

*Memorial University School of Social Work*  
*Field Education Manual*  
*CASWE-ACFTS Standards for Accreditation (2014):*  
*Field Education*

### **3.2 Field Education**

#### **Preamble**

Field education is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards. Each program may vary its delivery of the field education component according to the nature and objectives of program and the influences of its university and local context.

#### **Standards**

##### *Field Education Curriculum*

**SB/M 3.2.1** The curriculum is consistent with the program's mission and goals and reflects the values of the relevant Social Work Codes of Ethics.

**SB 3.2.2** BSW programs provide students with a minimum of 700 practice hours, not including time spent in integrative activities. Where academic credit is given for previous work and/or relevant experience in lieu of the practicum, the academic unit has written policy that specifies clear criteria and procedures used to assess skills and knowledge normally obtained through the practicum. Academic credit for previous work and/or relevant experience may be provided for a maximum of one half of the required hours of practicum specified in the program (e.g., 350 hours of 700 required hours).

**SM 3.2.2** A one-year MSW program provides a minimum of 450 practicum hours, not including time spent in integrative activities, and/or a thesis or memoire. A two year MSW

program provides a minimum of 450 practicum hours plus an additional 450 practicum hours not including time spent in integrative activities, and /or a thesis or memoire.

**SM 3.2.3** All students enrolled at the second university level who do not have a first level social work degree must complete a minimum of one practicum of at least 450 hours, not including time spent in integrative activities, during their program.

**SB/M 3.2.4** The field education curriculum provides opportunities (integrative activities) for students to acquire, apply, and demonstrate knowledge and skills congruent with social work values and with the core learning objectives for students as defined in this document (Preamble 3.1).

- i) The program provides activities for the integration of field and classroom education.
- ii) While simulations and labs may form an acceptable part of direct practice teaching, they are not substitutes for direct responsibilities in real practice situations.
- iii) The academic unit has a written policy on field placements within a student's workplace. In the case of field placements in the student's workplace, there is an educational focus with a clear differentiation between work duties and student learning assignments.
- iv) Appropriate resources are made available to the field education component of the program to ensure that the educational purpose is achieved.

### ***Students***

**SB/M 3.2.5** Each program develops practicum objectives, learning objectives for students, procedures, expectations, administrative structures and evaluation processes that are published in a field education manual.

**SB/M 3.2.6** Each program has a clearly outlined policy statement on allegations of harassment in the field placement and a clearly outlined set of procedures for informal and formal resolution of allegations of harassment in the field placement.

**SB/M 3.2.7** The academic unit ensures that students with disabilities are accommodated in field placements and have options for a wide variety of placements.

**SB/M 3.2.8** Social work programs ensure adequate liability coverage for students in the field placement.

**SB/M 3.2.9** In keeping with social work's commitment to the principle of confidentiality, social work programs develop guidelines for confidentiality to be followed by all students in the practicum program by:

- i) Clearly outlining guidelines to protect the confidentiality of service users, settings, social workers and students in assignments, process recordings, audio and video tapings, case examples, or any other learning situations, including use of all forms of social media.
- ii) Requesting the necessary signed letters of consent for any case material used by a student where there is a possibility of identification of service users.
- iii) Contracting with settings regarding the use of process recordings, audio and videotapes and social media, and clearly identifying ownership of such material.

### *Field Education Faculty*

**SB/M 3.2.10** The program is responsible for providing clearly defined criteria for the selection of field education faculty.

**SB/M 3.2.11** Each social work program designates at least one position, preferably a faculty position, with responsibility for field education development, coordination, administration and monitoring. The field education director or field education coordinator is in a position to carry out the mandate of the role with credibility, authority, influence, and with adequate resources.

**SB/M 3.2.12** Those individuals designated as field education coordinator/director and faculty field liaison will normally have as a minimum qualification an MSW degree.

**SB/M 3.2.13** The field education coordinator/director facilitates appropriate matches between students, field instructors and field placement/settings.

**SB/M 3.2.14** In determining teaching assignments, workload credit is given for the field education roles and activities of coordination, liaison, and instruction.

**SB/M 3.2.15** Each social work program designates individuals to assume faculty field liaison responsibilities in order to maintain close, reciprocal and ongoing relationships with field instructors; exchange important information; monitor the student's educational experience; and consult and collaborate with the field instructor and student regarding student progress

or problems.

### ***Field Placements***

**SB/M 3.2.16** Field placements provide multiple opportunities for developing and refining a range of practice skills.

**SB/M 3.2.17** The field placement/setting accepts students without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; the field placement/setting is free of discriminatory practices both in personnel practices and in delivery of services.

**SB/M 3.2.18** The field placement/setting assures that the field instructor has sufficient time and resources within the work schedule to develop planned learning opportunities and tasks, to prepare for educational supervision with the student, to attend school-sponsored workshops and to prepare reports and evaluations.

**SB/M 3.2.19** The field placement/setting provides adequate facilities, equipment and learning materials appropriate to the student's responsibilities and in keeping with available resources.

**SB/M 3.2.20** The academic unit shows evidence that field instructors are competent to help students to meet the objective of learning to work effectively and appropriately with service users from diverse ethnic, cultural, and racial backgrounds.

### ***Field Instructors***

The title "Field Instructor" is used to designate the individual who has primary responsibilities for field instruction and evaluation of students in the field placement.

**SB 3.2.21** Field instructors at the BSW level or at the foundation of a two year program:

- i) Normally hold, at a minimum, a BSW degree from an accredited social work program;
- ii) Have two years of social work practice experience after graduation with a degree from an accredited social work program.
- iii) Are interested in social work education; and
- iv) Have support from the setting to permit adequate time for assuming field instruction responsibilities.

**SM 3.2.21** Field Instructors in a one year MSW program or in the second year of a two year MSW program:

- i) Normally hold, at a minimum, a MSW degree from an accredited social work program;
- ii) Have two years of social work practice experience after graduation with a degree from an accredited social work program.
- iii) Are interested in social work education; and
- iv) Have support from the setting to permit adequate time for assuming field instruction responsibilities.

**SB/M 3.2.22** When the field instructor does not have a social work degree, it is expected that the school plays a greater role in the monitoring and supervision of the field experience to ensure that a social work focus is sustained and that the student has access to a qualified social worker. Alternatively, a faculty member may be designated as the field instructor.

**SB/M 3.2.23** The program provides a formal opportunity for the preparation and orientation of new field instructors, and provides opportunities to experienced field instructors for continuing professional education.

**SB/M 3.2.24** Field instructors are provided with instructional materials, field manuals, course outlines and other relevant materials.

**SB/M 3.2.25** The program has a mechanism for providing feedback to the field instructor and other personnel in the setting (as appropriate) regarding the field experience.

**SB/M 3.2.26** Each program has guidelines and procedures for the evaluation of the field placement and the field instructors.