The following are some general Field Instructor guidelines for teaching and supervising students and are meant to help establish a supportive learning and working environment:

- Adhere to regularly scheduled field instruction conferences with your student.
- Create a supportive environment and a positive teaching relationship taking into account your teaching style and the student’s learning style.
- Be aware that you are the role model for client and peer relationships and interactions.
- Acknowledge authority-dependency conflicts and use as teaching opportunities.
- Establish your role as both supervisor and teacher early in the relationship.
- Make assignments meaningful and utilize the Reflective Learning Tools early in the relationship.
- Focus on the process and not just the content.
- Balance performance monitoring with positive supportive feedback and genuine praise. Feedback needs to be relevant, clear, balanced, and timely. Encourage the student to reciprocate.
- Use case and project analysis in helping students examine their work, meet their learning objectives, process their reactions, and foster self-awareness.
- Assist the student to identify feelings, attitudes, biases, and reactions that affect their work.
- Discuss with the Field Liaison if personal therapy seems indicated.
- Introduce the use of audio taped, video recordings, and/or role-playing as a way to enrich the student's learning.
- Guide students in navigating the Developmental Stages of Internship based on the work of Sweitzer & King, 2004 (see Appendix Q).

E. Challenges

Field Education is inherently filled with positive and negative experiences and challenges. It is the job of the Field Instructor to create a stable learning environment in order to address these experiences and challenges and to facilitate the student’s educational progress. It is the responsibility of the Field Liaison as the university representative to provide support and guidance in order for the Field Instructor and the student to succeed in this endeavor. As part of the process, Field Instructors are asked to balance opposing and/or complimentary forces such as the following in order to foster learning:

- Challenge vs. Support
- Autonomy vs. Dependence
- Learning Objectives vs. Agency Objectives
- Authority vs. Mutuality
- Education vs. Training

In most instances, a balanced approach is enough to prevent any major problems in the field experience. Sometimes it is not sufficient and challenges in the learning process may occur.
Some examples are:

- Persistent unprofessional and/or unethical conduct including disruptive behavior
- Conflicts in teaching and learning styles
- Not meeting agency and field requirements (charting, documentation, inconsistent or insufficient hours, etc.)
- Insufficient skill or inability to meet learning objectives

When this arises, Field Instructors are required to provide an early warning to students of the areas that need improvement, based on the Core Competencies:

- Identify and attempt to discuss and resolve the issue(s) directly with the student
- Document the issue and efforts to resolve it
- Notify / consult / contact the assigned Field Liaison of the issue. 
  If you are not certain of the name of the Field Liaison, you may email vacfield@usc.edu to identify the student’s Liaison
- Invite the Field Liaison to mediate if unable to resolve it
- If it persists, collaborate with the Field Liaison in formulating a Student Performance Improvement Plan to identify areas for continuous professional growth and development for students and the deadline to achieve such goal
- If the issue persists, the Field Liaison may re-place the student. If replacement is indicated, you will be asked to complete an evaluation of the student’s progress based on the Competencies as of the date of the student’s departure from the agency

It is the philosophy of the school to exert all efforts to prevent a re-placement. It is disruptive to the agency and to the learning process of the student.

F. Safety

The school recognizes that students cannot be insulated from the risks in providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills to assess risk and take appropriate precautions. Basic safety measures are thoroughly discussed in the seminar class to help prevent any problems but it is still not enough. Field Instructors are expected to orient students in basic and agency related policies and procedures that can maximize their personal safety. It should include but not be limited to the following:

- Building/office security policy
- Fire, earthquake, and other emergency procedures
- Transportation policies and insurance requirements
- Sexual harassment/discrimination procedure
- Home /school / community visit / vehicle safety policy and procedure
- Crisis intervention
- Emergency and support contacts

Periodic review of these safety measures is strongly recommended. Field Instructors are also required to contact the University Field Liaison to inform of any safety or human resources incidents or concerns.

G. Strike Policy

The Field Education Department’s policy regarding agency strikes/work actions is based on the principles of educational integrity. It focuses on how educational expectations, goals and objectives can be met and maintained. The primary consideration is the student’s educational
experience rather than the merits of any given strike or work action. It is the Department's belief that a strike-bound agency is not able to provide a climate conducive to a sound educational experience. The Field Education Department will make the assessment and decide on a course of action depending on the situation. USC School of Social Work encourages the Field Liaison and Field Instructor to organize opportunities for students to learn from all parties and engage discussions regarding the issues at hand. Please see Appendix I for possible courses of action.

III. STUDENT / MSW CANDIDATE: INFORMATION ON STUDENT ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

A. Introduction

The MSW student/candidate has a unique challenge of learning the principles of the Social Work profession in the classroom and in placement. Students are required to learn and simultaneously apply the knowledge in their field practicum work. Field Education provides the student this opportunity and helps increase his/her competency as a future Social Work professional. This requires strong commitment, dedication, and active participation from the MSW student/candidate. The School of Social Work and the agency are both committed in guiding the student through this process.

B. Field Placement

Students will be given one faculty approved placement assignment that meets their learning needs and the field requirements of the USC School of Social Work. A successful placement may require substantial flexibility on the part of the student. Students must follow all procedure laid out by the field placement team.

• Complete and submit the Field Education Contract & Background Clearance form and select a Concentration when submitting Intent to Enroll.
• Notify the Regional Field Placement Team of any special circumstances that may impact the selection of the field placement. Examples include lack of transportation, limited hours of availability for the field practicum, felony convictions, etc. The nature of the special circumstance may impede or significantly reduce placement options available in your community, which could affect the student's ability to complete the program and graduate.
  \textit{Note: Lack of timely disclosure of special circumstances will not only create significant delays in placement, but may require you to take a Leave of Absence and/or delay your anticipated graduation. This information will not be provided to the agency as part of the field forms; however, students are encouraged to share with the agency during the pre-placement meeting if any special circumstance may impact the student's performance as an intern.}
• Once notified by the Regional Field Placement Team of the assigned placement via email, contact the agency as soon as possible to schedule a pre-placement visit. Declining to interview any placement offered by the Regional Placement Team may require for you to defer your field practicum to a later term and delay your graduation date.
• Students not accepted after three agency interviews may be asked to take a Leave of Absence and return when a field placement can be secured.
• Complete all pre-placement requirements as specified by the agency.

**Note:** Students may incur non-refundable costs for security clearance, specialized training, and/or other human resources processing specifically required by the agency. The School cannot be responsible for delays caused by a student’s lack of prompt attention to these tasks.

**C. Student Tasks & Checklist**

MSW students are responsible for the following tasks to meet the course objectives for the Field Practicum class:

- Contact and meet with the Field Instructor as soon as you are notified of your placement for a pre-placement meeting and/or Human Resources processing
- Complete Assignment #3 for the 587a class using the pre-placement meeting (Foundation year students only)
- Participate in the agency orientation at the start of internship. If no orientation information is provided, please inquire
- Learn the different roles, tasks, responsibilities, and scope of practice of the agency
- Be open to feedback and support
- Meet with your Field Instructor for mandatory weekly supervision. Failure to comply with this requirement may result in you not receiving credit for your field practicum.
- Discuss field internship issues in the Foundation year seminar class for added feedback and support
- Maintain a diverse caseload
- Seek meaningful opportunities to learn professional and direct practice skills
  - At least 50% of field time must be in micro/mezzo level practice work
  - At least 10% of field time must be in macro level practice work
  - Exceptions:
    - COPA – more emphasis on macro level practice work with a maximum of 20% micro level practice work
    - Social Work and Business in a Global Society – students with a micro level practice focus (employee assistance programs) must have at least 50% micro/mezzo-focus work, while those with a macro level practice focus within organizations may have a maximum of 20% micro level practice work
- Maintain contact with your Field Liaison throughout the internship and discuss any questions/issues as soon as they arise

**NOTE:** All forms referenced in the section below can be located in the Field Practicum course on the VAC learning platform.

- Complete the **Learning Agreement** with the Field Instructor in the first five weeks of the field placement in the 1st semester
  - Use the appropriate form: COPA, Families & Children, Health, Mental Health, or Social Work & Business. Consult with your Field Liaison for accuracy
  - Complete all sections except for Section VII. Make sure the Orientation Checklist section is completed and signed
Review the student learning objectives with your Field Instructor
Sign and turn in the form to the Field Liaison by the due date listed on the Field Calendar
• Complete and have your Field Instructor and/or Preceptor review and sign the Field Practicum Log weekly (internship and supervision hours and the number of Reflective Learning Tools completed during the week)
• Come prepared and actively participate in field supervision
  o A minimum of 1 hour weekly supervision
  o Depending on the student’s needs, weekly supervision could include some group supervision as long as the student has individual supervision at least every other week
  o Some group supervision may be facilitated by a non-social work professional
• Turn in a completed Reflective Learning Tool weekly (a minimum of 10 per semester) to your Field Instructor. The student is responsible in keeping track of the weekly submission and making sure the Field Practicum Log is signed. Note that COPA and Social Work & Business will not use the new Reflective Learning Tool but will continue to use the existing macro learning tool
• Continuously review and evaluate your performance
• Communicate, consult, and problem solve with the Field Instructor, Field Liaison, and/or Preceptor for support, concerns/issues, and as needed
• Participate in field contacts/meetings with the Field Liaison
  o 1x semester for Foundation students
  o 1x semester for Concentration students
  o More as needed or requested by student, Field Instructor, or Field Liaison
• Foundation students: complete a macro project by the end of the 1st semester of their agency placement to meet the requirements for the 587b class
• Participate in completing the Comprehensive Skills Evaluation form with the Field Instructor at the end of each semester (1st/2nd/3rd):
  o Complete the required placement hours for each semester (Total minimum requirement of 1000 hours for 1st and 2nd year of internship. PPSC students must earn 1050 hours and Advanced Standing student must complete 550 hours (600 for PPSC).)
  o Meet the school and the agency objectives and requirements
  o Earn the appropriate evaluation levels
  o Turn in a signed Field Practicum Log each month to your Liaison
  o Sign and turn in the evaluation to the Field Liaison at the end of each semester
• All paperwork must be completed and uploaded to LMS on the last day of your placement in order to receive passing a grade

D. Supervision

MSW candidates are expected to integrate the knowledge and skills learned in the classroom with their field practicum experience. The student gradually develops his/her identity as a Social Worker and learns the values and ethics of the profession. This is an individualized process and develops over a period of time. This growth is significantly facilitated by the Field Instructor through the process of supervision. The following are some guidelines to help students take full advantage of the field practicum experience and supervision:
• Follow the school guidelines for placement
• Be on time for placement, field instruction, and field seminars
• Behave and dress in a professional manner
• Abide by the NASW Code of Ethics. Please note that any violation of these standards may lead to dismissal from the MSW program
• Align learning goals with the Core Competencies
• Maintain agency standards and practice guidelines
• Come prepared to supervision and complete all assignments on time
• Be open to constructive feedback and make the effort to try or implement the feedback
• Be pro-active in your role as a learner, articulate learning needs, and seek to meet them
• Complete and submit Reflective Learning Tool assignments on time to your Field Instructor (1 RLT per week)
• Share concerns/issues/questions promptly with your Field Instructor and/or Field Liaison
• Be self-aware; take time to reflect upon and process feelings, thoughts, actions, and reactions

E. Challenges and Support

The student/candidate is expected to be an active learner in Field Education and accept the guidance, support, and the evaluation of the Field Instructor. When there is a mismatch between the student’s needs and the available learning opportunities and supports, challenges and issues might occur. The following are some of the possible source of concerns or conflicts:

• Minimal or lack of learning opportunities
• Lack of supervision
• Scheduling issues
• Excessive absence
• Issues of harassment and discrimination
• Medical or personal issues

Students are encouraged to follow these procedures to resolve any concern for immediate resolution and to avoid any delays in Field Practicum:

• Articulate the problem. Discuss and resolve issues directly with the Field Instructor
• Involve and communicate the issue with the Field Liaison as soon as possible in the process
• If the issue persists, request the involvement of the Field Liaison for mediation/resolution

The student/candidate must always be cognizant that Field Education/Practicum is a class (SOWK 586 a/b & 686 a/b). Students must meet the standards for satisfactory academic progress and performance in order to pass or move forward in the program. Students who abandon class (Field Practicum) or fail to report regularly to a field placement site do so at the risk of a grade of No Credit thus placing themselves in academic jeopardy, possible loss of federal financial aid, and/or risk of dismissal from the MSW Program.

Note: It is the philosophy of the school to exert all efforts to resolve issues and try to prevent a re-placement. It is disruptive to the student’s academic programming and to the agency.

All policies and procedures in regard to registration, withdrawal, attendance, grading, grades of in-progress or incomplete, disputing a grade, leave of absence, academic probation, FERPA (Family Educational Rights and Privacy Act), ADA (Accommodations for Students with Disabilities) and more apply. Failure to complete the Field Practicum on time may also jeopardize Financial Aid.
The student/candidate must involve the Field Liaison immediately regarding any problems related to Field Practicum. Please review Section IV in this manual (page 24), the “Current Student Website”, and the USC School of Social Work Handbook for complete information.

NOTE: ADA accommodations can only be provided when an official letter from the USC Office of Disabilities is presented by the student to each faculty. Accommodation is as assessed, identified, and specified by the USC Office of Disability.

F. Professional Expectation

All students are expected to adhere to and follow all ethical, legal, and policy standards and mandates of the Social Work profession. Any forms of violation to the Social Work profession guidelines may lead to a dismissal from the USC School of Social Work program (see Section IV on page 23 for the policies and guidelines on Field Education related conduct and processes).

G. Social Media Use

Students are encouraged to use caution when participating in social media forums. Be mindful of any references to the field agency and client related information or interactions. Students are expected to adhere to all legal and ethical responsibilities of the Social Work profession. Keep in mind the public nature of any social media forums despite all security and privacy settings.

IV. FAILURE TO MAKE SATISFACTORY PROGRESS IN FIELD EDUCATION – ACADEMIC WARNINGS

All USC students are entitled to fair warning and non-arbitrary dismissal procedures. The University of Southern California Catalogue describes these procedures in the section “Academic Warning and Dismissal” of Graduate Students.” This section of the Field Manual provides specific policies and procedures for Academic Warning and Dismissal of Graduate Students as they relate to the Field Practicum.

A. The First Academic Warning – Student Performance Improvement Plan – Field Education Student Review Meeting With the Field Instructor, Faculty Field Liaison, and Advisor

Students who fail to make satisfactory progress in the Field Practicum will be so informed by the Field Instructor, Faculty Field Liaison, and Advisor. Satisfactory progress is measured by the student’s timely completion of the required number of hours and assignments in placement each semester (16 hours per week in 586 and 20 hours per week in 686), as well as developing and building proficiency in the Core Competencies.

A Student Performance Improvement Plan is considered as the first written academic warning and is required as early as possible if a student shows signs of:

- Failure to complete the required number of hours in placement and/or
- Failure to submit Reflective Learning Tools in a timely fashion and/or
• Failure to develop proficiency in any of the Core Competencies and/or
• Failure to adhere to the NASW Code of Ethics

The Field Liaison will contact the student and will schedule a Field Education Review Meeting with the student, Field Instructor, and Advisor. During the meeting, the Student Performance Improvement Plan will be developed by the Field Liaison and the student. The intent is to identify the specific areas in which the student must improve to successfully complete the program. The document should include the following information:

• Explanation of expectations of satisfactory academic progress
• Explanation of ways in which student has not made satisfactory progress, such as:
  o Failure to complete number of required Field hours within the semester
  o Excessive absences from the placement agency
  o Failure to meet with Field Instructor and/or Preceptor on a weekly basis
  o Failure to comply with agency policy and procedure
  o Failure to respond to requests made by Field Liaison, Advisor and Regional Director
  o Failure to present oneself in a professional manner when interacting with clients, peers, faculty and agency personnel
  o Failure to complete the weekly Reflective Learning Tools
  o Excessive self-disclosure of personal information which has a deleterious effect on clients
  o Abandonment of Field Placement

• Specific actions, behaviors or events that would constitute satisfactory academic progress, such as:
  o Submit a completion plan with a specific timetable
  o Submit all missing RLTs by a specific date and submit all future RLTs on a weekly basis as required
  o Desist from self-disclosure during individual and/or group therapy

• Specific dates or a specific length of time within which these actions, behaviors or events must take place
• Consequences of failing to meet deadlines, including risk of dismissal from the program
• Space for the student to sign and date the letter as an indication of receipt and understanding

B. The Second Academic Warning – Failure To Improve – Field Education Student Review Meeting With the Assistant Director of Field Education and Field Faculty Representatives

If the student does not meet the deadlines and expectations set forth in the Student Performance Improvement Plan, then she/he will be so notified in writing with a Letter of Academic Warning from the Office of the Executive Vice Dean and the Associate Dean of Field Education. The letter is the second level of written warning that the student is at serious risk of dismissal from the MSW program.

A Student Academic Review meeting will be convened by the Assistant Director and representatives from Field Education faculty to review student progress or lack of progress to date. If the student continues fail to meet the requirements, the above team will discuss available options including dismissal from the MSW program.
C. Dismissal and Appeal Procedure

A student who continues to fail or who engages in unethical behavior will be dismissed from the MSW program. The student will receive a formal letter of dismissal from the Office of the Associate Dean of Field Education. Students who wish to appeal the dismissal will need to contact the Office of Student Affairs by a specific date indicated in the formal letter. The student appeals process is outlined in the MSW Student Handbook:

“...In compliance with the academic policies outlined in SCampus under University Governance and Academic Policies, the School of Social Work has two levels of appeal for disputed evaluation after the instructor: 1) dean and 2) Office of the Provost. In the School of Social Work, appeals to the dean will be handled by the Executive Vice Dean...Students wishing to appeal to the Dean must submit to the director of student services a detailed narrative explaining the reason(s) for the appeal. The student should also outline the outcome/resolution that he or she is seeking...”

Please note that the results of the Executive Vice Dean’s decision will be binding.

D. Students Dismissed from the Placement Agency or Organization

Placement agencies have the right to dismiss students at any time due to behaviors which the Field Instructor, agency director and/or administrator deem inappropriate or unethical. These are infrequent but problematic occurrences which represent a serious setback to and disruption of the student’s academic progress and the student’s ability to successfully complete the MSW program. Once dismissed, the student loses all hours accumulated for that semester and a Student Performance Improvement Plan letter will be issued.

Based on the deliberations of the Field Liaison, Advisor, and Field Education administrators, the student may be allowed a second placement. However, no hours from the previous placement will be “rolled over” into the second placement or credited to the student.

Should the student be asked to leave the second placement, a Student Academic Review meeting will be convened. No further placements will be assigned. The student will receive a “No Credit” grade for the Field Practicum and the student will be considered for dismissal from the MSW Program.

Meeting the requirements for overall grade point average is not sufficient to successfully complete the requirements of the MSW program. If a student maintains a high grade point average but fails to adhere to the NASW Code of Ethics and to achieve proficiency in the Core Competencies, then the student by definition is at high risk for dismissal.

Students who interview at and are denied placement at three agencies because of inappropriate behaviors will be asked to attend a Student Review Meeting. Refusal by three agencies to accept the student for an internship is a strong indication that there is a lack of “goodness of fit” with the social work profession. The student may be dismissed from the MSW program and counseled to explore other professional education options.
E.  **NASW Code of Ethics Grounds for Dismissal from the MSW Program**

The Social Work profession is solidly grounded in the NASW Code of Ethics which defines the professional standard of behavior that practitioners and graduate students must maintain in their work with and behavior toward clients and peers. State behavioral health and professions laws further define behaviors considered so egregious that licensure of a practitioner is denied or revoked.

Consequently, immediate dismissal from the MSW Program is based upon these two professional benchmarks: Ethical principles as elucidated in the NASW Code of Ethics and state behavioral health licensure standards. Grounds for immediate dismissal from the MSW program therefore include but are not limited to the following:

- Sexual and/or other inappropriate relationship with clients including interactions within the agency and outside the agency involving exchange of money, co-habitation, or harassment
- Fraudulent documentation of patient contact, particularly false documentation which may trigger government or private insurance payments and reimbursement for services that were not provided
- Behavior which demonstrates callous disregard of the health, safety or wellbeing of clients, peers or agency staff
- Actions which breach patient/client confidentiality including unauthorized access to patient records or misuse and unethical reporting of confidential information to others, thereby violating patient/client rights to privacy
- Falsification of student field hours or any misrepresentation of student participation in the Field Practicum or required Field Practicum activities or assignments
- Student behaviors which cause agency disruptions and create a hostile work environment
- Class abandonment – leaving the field placement without notification to or approval from all of the following individuals: the Field Instructor, the Agency Director, the USC Field Liaison and the Assistant Director of Field Education. In the Field Practicum, class abandonment is made more egregious and deemed unethical because agency clients, who are fragile and are seeking help, are abandoned by the student’s abrupt departure
- “A felony conviction of a crime in a publicly reported forum” (Source: NASW Website- [http://www.socialworkers.org/nasw/ethics/review.asp#automatic](http://www.socialworkers.org/nasw/ethics/review.asp#automatic)).

**Note:** It is the responsibility of the student to read and understand the criteria by which academic progress is defined in the course syllabi, the information provided by the Office of Student Affairs, and the information provided in the Field Education Manual.
V. APPENDICES

A. MSW@USC Field Education Website
   http://sowkweb.usc.edu/master-social-work/msw-online-degree/field-education

B. MSW@USC Field Education Forms
   All Field Education forms can be located in the appropriate Field Practicum course on
   the VAC learning platform.

C. Curriculum Snapshot
   http://msw.usc.edu/academic/curriculum/traditional-curriculum/

D. Current Student Website: Class Schedule, OASIS, Student Handbook, etc.
   http://sowkweb.usc.edu/student-resources/current-students

E. Developmental Stages of Internship based on the work of Sweitzer & King (2004)
   1. Anticipation
      • Characterized by having mixed feelings of excitement, fear, doubts, and
        anxiety.
      • Tasks: provide orientation, clear expectation, and help the student adjust
   2. Disillusionment and Confrontation
      • Characterized by the conflict between the student’s unrealistic expectation vs.
        the reality of the work
      • Task: be available, guide and support in reaching a compromise between
        expectation and reality
   3. Competence
      • Characterized by the increase in sense of confidence, proficiency, and a better
        understanding of the link between theory and practice
      • Tasks: encourage more sophisticated discussion of value dilemmas, support
        independence and initiatives, and promote self-care
   4. Culmination
      • Characterized by re-appearance of self doubt, sadness, relief, withdrawal,
        and/or detachment
      • Tasks: Model termination, encourage to start early, encourage students to
        open up and be vulnerable in supervision to process termination appropriately

F. Foundation Year Objectives and Outline
   1. Socialize to the role of social work in the agency setting, including the professional
      role with clients, agency staff and other professionals;
   2. Demonstrate professional competence and identity, including understanding,
      accepting and applying professional ethics, values, dress, and behavior;
   3. Demonstrate an active and self-evaluative learning role;
   4. Develop and sustain relationships and communication with clients;
   5. Obtain, organize and communicate accurate information;
6. Begin to apply theory to practice and to engage in orderly thinking, utilizing at least one theoretical framework;
7. Demonstrate assessment skills understanding and conducting a bio-psycho-social history;
8. Demonstrate treatment planning skills based on information, assessment, and resources;
9. Demonstrate a variety of interventions utilizing basic interviewing skills (such as clarifying, interpreting, problem solving, resource linkage, advocacy, etc.);
10. Perform accurate and concise case presentations from a theoretical perspective;
11. Demonstrate and understand professional use of self;
12. Demonstrate knowledge of field placement agency and utilization of community resources;
13. Begin to develop leadership skills in identifying problems/issues and suggest appropriate strategies for change in both practice and policy arenas.

G. Concentration Year Objectives and Outlines

Please refer to the Concentration Selection Information Packet (email vacfield@usc.edu for the current version)


I. Strike Policy Course of Action

If an agency is in a bona fide strike situation prior to the beginning of the field work placement period, no students will be placed for field work in that agency for that academic year. If the agency reaches resolution of the strike situation at some point during the academic year, the agency may be used for a mid-year placement depending on re-assessment of the agency and its ability to meet the learning and educational expectations of the department. This assessment will be completed by one of the field faculty.

If a strike or work action situation occurs in an agency where students are in placement during the course of the academic year. These options may be considered:

1. The student may request not to remain in the placement agency during the period of the strike or work action. The student will be supported in this decision by the department, and will not suffer any academic consequences. The field hours missed during the strike period will need to be made up by the student during the regular semester, break periods, and/or in an extended placement through May/June of the academic year. A plan for missed hours make up will be developed by the student’s field faculty liaison in consultation with the Associate Dean for Field Education, the student and the field instructor.

2. The student may request to remain in the placement setting during the period of strike or work action. This option will be available only when the Department can be sure that the educational integrity of the field work placement can be maintained. This means that the supervisory requirements, caseload requirements and other expectations of field work can be consistently met by the agency during the strike or work action period and that there is no danger to the student.
Students wishing to remain in the agency must discuss this plan with the Field Faculty Liaison who will verify the agency’s ability to provide appropriate supervision and educational experiences. The student will be supported in this decision, and will not suffer any academic consequences.

If a strike or work action continues beyond a three week period, a reassessment of the ability of the agency to provide the appropriate supervision and educational experiences will be made by the Field Faculty Liaison. If the agency is found not able to meet the educational requirements of the field department, the student may be relocated to another agency site until the strike or work action have been resolved, and/or until the agency is able to provide the appropriate educational activities; or the student may be replaced.

It is expected that field seminars will devote some time and attention to issues around strikes, work actions, and the subsequent professional dilemmas surrounding these situations in order to assist the student in developing a clear understanding of the relevant issues in regard to the strike, and an understanding of the implications of the strike for the student’s field education experience. Issues around responsibility to clients during strike situations may be discussed in field seminars or in special Field Liaison meetings with students.

J. Notice of Possible Background Checks, Drugs Testing and/or Finger Printing

The University of Southern California, School of Social Work does not require background checks, drug testing or finger printing for admission into the social work program. However, there is a national trend that an increasing number of facilities require social work students to provide, or submit to, a security clearance, background check and/or other additional information in order to participate in internships at their sites. The successful completion of internships is a prerequisite for earning a social work degree from USC.

The following are the areas of inquiry typically covered in a background check, although some clinical sites may require a more comprehensive background check:

- A sex offender database search;
- A seven-year review of a student’s criminal court history, including arrest records and records of misdemeanor and felony convictions;
- Address verification;
- Two name verifications (e.g., current legal name and one other name [AKA]);
- Three county check of records;
- Search of the Department of Health and Human Services Office of the inspector General database of excluded persons;
- Social Security number verification; and
- Division of Motor Vehicle record or abstract.

Students are solely responsible for obtaining the documentation needed to satisfy the background check and additional testing requirements of a clinical site. Occasionally an agency may subsidize the fees required to obtain background checks and any additional tests; however, the cost is usually the sole responsibility of the student.
Refusal to satisfy the background check and additional testing requirements for clinical placement, or failure to pass these checks and tests, may severely limit placement options and may cause a delay in advancing in the MSW program or prevent graduation due to the student’s inability to complete Field Practicum requirements. In such an event, while USC will attempt to place the student at an alternative agency, USC cannot guarantee the availability of placement sites or the student’s acceptance into those sites. In such cases, the student may not be able to earn the degree he or she is seeking at USC.

The results of the background checks and any additional testing should be reported directly to the agency site. USC does not require a copy of the results, but may request confirmation from the student or agency that all requirements for placement have been satisfied.

USC, and its trustees, agents and employees, are not responsible for any claims and liabilities arising out of or in any way related to the background check or additional testing requests or disclosures made to the internship sites.

It is required for students to apprise the Field Placement Team of any special circumstances that may impact the selection of the field placement, such as arrests or convictions, including a record which they believe has been expunged. The nature of the special circumstance may impede or significantly reduce placement options available in my community which could affect the student’s ability to complete the program and graduate. The Field Faculty member of the Regional Field Placement Team will discuss potential placement options which may be available depending upon the unique circumstances of each situation.