

MSW Field Education Manual

Academic Year: 2025–26

MSW program offered by [Bluffton University](https://www.bluffton.edu) and [Goshen College](https://www.goshen.edu)



Mission: Shaped by Anabaptist-Mennonite tradition and the social work profession's core values of social justice, service, the importance of human relationships, integrity, competence, and the dignity and worth of every person, the Master of Social Work (MSW) program's mission is to prepare students for specialized practice in mental health with an emphasis on anti-racism and anti-oppressive practices, and integration of spirituality.

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Land acknowledgement statement: We acknowledge that the territories on which Bluffton University and Goshen College stand are that of Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandot, Ojibwe, and many other Indigenous peoples. With gratitude, our MSW program honors these lands and the people who have stewarded them throughout the generations. We commit to continuing to learn how to be better stewards of the lands we inhabit.

9-30-2025

**Welcome to the MSW Field Education program
at Bluffton University and Goshen College!**

We hope you find this *MSW Field Education Manual* useful as you move through the field education program. Navigate around this *Manual* by clicking on links and searching for keywords. Reach out to the MSW Field Education Director and Faculty Field Liaison with questions and feedback.

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Brief Overview: MSW Program

The MSW program is offered by [Bluffton University](#) (Bluffton, Ohio) and [Goshen College](#) (Goshen, Indiana). The mission of the MSW program is:

Shaped by Anabaptist-Mennonite tradition and the social work profession's core values of social justice, service, the importance of human relationships, integrity, competence, and the dignity and worth of every person, the Master of Social Work (MSW) program's mission is to prepare students for specialized practice in mental health with an emphasis on anti-racism and anti-oppressive practices, and integration of spirituality.



The MSW program prepares students for mental health practice at the individual, family, group, organization, and community levels. The MSW program also focuses on anti-racism and anti-oppressive practices, and the integration of spirituality.

The MSW program consists of 57 credit hours (19 3-credit hour courses), and can be completed in 2 to 4 years. Students with a bachelor's degree in social work (BSW) from an accredited program may be admitted at the advanced standing level which reduces the program requirements to 30 credit hours (10 3-credit hour courses) and can be completed in 1 to 2 years.

MSW Program

Student's undergraduate degree	# of credit hours	Admittance Level	Length of time to complete
Undergraduate degree other than BSW from any accredited institution	57	Foundation	2–4 years
BSW from a CSWE-accredited program within the last 10 years	30	Advanced standing	1–2 years

The MSW program is offered online with synchronous (Zoom) and asynchronous (self-directed) elements and in-person options. Course content is provided through recorded micro lectures and podcasts and assigned online resources and textbook readings with frequent group and individual sessions with instructors and students. Course assignments invite students to engage in in-person exchanges with instructors, other students, community professionals, and organizations, as possible based on geographic location. Field education placements are primarily in person.



Learn more about the MSW program through its webpages ([Bluffton University](#) and [Goshen College](#)).

Brief Overview: Social Work Accreditation



The MSW program was approved by the states of Indiana and Ohio, and their respective regional councils of the Higher Learning Commission in the Fall of 2022. The MSW program offered through Goshen College and Bluffton University was granted a second year of candidacy for accreditation by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA) in February 2025. The MSW program aims to attain initial accreditation in 2026.

Candidacy for an MSW program by the BOA indicates that it has made progress toward meeting standards of program quality evaluated through a peer review accreditation process. A program that has attained candidacy status has demonstrated a commitment to meeting the standards set by the Educational Policy and Accreditation Standards (EPAS) but has not yet demonstrated full compliance.

Students that are admitted to candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation. Candidacy is typically a 3-year process and attaining candidacy does not guarantee that a program will eventually attain initial accreditation.

Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program. Review our program's candidacy status in [CSWE's Directory of Accredited Programs](#). For more information about social work accreditation, contact [CSWE's Department of Social Work Accreditation](#).

Bluffton University and Goshen College are fully committed to achieving accreditation. CSWE is also committed to assisting programs in reaching accreditation.

The MSW program is following the 2022 Educational Policy and Accreditation Standards (EPAS) which can be found in entirety [here](#). Educational policy 3.3 contains the expectations for field education, social work education's signature pedagogy.

[CSWE](#) requires that accredited social work programs adopt their outcomes-oriented approach to curriculum design using the following nine competencies. The academic courses offered by the MSW program are designed to cover these competencies from the dimensions of knowledge, skills, values, and cognitive and affective processes.

9 competencies:

Competency 1 Demonstrate ethical and professional behavior.

Competency 2 Advance human rights and social, racial, economic, and environmental justice.

- Competency 3 Engage anti-racism, diversity, equity, and inclusion in practice.
 Competency 4 Engage practice-informed research and research-informed practice.
 Competency 5 Engage in policy.
 Competency 6 Engage with individuals, families, groups, organizations, and communities.
 Competency 7 Assess individuals, families, groups, organizations, and communities.
 Competency 8 Intervene with individuals, families, groups, organizations, and communities.
 Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities.

(Students at the generalist practice level are assessed on all five system levels: individuals, families, groups, organizations, and communities. Students at the specialized level are only assessed at the individual and community system levels.)

Brief Overview: MSW Field Education Program

As the “signature pedagogy” for social work education, field education provides students the opportunity to apply knowledge, values, skills, and cognitive and affective processes in a real practice setting, with supervision and support. Upon completion of field education, we expect students will be able to achieve the nine competencies of the Council on Social Work Education (CSWE) (see above).



MSW students complete two field education placements for a total of 900 hours. The generalist practice field education placement consists of 400 hours at one field education setting and is completed near the conclusion of the generalist practice courses. The specialized practice field education placement consists of 500 hours at one field education setting and is completed near the conclusion of the specialized practice courses. These things as well as field education course prerequisites are shown in the table below. Course syllabi for each of the four field education courses are available on the MSW field education website.

MSW Field Education Courses

Course	# of field education hours
SOWK 570 Generalist Field Education I	200 hours
SOWK 571 Generalist Field Education II	200 hours
SOWK 670 Specialized Field Education I	250 hours
SOWK 671 Specialized Field Education II	250 hours
Total	900 hours

The MSW program assesses the students’ readiness for field education and places students in approved field education settings. Students prepare and follow a learning contract that is organized around CSWE’s nine competencies; this learning contract is

also the basis for assessing students' efforts and skills in field education. While in field education, students receive weekly supervision from an approved field education instructor, receive support from a faculty field liaison, and participate in field education seminar classes with other students.

At the conclusion of each field education course (SOWK 570, 571, 670, and 671), the field education instructor provides the student with a rating between 0.0 (low) and 3.9 (high) based on the student's knowledge, values, skills, and cognitive and affective processes for each competency using the provided rating descriptions. The field education instructor also reviews the student's self-assessment ratings. The faculty field liaison assigns the student's course grade of credit or no credit based on the competency ratings as assigned by the field education instructor, the student's completion of field education hours and weekly logs, and the student's participation in field education seminar, following the criteria described below.



Resources related to field education are available to enrolled students and field education personnel through the MSW field education website, and are provided in these menu areas:

- Key files
- MSW curriculum
- Students preparing for field
- Students in field
- Field education instructors
- Faculty field liaisons

Roles and Responsibilities: Students

MSW students complete field education in a consecutive or block placement. In a consecutive placement, students complete field education hours in one placement over two consecutive semesters (with no break in between). In a block placement, students complete field education hours in one placement and in one semester. Provided below are descriptions of students' roles and responsibilities in preparation for and participation in field education.

The MSW program's intent is for the MSW field education program to meet social work licensing requirements. Students are responsible for ensuring that field education meets the specific licensure requirements for the state (or other geographic location) in which they plan to practice and to discuss any discrepancies with the MSW Field Education Director prior to beginning field education so any needed changes can be made.

Student preparation for a field education placement

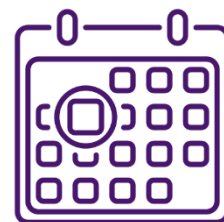
Overall, students' preparation for field education includes completing prerequisite academic courses, meeting with their academic advisor and the MSW Field Education Director, actively engaging in placement activities, and completing an orientation to field education. These activities are described below.

MSW students complete generalist and specialized courses prior to beginning field education or while they are in field education, as listed below.

Course	MSW Field Education Courses Prerequisites
SOWK 570 Generalist Field Education I	SOWK 500 Foundations of Social Work and Social Work Values and Ethics SOWK 510 Foundations of Social Work Practice with Individuals and Families SOWK 530 Racism and Oppression; Advancing Human Rights and Justice MSW program approval
SOWK 571 Generalist Field Education II	SOWK 520 Foundations of Social Work Practice with Groups, Organizations, and Communities SOWK 540 Human Behavior in the Social Environment SOWK 550 Social Policy SOWK 560 Social Work Research SOWK 570 Generalist Field Education I (these courses must be completed prior to or concurrent with SOWK 571)
SOWK 670 Specialized Field Education I	SOWK 571 Generalist Field Education II or admission with advanced standing SOWK 605 Intervention with Individuals (SOWK 600 Engagement and Assessment with Individuals is a prerequisite for SOWK 605) SOWK 620 Advanced Social Work Practice with Families and Groups SOWK 630 Advanced Social Work Practice with Organizations and Communities (these courses must be completed prior to or concurrent with SOWK 670) MSW program approval

MSW Field Education Courses	
Course	Prerequisites
SOWK 671 Specialized Field Education II	SOWK 640 Addictions SOWK 650 Mental Health Policy SOWK 660 Social Work Evaluation SOWK 670 Specialized Field Education I SOWK 671 Specialized Field Education II SOWK 680 Integrative Seminar and Career Advancement (these courses must be completed prior to or concurrent with SOWK 671)

In addition to the academic requirements listed above, students must have a cumulative GPA of 3.0 or higher (on a scale of 0.0 to 4.0). to meet the criteria to begin field education. Students with a cumulative GPA below 3.0 must repeat courses to raise their GPA to 3.0 or higher prior to beginning field education. Individual exceptions to the GPA requirement may be considered on a case-by-case basis and students provided support to ensure their readiness for field education.



Students begin to learn about field education processes, requirements, and expectations at their admission to the MSW program through initial academic advising, new student orientation, and the *MSW Student Handbook*. They continue to learn about field education through academic advising appointments and reading announcements and sharing in the *MSW Connections*, a weekly email sent by the MSW Program Director to all students.

Students' more specific preparation for field education begins the semester prior to the semester in which they are enrolled in a field education course (SOWK 570 or SOWK 670) utilizing the steps and timeline provided in the *Student Checklist for a Field Education Placement*.

Considerations when matching students with field education placement settings

As the “signature pedagogy” for social work education, field education offers a unique opportunity for students to practice new knowledge, skills, values, and cognitive and affective processes in a real world setting with support. While students are allowed to complete their field education placement in their place of employment and/or in a setting where they have previously completed a field education placement, we hope students take the opportunity in their field education placement to work with populations, programs, or settings that are new to them and enhance their learning.

When funding is available from an employer or other source, students may be paid for field education hours. The MSW Field Education Director can be creative in advocating and seeking out options for students to receive paid field education placements.

Employment-based Placements (EBP)

Students may complete their field education placement in an organization where they are employed if the following criteria are met and evidenced:

1. The field education placement offers opportunities for the student to engage in learning activities that are related to all competencies, professional behaviors, and a variety of practice levels.
2. The field education setting and field education instructor meet all the requirements of the field education program at Bluffton University and Goshen College, including the qualifications of the field education setting and instructor, the receipt of weekly supervision, and the use of the learning contract to guide learning and assessment.
3. If the field education instructor is the same as the student's employment supervisor, the student receives field education instruction in addition to and separate from their employment supervision.

Students must submit an *Employment-based Placement (EBP)* application including the signatures of the potential field education site representative and the potential field education instructor, to the MSW Field Education Director at least 8 weeks prior to the beginning of the student's field education placement.

Students submitting an EBP application must also complete the field education setting application, with the addition of items related to:

1. The student's employment supervisor versus field education instructor. The student provides a narrative explaining how the internship and employment are co-located or co-occurring and roles of supervisor and/or identified field education instructor.
2. The student's employment responsibilities compared to their field education placement activities, including how they will overlap and be differentiated from each other.
3. The student's employment hours and wages/salary compared to their field education hours and wages/salary, if applicable.
4. How potential conflicts of interest will be addressed. For example, the student may wear a distinguishing name badge when they are engaged in activities related to their employment as compared to their role as a student.



In consultation with students, their field education instructor, and their faculty field liaison, students' assignments and employee tasks may qualify as field education hours when those tasks are directly linked to the nine competencies and included in the learning contract.

The application is reviewed and approved or denied by the MSW Field Education Director.

Employment-based placement changes and endings

We hope that a student's employment will not change or end while they are in an employment-based placement. However, if it does, either by the student's choice or through no fault of the student, the MSW Field Education Director will work with the student to secure a revised or new field education placement. If the student's employment changes or ends due to the student's unethical or other behavior while engaged in employment or field education activities, the MSW Field Education Director will decide next steps in consultation with the MSW Program Director which may include the student receiving a "no credit" grade in the field education course.

Student participation in a field education placement

Students' participation in field education has seven important areas:

- 1. Develop and fulfill the learning contract.**
- 2. Complete and track hours.**
- 3. Complete a *Weekly Reflection and Supervision Log* entry each week.**
- 4. Engage in weekly supervision with their field education instructor.**
- 5. Participate in field education seminar classes and regular meetings with their faculty field liaison.**
- 6. Engage in professional behavior.**
- 7. Follow safety guidelines.**

Each of these seven areas is discussed below.

Develop and fulfill the learning contract

During the very beginning of the field education placement, students prepare their learning contract in dialogue with their field education instructor and faculty field liaison. The learning contract is central to all field education activities, including supervision and determining students' course grades. The MSW program provides generalist and specialized learning contract templates, including social work competencies and practice behaviors and guidance for assigning student performance levels: *Generalist Practice Learning Contract*, *Specialized Practice Learning Contract*.



Students identify learning activities they expect to do for each competency and document them in their learning contract. The MSW program provides lists of sample learning activities for generalist and specialized practice students: *Sample Learning Activities for Generalist Field Education*, *Sample Learning Activities for Specialized Field Education*. Students adapt learning activities to their field education placement and learning priorities. Students may create additional learning activities, based on opportunities at their field education placement and their learning priorities.

Generalist practice students must complete the following required learning activities:

1. Complete an orientation to the agency, learning about policies, procedures, and resources such as dress code, attendance policies, confidentiality guidelines, mandated reporter policies, safety policies for staff, and client systems, and appropriate and inappropriate use of social media. (For students completing employment-based placements, review agency policies, procedures, and resources, especially as they relate to their field education placement.
2. Complete the *Field Education Safety and Risk Management Checklist*.
3. Use the [NASW Code of Ethics](#) and a decision-making model to consider a placement-related ethical dilemma.
4. Develop a self-care plan, including 1 hour of self-care each week to be included in field education hours. Engage in self-care activities and monitor stress and burnout. Resource: [Self-Care Starter Kit](#)
5. Read the agency's policies and procedures, including HIPAA, consent for minors, and confidentiality policies.

Specialized practice students must complete the same required learning activities as the generalist practice students, however, the expectations for Item #3 on ethics is higher:

3. Identify an agency-related ethical dilemma through the use of the [NASW Code of Ethics](#). Identify and explain at least two ethical decision models and compare and contrast the models and their application, especially looking for areas of ambiguity.

Students' learning contracts must be approved by their field education instructor and MSW faculty field liaison within the first 60 hours for generalist field education students and within the first 80 hours for specialized field education students. A student's learning contract must be approved in that time frame in order for the student's field education hours to be counted from that point forward.

While in field education placements, students can look forward to engaging in the work of the agency as agreed upon in the learning contract. Students develop a working knowledge of the goals, policies, structure, program, and services of the field education setting. Field education implies that students assume an active role in learning and developing knowledge and skills. Students can expect to be given greater responsibilities and opportunities as they demonstrate their capacity to handle responsibility and as they develop their practice skills. In discussion with the field education instructor and the faculty field liaison, students may revise their learning activities as their time in field education unfolds, contexts change, and opportunities arise.

Complete and track hours

MSW students complete two field education placements for a total of 900 hours. The generalist practice field education placement consists of 400 hours, and the specialized practice field education placement consists of 500 hours. Students complete field education hours through completing learning activities shown on their learning contract, engaging in supervision with their field education instructor, participating in faculty field liaison visits and field education seminars, and completing Active Empowerment and Engagement (AEE) activities.



Students enrolled in generalist practice field education courses (SOWK 570 and SOWK 571) complete a total of 400 hours at one field education placement. As shown in the table below, students in a consecutive placement complete about 13–15 hours each week over two 14-week semesters. Students in a block placement complete about 28–30 hours each week within one 14-week semester.

Generalist Practice Field Education Hours

Type of placement	Description	# hours/week	Aim
Consecutive	SOWK 570 in 1 st semester SOWK 571 in 2 nd semester (no break in between semesters)	14 hours/week x 30 weeks = 420 hours	13–15 hours/week
Block	SOWK 570 and SOWK 571 in 1 semester	29 hours/week x 14 weeks = 406 hours	28–30 hours/week

Students enrolled in specialized field education courses (SOWK 670 and SOWK 671) complete a total of 500 hours at one field education placement. (Students enrolled in specialized field education courses have provided us with evidence that they have either graduated from a CSWE-accredited BSW program, which included the required minimum 400 hours in field education; or they have successfully completed the 400 hours required for SOWK 570 Generalist Practice Field Education I and SOWK 571 Generalist Practice Field Education II in our MSW program. Therefore, all MSW students complete 900 hours of field education.)

As shown below, students in a consecutive placement complete about 16–18 hours each week over two 14-week semesters. Students in a block placement complete about 34–36 hours each week within one 14-week semester.

Specialized Practice Field Education Hours

Type of placement	Description	# hours/week	Aim
Consecutive	SOWK 670 in 1 st semester SOWK 671 in 2 nd semester (no break in between semesters)	17 hours/week x 30 weeks = 510 hours	16–18 hours/week
Block	SOWK 670 and SOWK 671 in 1 semester	36 hours/week x 14 weeks = 504 hours	34–36 hours/week

Students' schedule of field education hours must be generally consistent each week (for example, Mondays and Wednesdays from 9:00 a.m. to 5:00 p.m. The student's field education hours follow the field education site's calendar, not the academic calendar. In general, the student's field education hours continue through semester breaks, fall break, spring break, and other academic breaks. The student negotiates their field education schedule with their field education instructor and is in communication with their faculty field liaison about their field education schedule.

Field education hours can include any activities which enhance the student's social work competence, including field education instructor supervision, agency orientations and trainings, and field education seminar classes. Field education hours include simulated practice situations (e.g. avatars, actors) only as part of initial training and in a real practice setting.

Students in generalist practice field education, accrue hours at each of the five system levels (individuals, families, groups, organizations, communities) based on what is available at the field education setting and the students' professional areas of interest. Field education hours accrued are not necessarily evenly distributed across the five system levels.

Students in specialized practice field education are required to accrue hours at the individual and community system levels, based on what is available at the field education setting and the students' professional areas of interest. Specialized practice students may also accrue hours at the families, groups, and organizations systems levels. Field education hours accrued are not necessarily evenly distributed across the system levels.

Students keep an hours log throughout their field education placement. Students discuss the hours log with their field education instructor during weekly supervision as well as with their faculty field liaison during their two to three visits each semester. Students store the hours log in a Google Drive folder that is shared with the field education instructor and faculty field liaison for easy access and ongoing monitoring. The faculty field liaison ensures the number of hours required is completed prior to communicating the student's grade.

Complete a *Weekly Reflection and Supervision Log* entry each week

Students complete a *Weekly Reflection and Supervision Log* entry each week throughout their field education placement to document and process their field education activities, learning, and supervision: Generalist, Specialized. The weekly log assists students in synthesizing and applying what they are learning—integrating their course work with field education. The weekly log is a confidential communication from students to their faculty field liaison. Students utilize the *Weekly Reflection and Supervision Log* template provided on the MSW field education website.

Students store the weekly log in a Google Drive folder that is shared with their faculty field liaison. Faculty field liaisons regularly review and respond to students' weekly log entries. The weekly log also allows faculty field liaisons to ensure that students are receiving at least 1 hour of supervision each week from their field education instructor.

Engage in weekly supervision with their field education instructor

Students participate in a minimum of 1 hour of supervision from their field education instructor each week throughout the placement. Supervision includes these topics:

1. Provide and ensure the availability of learning opportunities for students, as documented on the learning contract: Generalist, Specialized. Utilize sample learning activities in development of the learning contract: Generalist, Specialized.
2. Ensure awareness and adherence of safety policies and procedures. Discuss and re-visit the *Safety and Risk Management Checklist*.
3. Integrate and apply learnings from MSW courses to field education, utilizing the integration file provided by the MSW program: Generalist, Specialized. Discuss students' capstone project (SOWK 680), if being completed based on field education.
4. Progress toward the meeting of field education hours, as documented on the hours log.
5. Discuss assessments of students' performance.
6. Discuss and resolve questions and challenges.

Participate in field education seminar classes and regular meetings with their faculty field liaison

Students are assigned to a faculty field liaison. The faculty field liaison fulfills multiple roles, including assisting students with the development and fulfillment of their learning contract, approving their learning contract, facilitating the field education seminar classes, meeting with students and their field education instructor, and assigning students' course grades.

During the very beginning of the field education placement, students prepare the planned learning activities in their learning contract in dialogue with their field education instructor and faculty field liaison. The learning contract must be approved by the faculty

*The learning contract must be prepared by the student and approved by the faculty field liaison within 60 hours for generalist practice students and 80 hours for specialized practice students in order for the student to continue tracking field education hours.

**Schedule for Consecutive Field Education Placement
SOWK 571 (second semester)**

Activity	Week													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Student and field education instructor meet for supervision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Field education seminar classes for students	✓		✓		✓		✓		✓		✓		✓	
Student, faculty field liaison, and field education instructor meet to discuss learning contract								✓					✓	
Student notifies faculty field liaison that the learning contract assessment is complete														✓

The schedule for monitoring and supporting a student in a generalist practice block placement (SOWK 570 and SOWK 571) is shown in the table below.

Schedule for Block Field Education Placement: SOWK 570 and SOWK 571

Activity	Week													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Student and field education instructor meet for supervision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Field education seminar classes for students	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student prepares cover sheet and learning activities on learning contract*	✓	✓												
Student, faculty field liaison, and field education instructor meet to discuss learning contract		✓				✓				✓			✓	

Schedule for Block Field Education Placement: SOWK 570 and SOWK 571

Activity	Week													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Student notifies faculty field liaison that learning contract assessment is complete							✓							✓

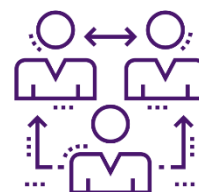
*The learning contract must be prepared by the student and approved by the faculty field liaison within 60 hours for generalist practice students and 80 hours for specialized practice students in order for the student to continue tracking field education hours.

The schedule for monitoring and supporting a student in a specialized practice block placement (SOWK 670 and SOWK 671) is the same as shown for a student in a specialized practice consecutive placement shown in the table above.

Engage in professional behaviors

Students demonstrating professional behaviors is vitally important in field education. These behaviors include:

1. Adhere to all ethical guidelines in the NASW Code of Ethics.
2. Actively engage in learning and developing social work practice skills, values, and ethics.
3. Arrive on time for field education and for all scheduled field education appointments. Inform their field education instructor when unable to report for field education and make up time in coordination with their field education instructor.
4. Interact respectfully with clients and staff of the agency, and community members of the agency. Congruent with the [social work profession's value of dignity and worth of the person](#), social workers strive to "treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity."
5. Maintain professional physical and emotional boundaries with clients. Do not engage in any sexual activity with a current or former client or their family members.
6. Maintain professional boundaries with colleagues, supervisors, and administrators.
7. Act and dress in the manner of a professional social worker as defined by the standards of the field education setting.
8. Use only your agency email address and phone number to communicate with clients.
9. Refrain from cell phone use while participating in field education hours. The student should talk with their field education instructor about the agency's cell phone policies and follow these policies.
10. Follow [Standards for Technology in Social Work Practice](#), including the following:



- a. Review and adhere to agency policies regarding use of technology, electronic communication, social media, and online services.
 - b. Maintain client privacy and confidentiality, including online. Do not consider any social media platform to be private.
 - c. Do not request or accept social networking linkages with current or former clients.
 - d. Do not post anything on social media about field education pertaining to specific clients or clients' situations, the field education instructor, or the faculty field liaison, even if attempts are made to disguise their identities.
 - e. Postings on social media which promote agencies' mission, services, events or activities may be appropriate. Check with the field education instructor prior to posting.
 - f. As much as possible, separate your personal and professional use of online and social media.
 - g. Remember that content shared via the Internet is permanent.
11. Arrange their own transportation to and from the field education setting and, if needed, to and from home visits and other community settings.
 12. Participate in weekly supervision with their field education instructor to discuss field education activities, agency services, and community needs. The student should readily communicate with their field education instructor with problems and questions.
 13. Meet regularly with their faculty field liaison. The student should initiate contact with the faculty field liaison with problems and questions.
 14. Keep their hours log and weekly logs up to date.
 15. Participate in the field education evaluation process.
 16. Abide by the community standards of the student's enrolling institution, [Bluffton University](#) or [Goshen College](#).

Follow safety guidelines

Student safety is paramount in field education. The MSW program implements a myriad of avenues for safeguarding students' safety, as described below.

Responsibilities of students for implementing student safety protocols:

1. Discuss the *Safety and Risk Management Checklist* with field education instructors within the first 2 weeks of the student's placement. Discuss any concerns. Sign the checklist.
2. Bluffton students: Prior to the start of field education, students enrolled through Bluffton University are required to assume personal responsibility for individual malpractice insurance coverage for the duration of their field education placement. Become a student member of NASW and obtain [professional liability coverage](#) through the NASW Insurance Trust, with minimum limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate. Provide evidence of this insurance coverage to the MSW Field Education Director.



Goshen students: Professional liability is provided and oversight is maintained through Goshen College for students enrolled through Goshen College, with minimum limits of not less than \$1,000,000 in the annual aggregate.

3. Read and take careful note of documentation and explanation of safety procedures as provided in:
 - a. The field education setting; e.g., in manuals and orientations.
 - b. The *MSW Field Education Manual*.
 - c. Course syllabi.
 - d. Community standards provided by enrolling institutions (Bluffton University and Goshen College).

Ask questions of the field education instructor and faculty field liaison, as needed.
4. Complete readings and other assignments associated with field education. Attend and complete assignments given in field education seminar. For example, read the chapter on safety (chapter 4) in Larkin, S. (2023). *A field education guide for social workers: An integrated approach* (2nd ed.). Cognella Academic Publishing. The NASW 2013 booklet on safety is also included as a resource on the syllabi for all field education courses.
5. Be attentive to physical and emotional self-care. Communicate to the field education instructor and faculty field liaison anything that may be unsafe or trigger a trauma response and do what is possible to minimize exposure to these triggers. Seek counseling, as needed, to care for self, and to maximize learning and efficacy of services in the field education setting.
6. As promptly as possible, report any safety concerns or violations to the field education instructor and faculty field liaison. Others available for assistance include other staff at the field education setting, the MSW Field Education Director, their academic advisor, a counselor at their enrolling institution.

Responsibilities of the MSW Field Education Director for implementing student safety protocols:

1. Ensure that MSW students enrolled in a field education course(s) are covered by a professional liability insurance policy during their duration of student's field education experience.
 - a. Bluffton students: Prior to the start of field education, students enrolled through Bluffton University are required to assume personal responsibility for individual malpractice insurance coverage for the duration of field placement through the NASW Insurance Trust, with minimum limits of \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate. The MSW Field Education Director gains evidence of Bluffton-enrolled students' policies and keeps up-to-date information on file.
 - b. Goshen students: Professional liability is provided and oversight is maintained through Goshen College for students enrolled through Goshen College, with minimum limits of not less than \$1,000,000 in the annual aggregate.



2. Formulate a Memorandum of Understanding (MOU) to be signed by the MSW Field Education Director and the field education setting, and ensure that it outlines liability coverage for students.
3. Require field education settings evidence their policies and procedures for the safety of employees and student interns, and keep this information up-to-date and on file.
4. Ensure that each field education setting with a student placement has an up-to-date MOU on file (updated once a year).
5. Include modules on safety protocols in field education orientations for students and for field education instructors along with resources for seeking help, if needed.
6. Ensure that up-to-date safety protocols are listed and described in the *MSW Field Education Manual* along with resources for seeking help, if needed.
7. Ensure that safety protocols are referenced in course syllabi for field education, along with resources for seeking help, if needed.
8. Ensure that community standards that address policies and procedures to ensure the safety of all students of enrolling institutions ([Bluffton University](#) and [Goshen College](#)) are accessible to students through the *MSW Field Education Manual* as well as through other means (e.g., course syllabi, *MSW Student Handbook*).
9. Ensure that enrolling institutions' programs that are available to assist students, including counseling and Title IX offices are accessible to students and listed in the course syllabi and *MSW Student Handbook*.
10. Work with institutional offices of accessibility (at Bluffton University and Goshen College) to ensure the learning needs and safety of students who need accommodations can be met. Communicate these things with the faculty field liaison and field education instructor, as needed, and within the bounds of confidentiality.
11. Access, adapt, and/or prepare a Field Education Safety Risk Assessment Tool, including but not limited to items such as liability insurance, safety protocol, reporting protocol, mandated reporting of abuse and other criminal activity, transportation, discrimination and harassment, and physical and mental health facilities within the vicinity of the field education setting. Require field education settings to complete this checklist prior to each placement of a student. Provide copies of this complete tool to the faculty field liaison and student along a list of available resources, including but not limited to institutional counseling offices, and physical and mental health facilities and services in the vicinity of the field education setting.
12. Respond promptly to safety violations or concerns and ensure students are safe and have needed resources available to them. Communicate with faculty field liaison and field education instructor, and with the MSW Program Director, if deemed necessary.
13. Develop contingency/continuity plans to prepare for times of disruption to the learning environment in partnership with enrolling institutions (Bluffton University and Goshen College).
14. Do not place students in field education settings where safety protocols are not in place or where safety concerns or violations have not been adequately

addressed. Safety factors include but are not limited to physical, emotional, and sexual concerns.

Responsibilities of the field education setting and instructor for implementing student safety protocols:

1. Discover if liability coverage is available to MSW students placed in their organization, and communicate this to the MSW Field Education Director and to students placed in their organization.
2. Provide evidence of their policies and procedures for the safety of employees and student interns to the MSW Field Education Director.
3. Sign an MOU with the enrolling institution each year they have a student placed with them.
4. Discuss the *Safety and Risk Management Checklist* with the student within the first 2 weeks of the student's placement. Address any concerns. Sign the checklist.
5. Respond promptly to safety violations or concerns and ensure students are safe and have needed resources available to them. Communicate any concerns to the faculty field liaison (and the MSW Field Education Director, if deemed necessary).



Responsibilities of the faculty field liaison for implementing student safety protocols:

1. Ensure that field education instructors and students have discussed and signed the *Safety and Risk Management Checklist* within the first 2 weeks of students' placement. Sign the checklist and save it in the shared Google Drive folder.
2. In visits to the field education setting, re-visit and discuss the *Safety and Risk Management Checklist*.
3. Discuss safety protocols in field education seminar associated with the first half of the generalist and specialized practice field education courses, including items in the Field Education Safety Risk Assessment tool along with awareness of burnout, compassion fatigue, and transference. One field education seminar assignment is for students to read the chapter on safety (chapter 4) in Larkin, S. (2023). *A field education guide for social workers: An integrated approach* (2nd ed.). Cognella Academic Publishing. The NASW 2013 booklet on safety is also included as a resource on the syllabi for all field education courses.
4. Be available and accessible to students in field education placements, paying special attention to any safety violations or concerns.
5. Respond promptly to safety violations or concerns and ensure students are safe and have needed resources available to them. Communicate any concerns to the MSW Field Education Director. Also, be in regular communication with the field education instructor, especially in regards to any safety concerns or violations.



Roles and Responsibilities: MSW Field Education Director

The MSW Field Education Director is an MSW faculty member who provides oversight for all field education activities. The responsibilities of the MSW Field Education Director include the following:



1. Lead and implement the MSW field education program to maximize learning opportunities for MSW students and upholding the social work profession and social work values and ethics.
2. Identify and approve field education settings and field education instructors.
3. Prepare and facilitate field education instructor orientations.
4. Advise students who have field education coming up on their plans of study and ensure their academic and professional readiness for field education.
5. Orient students who have field education coming up on their plans of study.
6. Facilitate matches between students and field education settings.
7. Identify, orient, assign, and supervise/support faculty field liaisons.
8. Assist faculty field liaisons and students with completing their field education-related responsibilities and being available for problem-solving, as needed.
9. Post grades, as received from field education instructors via faculty field liaisons.
10. Create and keep up-to-date all MSW field education policies, practices, syllabi, and forms, including the *MSW Field Education Manual*.
11. Implement all evaluations, including collecting and analyzing data, reporting on findings, discussing results, and facilitating needed changes.

The MSW Field Education Director position may be shared by two faculty members. The MSW Field Education Director may also be a faculty field liaison.

Roles and Responsibilities: Faculty Field Liaisons

The faculty field liaison is an MSW faculty member who assists and supports the student and field education instructor with all field education activities, including the development and implementation of students' learning contracts. The faculty field liaison also assigns students' final course grades. (The faculty field liaison may be the same person as the MSW Field Education Director.)



The responsibilities of the faculty field liaison include the following:

1. Be familiar and comply with field education activities as outlined in the *MSW Field Education Manual* and provided in faculty field liaison orientation provided by the MSW Field Education Director. Also, be familiar and comply with the *MSW Student Handbook*, as it applies to field education.
2. Prepare the course syllabus, utilizing the syllabus template provided by the MSW Field Education Director or found here: SOWK 570, 571, 670, and 671.

3. Prepare the Moodle course site, utilizing the course shell provided by the MSW program.
4. Facilitate field education seminar classes, following the schedule provided by the MSW Field Education Director and the MSW program calendar. (Special instructions for the faculty field liaison for SOWK 671 Specialized Practice Field Education II: Meet monthly with students instead of facilitating the field education seminar. Check in with students about safety issues and address any concerns.)
5. Assist students and field education instructors in identifying learning activities for students' learning contracts, utilizing the lists of sample learning activities: Generalist, Specialized.
6. Approve students' learning contracts. This must be done within generalist students' first 60 hours in field education, and within specialized students' first 80 hours in field education. Share learning contracts with the MSW Field Education Director.
7. Meet regularly with students and field education instructors (in person, when possible) to discuss the students' progress and performance on completing the activities outlined in their learning contract. Assist them in integrating and applying learnings from MSW courses to field education, utilizing the integration files: Generalist, Specialized.
8. (Special instructions for the faculty field liaison for SOWK 671 Specialized Practice Field Education II: Meet three times during the semester with the SOWK 680 Integrative Seminar and Career Advancement instructor to discuss students' developing capstone projects and ensure alignment with the students' learning activities. Conduct these meetings around the dates when each of the three parts of the capstone project are due.)
9. Review students' hours log each week, ensuring that they are staying on track to complete hours within the required timeframe.
10. Review and respond each week to students' *Generalist* and *Specialized Weekly Reflection and Supervision Log* entries, providing guidance and support as needed.
11. Schedule and implement agency site visits (in-person or virtual) with students and field education instructors, utilizing the schedule provided by the MSW Field Education Director.
12. Work with students and field education instructors to remedy difficulties or barriers that come up with the students' field education placements.
13. Communicate with field education instructors and the MSW Field Education Director regularly and as concerns or questions arise.
14. Assign students' course grades of credit/no credit based on provided criteria using course grade forms: SOWK 570, 571, 670, 671. Post students' final course grades through our institutional systems. Share each student's completed course grade form with the student, field education instructor, and the MSW Field Education Director.

15. Complete the *Faculty Field Liaison Evaluation of Field Education* form.

Roles and Responsibilities: Field Education Settings and Field Education Instructors

The field education setting is a not-for-profit, for-profit, governmental, and/or faith-based agency or organization that has been approved by the MSW Field Education Director to provide field education for an MSW student. Through the approval process, the agency provides their address, mission, type of organization, services, populations served, safety policies and procedures, commitment to social work values and ethics, and ability and intent to provide a learning environment and learning opportunities for MSW students.



The field education instructor is usually an employee of the field education setting. Through the approval process, this person must show their eligibility to be a field education instructor including the MSW degree, at least 2 years of post-MSW work experience, their commitment to social work values and ethics, and their ability and intent to provide a learning environment and learning opportunities for an MSW student. During the specialized practice field education experience, students may need to have supervisors with additional clinical experience and licensure to provide oversight of tasks that are clinical in nature.

The field education instructor's responsibilities include the following:

1. Complete the field education instructor orientation prior to the beginning of students' placement. The orientation has two parts: 1) Watch orientation recordings pre-recorded by the MSW Field Education Director and provide verification to the MSW Field Education Director that they have done this (links provided on the MSW field education website); and 2) Participate in a live (synchronous) group session with other field education instructors, facilitated by the MSW Field Education Director. Each field education instructor is required to do these two things a minimum of once each year in which they have students placed with them.
2. Provide and ensure learning opportunities for students at the field education setting.
3. Provide students with a minimum of 1 hour of supervision each week including guidance, support, and connections to social work competencies and MSW courses. It is highly desired that weekly supervision is held in person. Supervision includes these topics:
 - a. Availability of learning opportunities for students, as documented on the learning contract.
 - b. Awareness and adherence of safety policies and procedures. Discuss and re-visit the *Safety and Risk Management Checklist*.
 - c. Discuss and resolve questions and challenges.
 - d. Progress toward the meeting of field education hours, as documented on the hours log.
 - e. Assessments of students' performance.

- f. Integrate and apply learnings from MSW courses to field education, utilizing the integration files: Generalist, Specialized.
- g. If the student is in SOWK 671, discuss the student's capstone project, if the project is being completed based on field education.
4. Ensure the student is safe in all field education activities.
5. Provide ratings and written notes on the learning contract in response to the student's performance in field education.

Alternate and optional field education instructor roles

The MSW Field Education Director is responsible for identifying an eligible field education instructor for students (see eligibility above). With approval of the MSW Field Education Director and the field education setting, the field education instructor may be a person not employed by the field education setting. This person must meet all the qualifications and fulfill all the responsibilities of a field education instructor as described above. The field education setting is responsible for any remuneration for a field education instructor.

If a field education instructor cannot be identified in the field education setting or community, and another suitable field education setting cannot be secured, the MSW Field Education Director or faculty field liaison will provide the needed supervision and assessments for the student. This supervision of students will be provided above and beyond the field education seminar.

If a field education instructor becomes unavailable (e.g., promoted, transferred, takes an extended leave) and another field education instructor in the field education setting or community cannot be identified, the MSW Field Education Director or faculty field liaison will provide the needed supervision and assessments for the student. This supervision of the student is provided above and beyond the field education seminar.

The field education setting and field education instructor may identify task supervisors to assist students in their day-to-day field education activities. Task supervisors are employees of the agency who have day-to-day contact with students, are very familiar with the services of the agency, have the needed knowledge and expertise, and are in regular communication with the field education instructor. Task supervisors should be familiar with field education expectations and have a copy of the student's learning contract, but do not necessarily participate in field education instructor orientation. If possible, task supervisors should attend meetings with students, their field education instructor, and their faculty field liaison. Task supervisors supplement but do not fulfill the role of the field education instructor.

Field education placement changes or endings

We hope that a student's field education placement will be a good learning opportunity for the student from the beginning to the end. However, sometimes unexpected things happen that call on us to change our well-laid plans. Regardless of the origins of the needed change, we follow the same procedures:

1. The student, field education instructor, and/or faculty field liaison will notify the MSW Field Education Director that a student's field education placement may need to be changed.
2. As soon as possible, the MSW Field Education Director facilitates individual and group meetings with the student, field education instructor, and faculty field liaison as well as other personnel, as needed, like another agency representative, the SOWK 680 instructor, and the student's academic advisor. As dynamics and schedules are amenable, a meeting with all involved parties is preferable to multiple smaller meetings.
3. Based on input from all involved parties, the MSW Field Education Director makes the final decision in regards to the student's field education placement. This decision will include:
 - a. Placement: The student may stay in the same placement, shift their placement to another program or supervisor in the same agency, or move to a new field education placement.
 - b. Hours: The student may be able to transfer all completed hours to the new setting. The student may need to complete additional hours to meet field education requirements.
 - c. Timing: A field education placement change or ending may take effect immediately or within a short period of time. The change or ending may result in the student taking a pause in completing their field education hours. If so, the MSW Field Education Director will determine the impact on the student's participation in field education seminar. If the student is enrolled in SOWK 680 and the field education placement change or ending impacts the student's capstone project, the SOWK 680 instructor will be in communication with the MSW Field Education Director and the student to determine next steps.
 - d. Course grade: The student may receive an incomplete grade, including a plan for how and when they will complete their field education placement. If the change in placement is due to the student's unethical or other behavior, the student may receive a "no credit" grade for the course and receive a student action plan to determine how they will move forward in the MSW program.

Assessment of Students' Efforts and Skills in Field Education

Provided below is information on how the learning contract is used in the assessment of students' efforts and skills in field education. Also provided is a discussion of competency ratings and how course grades are determined.

The learning contract

The learning contract is central to all field education activities, including supervision and students' course grades of credit or no credit. The MSW program provides generalist practice and specialized practice learning contract templates, including social work competencies and practice behaviors, and guidance for assigning student performance levels.



Learning contract templates and social work competencies are described above and are available on the MSW field education website.

Early in the student's field education placements and in conversation with their field education instructor and faculty field liaison, the student identifies and documents learning activities in the learning contract that they expect to do while in field education in relation to the competencies and practice behaviors. Activities in the learning contract must be approved by their field education instructor and faculty field liaison within the first 60 hours of the generalist student's field education placement and within the first 80 hours of the specialized student's field education placement in order for the student's field education hours to be counted from that point forward.

Competency ratings and rating descriptions

At the end of each course (SOWK 570, 571, 670, and 671), the field education instructor provides the student with a rating for each competency using the rating descriptions below. Field education instructors assign ratings within the ranges based on students' knowledge, values, skills, and cognitive and affective processes being low (closer to .0) or high (closer to .9) within that category. If field education instructors do not provide a decimal point in their ratings, it will be assumed the ratings are at the .0 level.

3.0-3.9 Exceeds competency:

Generalist practice field education: The student demonstrates knowledge, values, skills, and cognitive and affective processes that **incorporate complex and diverse situations**. The student shows **consistent growth, exceeds expectations** of an emerging social work professional and **takes initiative with self-learning and use and integration of supervision**. The student takes **full responsibility for their learning**.

Specialized practice field education: The student demonstrates knowledge, values, skills, and cognitive and affective processes **in response to complex and diverse situations**. The student shows **consistent growth, exceeds expectations** of a social work professional, and **takes initiative with self-learning and use and integration of supervision**. The student takes **full responsibility for their learning**.

2.0-2.9 Meets competency:

Generalist practice field education: The student demonstrates knowledge, values, skills, and cognitive and affective processes that are **consistent and effective**. The student is **actively engaged** in the field education experience. The student shows the ability to **function independently** with the appropriate supervision and support.

Specialized practice field education: The student demonstrates knowledge, values, skills, and cognitive and affective processes that are **consistent and**

effective. The student is **actively engaged** in the field education experience. The student shows the ability to **function independently** with the appropriate clinical supervision and support.

1.0-1.9 Competency emerging:

Generalist practice field education: With guidance and observation, the student **demonstrates beginning or growing ability** to apply the practice of knowledge, values, skills, and cognitive and affective processes of a social worker professional. The student needs continued practice but is beginning to function **semi-independently** with the appropriate supervision and support.

Specialized practice field education: With guidance and observation, the student **demonstrates beginning or growing ability** to apply the practice of knowledge, values, skills, and cognitive and affective processes of a social worker professional. The student needs continued practice but is beginning to function **semi-independently** with the appropriate clinical supervision and support.

0.0 - 0.9 Does not meet competency:

Generalist practice field education: The student **demonstrates minimal competency, little knowledge, or skill, limited and/or inconsistent understanding** of essential knowledge and/or professional growth or change. The student **rarely demonstrates efforts** to improve performance or takes initiative in the learning process. There are concerns related to the student's knowledge and/or practice behaviors. The student is not on track to develop competence, and there are serious questions about whether or not they will be able to demonstrate competency by the end of SOWK 571 (400 hours).

Specialized practice field education: The student **demonstrates minimal competency, little knowledge, or skill, limited and/or inconsistent understanding** of essential knowledge and/or professional growth or change. The student **rarely demonstrates efforts** to improve performance or takes initiative in the learning process. There are concerns related to the student's knowledge and/or practice behaviors. The student is not on track to develop competence, and there are serious questions about whether or not they will be able to demonstrate competency by the end of SOWK 671 (500 hours).

In addition to the ratings, the field education instructor provides comments that give specific examples and supporting evidence of how the student engaged in learning activities for each competency. The student also offers self-assessment ratings and comments as part of their learning process. Only the field education instructor's ratings are factored into the student's course grade.

Course grades

At the conclusion of each field education course (SOWK 570, 571, 670, and 671), the faculty field liaison assigns the student's course grade of credit or no credit based on

the competency ratings as assigned by the field education instructor, the student's completion of field education hours and weekly logs, and the student's participation in field education seminar. The criteria for assigning course grades are provided below for each field education course.

SOWK 570 Generalist Practice Field Education I:

- ☐ **Credit** (pass). The student successfully completed the requirements and receives credit for SOWK 570. The student meets *all* of the following criteria:
 - Earned a minimum of 1.0 (Competency emerging) for each of the nine competencies.
 - Completed 200 hours.
 - Completed at least 85% of the weekly logs.
 - Participated in all field education seminar classes (if needed, see faculty field liaison for equivalent make-up activities).

- ☐ **Credit** (conditional pass). The student successfully completed most of the requirements and receives credit for SOWK 570. The students meets *any* of the following criteria:
 - Earned less than 1.0 (Competency emerging) on one or two competencies.
 - Completed only 170–199 hours.
 - Completed only 75–84% of the weekly logs.
 - Participated in only 75–99% of field education seminar classes,

The student must participate in drawing up a SAFEI plan and sign the SAFEI plan in order for the student to continue accruing field education hours beyond 220 hours. The SAFEI plan supports the student's completion of the remaining SOWK 570 requirements and raising the student's course grade to "credit" by the end of SOWK 571.

- ☐ **No credit** (no pass). The student was not successful in the completion of requirements and does not receive credit for SOWK 570. The student meets *any* of the following criteria and does not qualify for an "incomplete" grade:
 - Earned less than 1.0 (Competency emerging) on more than two competencies.
 - Completed less than 170 hours.
 - Completed less than 75% of the weekly logs.
 - Participated in less than of 75% of field education seminar classes.

The student is not permitted to continue into SOWK 571, and receives a student action plan to determine next steps.

SOWK 571 Generalist Practice Field Education II:

- ☐ **Credit** (pass). The student successfully completed the requirements and receives credit for SOWK 571. The student meets *all* of the following criteria:
 - Earned a minimum of 2.0 (Meets competency) for each of the nine competencies.

- Completed 200 hours (total of 400 hours in field education).
- Completed at least 85% of the weekly logs.
- Participated in all field education seminar classes (if needed, see faculty field liaison for equivalent make-up activities).

- ☐ **No credit** (no pass). The student was not successful in the completion of requirements and does not receive credit for SOWK 571. The student meets *any* of the following criteria and does not qualify for an “incomplete” grade:
- Earned less than 2.0 (Competency emerging) on any of the competencies.
 - Completed less than 200 hours (total of 400 in field education).
 - Completed less than 75% of the weekly logs.
 - Participated in less than 75% of field education seminar classes.
- The student receives a student action plan to determine next steps.

SOWK 670 Specialized Practice Field Education I:

- ☐ **Credit** (pass). The student successfully completed the requirements and receives credit for SOWK 670. The student meets *all* of the following criteria:
- Earned a minimum of 1.0 (Competency emerging) for each of the nine competencies.
 - Completed 250 hours.
 - Completed at least 85% of the weekly logs.
 - Participated in all field education seminar classes (if needed, see faculty field liaison for equivalent make-up activities).
- ☐ **Credit** (conditional pass). The student successfully completed most of the requirements and receives credit for SOWK 670. The student meets *any* of the following criteria:
- Earned less than 1.0 (Competency emerging) on one or two competencies.
 - Completed only 210–249 hours.
 - Completed only 75–84% of the weekly logs.
 - Participated in only 75–99% of field education seminar classes,

The student must participate in drawing up a SAFEI plan and sign the SAFEI plan in order for the student to continue accruing field education hours beyond 275 hours. The SAFEI plan supports the student’s completion of the remaining SOWK 670 requirements and raising the student’s course grade to “credit” by the end of SOWK 671.

- ☐ **No credit** (no pass). The student was not successful in the completion of requirements and does not receive credit for SOWK 670. The student meets *any* of the following criteria and does not qualify for an “incomplete” grade:
- Earned less than 1.0 (Competency emerging) on more than two competencies.
 - Completed less than 210 hours.
 - Completed less than 75% of the weekly logs.

- Participated in less than 75% of field education seminar classes.
- The student is not permitted to continue into SOWK 671, and receives a student action plan to determine next steps.

SOWK 671 Specialized Practice Field Education II:

- ☐ **Credit** (pass). The student successfully completed the requirements and receives credit for SOWK 671. The student meets *all* of the following criteria:
 - Earned a minimum of 2.0 (Meets competency) for each of the nine competencies.
 - Completed 250 hours (total of 500 hours in field education).
 - Completed at least 85% of the weekly logs.
- ☐ **No credit** (no pass). The student was not successful in the completion of requirements and does not receive credit for SOWK 671. The student meets *any* of the following criteria and does not qualify for an “incomplete” grade:
 - Earned less than 2.0 (Competency emerging) on any of the competencies.
 - Completed less than 250 hours (total of 500 in field education).
 - Completed less than 75% of the weekly logs..

The student receives a student action plan to determine next steps.

Submitting course grades for students in block placements

For students in block placements, the faculty field liaison will post the grades for both SOWK 570 and SOWK 571, or for both SOWK 670 and 671, at the conclusion of the semester. If the student's grade at the end of SOWK 570 or SOWK 670 is "credit (conditional pass)," the faculty field liaison will initiate a SAFEI plan immediately. If the student's grade at the end of SOWK 570 or SOWK 670 is "no credit," the student's field education placement will stop immediately and the student will receive a student action plan to determine next steps.

Glossary of Field Education Terms

Block placement: The student completes all field education hours in one field education setting and in one semester.

Consecutive placement: Student completes all field education hours in one field education setting over two consecutive semesters (no break in between semesters).

Employment-based placement (EBP): An MSW student may complete their field education placement in an organization where they are employed if they provide evidence that they meet the criteria for an EBP. Information on EBP and the application are available [here](#).

Faculty field liaison evaluation of field education: At the conclusion of an MSW student's placement in a field education setting, the faculty field liaison completes an evaluation of the field education setting and the field education instructor.

Field education: The “signature pedagogy” for social work education. Learning opportunity for the student to apply the knowledge and skills to a real-world setting under the support and supervision of a field education instructor and with the support of a faculty field liaison.

Field education advising: Student meets one-on-one with the MSW Field Education Director at least one time to discuss the student's academic and professional readiness for field education, and to hear the student's field education setting preferences, including what they hope to learn, their areas of interest, and their desired type of organization and geographic location.

Field education instructor: A field education instructor must have earned an MSW from an accredited program; have at least 2 years of post-MSW work experience; and commits to provide learning opportunities, support, and supervision to a student.

Field education instructor application: As part of the field education setting application, a prospective field education instructor submits evidence of their MSW from an accredited program and at least 2 years of post-MSW work experience and commits to provide learning opportunities, support, and supervision to a student.

Field education instructor evaluation of the MSW program and the field education program: At the conclusion of an MSW student's placement in a field education setting, the field education instructor completes an evaluation of the MSW program and the field education program.

Field education instructor orientation: Prior to a student's field education experience beginning at a field education setting, the field education instructor is required to engage in two orientation activities: 1) watch orientation recordings pre-recorded by

the MSW Field Education Director; and 2) a live (synchronous) group session with other field education instructors, facilitated by the MSW Field Education Director.

Field education placement: An MSW student is assigned to do their field education hours at a field education setting and complete their hours over two semesters (consecutive) or one semester (block).

Field education seminar: Students participate in 1-hour group field education seminar classes to discuss various topics related to field education and for Q&A on all aspects of field education. The field education seminar classes are led by the faculty field liaison and meet every other week during SOWK 570, SOWK 571, and SOWK 670.

Field education setting (or “agency”): A not-for-profit, for-profit, governmental, and/or faith-based agency or organization that has been approved by the MSW Field Education Director to provide field education for MSW students.

Field education setting application: A representative of a potential field education setting submits an application. The field education setting application asks for organizational information, the organization’s ability and intent to provide a learning environment and learning opportunities for MSW students, the employee(s) who qualifies to be the field education instructor, and the signature of an organizational representative.

Hours: Amount of time the student spends on learning activities in the field education placement. The student tracks and records their hours in field education on an **hours log**, a spreadsheet that is shared on Google Drive.

Learning contract: The learning contract is central to all field education activities, including supervision and the student’s course grade. The MSW program provides generalist practice and specialized practice learning contract templates, including social work competencies and practice behaviors, and guidance for assigning student performance levels: Generalist, Specialized.

Moodle: The MSW program at Bluffton University and Goshen College utilizes Moodle as its learning management system. This is where students can find the course syllabus and link to field education seminars, and submit weekly logs.

MSW field education website: All MSW students, faculty, and field education settings and instructors can access the MSW field education website. This website contains all the information associated with field education including links to orientation videos, this *MSW Field Education Manual*, contact information for the MSW field education program staff and all approved field education settings and instructors, and all forms.

MSW student website: All MSW students, faculty, and field education settings and instructors can access the MSW student website. This website contains the *MSW Student Handbook* and information on our faculty, curriculum, accreditation, and useful resources.

Student evaluation of field education: At the conclusion of an MSW student's placement in a field education setting, the student completes an evaluation of the field education setting and the field education instructor.

Student orientation for field education: Students watch pre-recorded (asynchronous) recordings to learn about field education. Students also engage in a group live (synchronous) session with the MSW Field Education Director. This must be completed during the semester prior to the student beginning field education hours.

Student profile for field education: The student completes a field education profile showing their academic and professional readiness for field education.

Task supervisor: The task supervisor is an employee of the agency who has day-to-day contact with the student, is very familiar with the services of the agency, has the needed knowledge and expertise, and is in regular communication with the field education instructor. The task supervisor supplements but does not fulfill the role of field education instructor.

Weekly Reflection and Supervision Log: Students complete the *Generalist or Specialized Weekly Reflection and Supervision Log* throughout their field education placement to document and process their field education activities, learning, and supervision.



