

# FLORIDA A&M UNIVERSITY

DEPARTMENT OF SOCIAL WORK



## FIELD MANUAL

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## **Field Overview**

Social work education has traditionally embodied a two-pronged approach to professional learning: encouraging the assimilation of knowledge and values through the classroom setting and the assimilation of skills through a field work practicum. This direct exposure by the student to social work practice is, in essence, a form of experiential learning (the gaining of knowledge pertaining to, or deriving from, personal experience). Since the days of Mary Richmond, “learning through doing” has held an important place in social work education.

The student must learn to combine knowledge with values when developing the professional use of self in social work education. The aim of field instruction is the integration of knowledge and practice resulting in practice wisdom and an internalization of the professional role. Field instruction focuses on 1) learning through experience, 2) reflecting upon one’s practice, 3) developing a cognitive framework to inform practice, and 4) enhancing self-awareness of one’s impact upon client systems by applying new knowledge and behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

- a. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- b. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

- a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and

c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

b. engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

a. use practice experience and theory to inform scientific inquiry and research;

b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

c. use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

b. assess how social welfare and economic policies impact the delivery of and access to social services;

c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

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

- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

- c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;  
and
- e. facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- a. select and use appropriate methods for evaluation of outcomes.
- b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Field education places the individual goals and learning needs of students central to the teaching/learning process and provides a structure to assist students to achieve these objectives. The structure may take many forms, but fundamental to field education is the necessity for a supportive collaborative learning climate.

Field instruction is a form of teaching which occurs within an agency or organizational context and is related to student learning experiences as they interact with clients and the complex systems of service delivery. A specific purpose of field instruction is to help students link classroom theory and learning with practice activities.

**Introduction**

This field practicum manual is intended to serve as a comprehensive guide to the Department of Social Work Field Education Programs of Florida A&M University (FAMU). Potential users of this manual include practice for Bachelor of Social Work (BSW) and Master of

Social Work (MSW) students, Field Instructors, Agency Supervisors, Departmental Faculty, and the Field Director. This manual should assist users in understanding the field practicum process and expectations. The field manual is updated annually with any procedural or information changes and is available to all participants of the field process. The document and appendices are available on the FAMU Department of Social Work website.

### **Purpose**

The purpose of the field manual is to provide a comprehensive resource including policies and procedures to all constituents involved in the field experience with Florida A&M University Department of Social Work students.

### **Department Mission and Goals**

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues, and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, and professional levels, preparing graduates to apply their knowledge, critical thinking skills, and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance constituents' lives through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins, and nationalities as life-long members of the university community.

### **BSW Program Mission**

The mission of the Bachelor of Social Work (BSW) Program is to provide generalist social work education to students that reflect the history, knowledge, values, ethics, and skills of the social work profession and prepare students for entry-level generalist practice. We seek to educate students who will: Engage, assess and evaluate in the problem-solving process with individuals, families, groups, organizations, and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity. Program graduates will be eligible for beginning social work practice and/or advanced standing upon entry into a graduate program of study.

### **MSW Program Mission**

The mission of the Master of Social Work program is consistent with the profession's purpose to advance social and economic justice by educating students to be knowledgeable, ethical, and culturally competent Community, Administration, and Policy (CAP) macro social work practitioners. This mission builds upon a liberal arts foundation, and generalist

practice construct to promote human and social well-being utilizing critical thinking and a range of evidence-based prevention and intervention methods and models designed to prepare students to practice with diverse individuals, families, groups, organizations, and communities.

### **Practicum Philosophy**

Each student is required to complete field practicum experiences as part of the BSW and MSW Programs at Florida A&M University to demonstrate the integration of theory and practice, the development of social work skills, and the development of a professional identity. Students are placed in social service agencies, communities, or organizations to work and learn under the guidance of a knowledgeable and skilled Field Instructor and Task Supervisor as needed.

## **Field Practicum Process**

### **BSW students are required to complete the following process for field:**

The BSW Program provides its criteria for admission into field education. Students in the BSW program should have met the established requirements to register for the field experience and integrative seminar courses. The requirements are listed below: Students are eligible for field courses upon successful completion of the following:

1. Background checks conducted by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). Students are informed that criminal (expunged and sealed) records are open to an evaluation under the National Child Protection Act 1993, as amended and section 943.0542, Florida Statutes.
2. Successful completion of required and special interest courses (preferred)
3. Attend the mandatory BSW student pre- field placement and field orientation meetings
4. Complete the Pre-Field Checklist
5. Complete Practicum application

**MSW students are required to complete the following process for the field:**

- 1) MSW Pre-Field Meeting.
- 2) MSW Pre-Field Checklist.
- 3) Complete MSW Field Practicum Application and return to the MSW Field Director.
- 4) Complete FDLE Level II background check/driving record as needed.
- 5) Individual Placement Assessments.
- 6) Student must contact the agency and schedule an interview.
- 7) Completion of MSW Confirmation Forms and Working Agreement.
- 8) Start Field Placement on the first day of the semester.

Part-time MSW students must meet the same academic criteria as full-time students when applying for Field Practicum.

1. Part-time students must successfully fulfill all generalist year course work to apply for the field within the first year.
2. Part-time students during their specialized year must have completed all of the Generalist coursework.
3. Part-time students have to be in sequence for their specialized year coursework to apply for Field Practicum within their fourth year in the program.

***Field Orientation Meeting*** is held in the semester before the practicum. The date, time and location of this meeting is posted on flyers, emails, and Departmental communications. It is very important that students be present and on time. The BSW/MSW Field Director presides over the meeting. The purpose of this meeting is to prepare the students for the field education practicum experience.

A variety of topics are addressed such as: information regarding administrative policies and procedures, distribution and review of the academic calendar, review of the required practicum paperwork, process of agency orientation, role of the student in the practicum setting, field practicum hours, and other topics as needed. All students are notified that the field manual is located on the social work website. The course syllabus for Field Experience and Integrative Seminar is given to students during their first class meeting of the Integrative Seminar class.

## **Level II**

### **Criminal Record Background Screening**

In accordance with Florida Statute 943.0542, it is necessary for all students to have a Volunteer & Employee Criminal History System (VECHS) screening on file with the Department, prior to approval for field practicum. Florida law restricts access to children, the elderly and disabled clients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statutes). These restrictions are imposed by law on social service agencies and health care facilities, which in turn requires students to comply with the same restrictions, as do volunteers and employees. The criminal background check is performed by the Florida Department of Law Enforcement (FDLE) in conjunction with the Federal Bureau of Investigation (FBI). *Based on Florida law, the Department cannot guarantee a practicum site for a student with a criminal history. Furthermore, it is important to note that expunged and sealed records may also be accessed by social service agencies as they conduct their own criminal record check.*

### **Professional Liability Insurance**

All students will be enrolled with FAMU Risk Management professional liability insurance prior to enrolling in field practicum courses. The importance of securing liability insurance is critical, as the possibility of one being held personally responsible for some alleged malpractice, error or mistake, arising out of the practicum experience may occur. The insurance will cover the student while in the field practicum. The University requires its students to carry and maintain student professional social work liability insurance in amounts no less than \$1,000,000.00 per occurrence and \$1,000,000.00 in the aggregate.

### **Field Practicum Hours**

BSW students must complete a minimum of 400 field practicum hours in one semester. The current BSW field education offers a block placement and seminar during the student's final semester in the program. Summer block placements consist of a minimum of 37 hours per workweek for 12 weeks. Fall and Spring block placements consist of a minimum of 30 hours per workweek for 15 weeks. The student, Field Instructor, and Field Director sign a Field

Confirmation Form indicating the student's practicum hours required to complete. On occasion, the Field Instructor asks students to engage in field-related tasks after 5 pm or on weekends. Students' expectation includes reasonable attempts to adjust their schedules accordingly.

Full-time MSW students parallel and participate in their first field practicum with their second semester of course work in the generalist practice curriculum. Generalist students complete 16 hours per week of 450 field placement hours during the fall and spring semesters and anticipate working until the end of each semester.

The specialized field placement is a progressive scholastic practice in various agency settings. The specialized practicum shapes the generalist year and allows opportunities to incorporate philosophy and repetition while practicing advanced. Likewise, the specialized field placement is 16 clock hours per week, at a minimum of 450 hours during fall and spring semesters, and anticipates that students will work at the field site until the end of each semester. The program ensures that advanced standing students complete a total of 900 field education hours between their accredited baccalaureate and master's social work programs. Students complete 400 hours of field education at the baccalaureate level and 450 hours at the master's level.

If a BSW/MSW field student fails to complete the required practicum hours due to factors beyond their control (i.e. a death in the family, illness, etc.). The Department will evaluate on a case by case basis. If approved, the student will be issued a grade of Incomplete (I) and allowed to complete their hours and outstanding assignments the following semester. Once the hours and assignments are completed, a final letter grade will be issued.

However, if a field student fails to complete the required hours the next semester, the incomplete grade will convert into a failing grade of (F). Conversely, if a field student fails to complete the required hours due to factors within their control (i.e. not reporting to the agency, leaving early without notifying the Field Instructor or Task Supervisor, taking days off when they should be working, etc.) they will be issued a failing grade for the Field Experience in Social Work and Integrative Field Seminar courses. No student can receive consecutive 'I' grades for the same course(s) as it is a violation of University policy.

In some instances a student may complete the required number of field practicum hours early thereby wanting to end the practicum before the semester ends. This would be in direct violation of the agreement established on the Field Confirmation Form which specifies the beginning and ending dates of the practicum period and the regulations of the University which establishes the cycle of time that determines the semester period. With that being said, students

can only earn credible practicum hours during the current school term, unless advised otherwise.

### **Interview with the Field Director**

The Field Director contacts each student to discuss areas of interest and learning needs in facilitating a good match between the student and an already-approved field placement site. The Field Director considers the student's experience, career interests, strengths, weaknesses, special needs, and preferred placement sites. Placement with a particular agency is not automatic as students must interview and selected by the approved Agency. Field placement policies, procedures, and criteria are found in the Field Education Manual on the Social Work webpage and discussed during pre-field orientation and seminar. The Field Director considers the student's experience, career interests, strengths, weaknesses, special needs, and preferred placement sites. Placement with a particular agency is not automatic as students must interview and selected by the approved Agency. Field placement policies, procedures, and criteria are found in the Field Education Manual on the Social Work webpage and discussed during pre-field orientation and seminar.

The assessment is based on several factors beyond a student's interest. These factors include: availability of agency, student's desire to work with a particular population, skill level of the student, availability of a Field Instructor within the agency, disposition of both student and potential Field Instructor, specific educational needs, and the student's ability to function in a particular setting. The student's areas of interest and professional goals are shared with the Field Instructor during the assessment .

If the agency is agreeable, the name, telephone number and email of the Field Instructor will be given to the student for an interview. ***The student will be responsible for scheduling the agency interview.*** This is done for two (2) reasons; first, it promotes professional development for the student and second it becomes less problematic to the process when the Field Instructor/Agency Representative and student schedule an interview together.

### **Agency Interview**

Students will interview with the prospective Field Instructor or Agency Representative during the time scheduled for the interview. The interview process should be comparable to that of a new employee. Students must wear professional business attire to the interview and submit their resume to the interviewee as with any professional interview.

Students are encouraged to ask questions to ensure a goodness of fit with the program and the clients the agency serves. Questions should be asked about the student's goals, strengths, needs and interest. It is also important to discuss the role of the social worker and the student within the agency. This serves to ensure that the student has a clear understanding about the Field Instructor's expectations and their goodness of fit with the organization.

When an agreement of placement is reached between the student, Field Instructor and Field Director. The Field Confirmation and Working Agreement Forms are given to the student to submit to the agency for the Field Instructor's signature. The forms must also be signed by the student. Once signed, the student returns the document to the Field Director. The Field Director signs the document and enters it into the student's field education file. It is in the best interest of the student to secure a placement as soon as possible. If the student is experiencing difficulty obtaining a practicum site, this gives the student ample time to interview with more than one agency.

The Learning Plan allows students to gain experience in a micro, mezzo, and macro practice for all BSW and generalist year MSW students. Generalist practice social work is strongly encouraged at this level. However, for specialized MSW students their Learning Plan must allow them to gain experiences at the macro level of practice to include policy, administrative, and community practice. In general, the Learning Plan is made to enable students to increase their knowledge base and apply what she/he has learned in the classroom environment.

### **Registering of Field Courses for BSW Students**

#### **Field Experience in Social Welfare SOW (4510)**

Field experience is the practicum portion of social work education. In the field setting, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply test and integrate principles, theories, skills and values presented in earlier courses as they work with individuals, families, groups, organizations and communities in field settings. A minimum of 400 clock hours is required for all semesters, to complete the course.

#### **Integrative Field Seminar SOW (4522)**

A weekly seminar, accompanying SOW 4510 Field Experience is offered to facilitate discussion of prior learning (social work curriculum) with agency practice in field placement. Each student will select cases from placement for discussion (with confidentiality) throughout the seminar. Emphasis is placed on the professionalization of students.

**Registering for MSW Practicums & Field Seminars**

Before entering generalist practicum I or II students must have successfully completed or concurrently be enrolled in first year generalist coursework. In the generalist level field setting, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply test and integrate principles, theories, skills and values presented in earlier courses as they work with individuals, families, groups, organizations and communities in field settings. The field practicum must be taken concurrently with Field Seminar I [225 clock hours].

**Practicum SOW (5534)**

A weekly seminar, accompanying SOW 5534 Field Practicum is offered to facilitate discussion of prior learning (social work curriculum) with agency practice in field placement. Each student will select cases from placement for discussion (with confidentiality) throughout the seminar. Emphasis is placed on the professionalization of students.

**Seminar I SOW (5535)**

Continuation of the generalist-year MSW-supervised field experience in an approved social work setting. The field practicum must be taken concurrently with Field Seminar II [225 clock hours].

**Practicum II SOW (5546)**

Continuation of the generalist-year seminar; focus on integrating knowledge, values and skills in relation to field experience.

**Seminar II SOW (5547)**

A weekly seminar, accompanying SOW 5538 Field Practicum is offered to facilitate discussion of prior learning (social work curriculum) with agency practice in field placement. Integration of advanced knowledge and skills applied in the field placement.

**Practicum III SOW (5538)**

In the advanced level field setting, students are placed in approved MSW-supervised placement where they are engaged in a wide range of community and administrative practice tasks where their advanced knowledge, values and skills may be applied [225 clock hours].

**Seminar III SOW (5547)**

Continuation of the advanced-year seminar; integration of advanced knowledge and skills applied in the field placement.

**Practicum IV SOW (5539)**

Continuation of the advanced MSW-supervised placement where they engage in community development and administration tasks; focus on integrating knowledge, values and skills in relation to field experience. Students continue with their 225 clock hours.

**Seminar IV SOW (5548)**

Continuation of the advanced-year seminar; integration of advanced knowledge and skills applied in the field placement.

**MSW Specialized Field Practicum Hours**

MSW specialized field placement students must complete a total of 4 hours over one academic school year. Students must have successfully completed or concurrently be enrolled in first year foundation coursework before entering foundation practicum. In the specialized level field setting, students are provided educationally directed learning experiences in social service agencies, organizations, or community settings. Students apply program design and evaluation, resource development and management, theories of communities and organizations, advanced social welfare policy and community development in the field setting.

- The field practicum I will be taken in the Spring semester and students must complete a total of 225 hours over the Spring semester.
- The field practicum II will be taken in the Summer and students must complete a total of 225 hours over the Summer semester.
- The field practicum III will be taken in the Fall and students must complete a total of 225 hours over the Fall semester.
- The field practicum IV is taken in the last semester and students must complete a total of 225 hours over one semester.

**Specialized Practice: Macro: Community, Administration, and Policy (CAP).**

The Specialized Practice intends to prepare social work leaders and administrators in the Community, Administration, and Policy Practice (CAP). Students enter the specialized curriculum with actual generalist social work Knowledge, Value, Skills, and Cognitive and

Affective Processes. There is also an opportunity for students to develop complex skills while increasing their confidence as competent professionals and social work leaders.

Specialized practice in Community, Administration, and Policy embraces quite a few modules:

- Constructing understanding through evaluating, analysis, and presentation of present principles within the CAP practicum.
- Humanizing services to take account of assessment, planning, evaluating, and progressing self-awareness abilities.
- Stimulating communities, governmental and economic fairness by preparation and emerging ethnically diverse social service actions that construct robust and endowed populations.

### **Roles and Responsibilities**

The BSW and MSW Field Directors are assigned responsibilities by the Department of Social Work for developing field placement sites, placing students, monitoring student performance in the field, evaluating the field education program of the Social Work Department, and identifying field agencies to meet the needs of students expecting to engage in the field education. Using the Learning Plan as the monitoring tool, the Field Instructor and Field Director work collaboratively to monitor the student's progress in the field.

The Field Director in Seminar can address issues and concerns or address the student directly by the Field Instructor or Field Director as appropriate. Field Instructors are strongly encouraged to communicate with the Field Director as soon as possible if they have any concerns about the student allowing time for an intervention. Field Instructor training sessions include instructions on utilizing the Learning Plan for student monitoring and discussions related to effective collaborative monitoring strategies. Students receive information on criteria on student monitoring, policies, procedures during the pre-field and orientation meetings.

The Field Director is required to do at least one face-to-face visit during each placement. During the visits, the Field Director is allowed to see various tasks and activities done firsthand. Also, the Field Director has the option to attend and participate in agency meetings and community activities. The Director also has the opportunity to fellowship with other staff and administration within the agency. Most of all, the on-site contact enhances the morale of the agencies and partnerships.

The Field Education maintains contact with field settings through various open communication. Each semester, the Field Director contacts field settings via emails, text messages, telephone calls, and Zoom meetings. The purpose of contact is to provide opportunities throughout the semester for student planning, review of documents,

crisis intervention, and training. The Field Director encourages all field settings to communicate as often as needed.

### **Standards**

- The Field Director monitors students throughout the semester in various forms of communication (e.g., email, face to face, etc.) to ascertain how the student acclimates to the field placement.
- The Field Instructor monitors the student's progress via the weekly field supervision and implementing the Learning Plan.
- Concerns regarding the student's performance at the field agency, the Field Instructor, Field Director, and the student work collaboratively to resolve the issues.

Evaluating student learning is an ongoing, comprehensive process facilitated by the successful implementation of the Learning Plan and the *Field Instructor Evaluation of Student Performance*. The evaluation instrument is a rubric that aligns with the CSWE core competencies and behaviors. The rubric provides proficiency measures for each competency and associated behaviors based on observations in an actual practice setting. During the field orientation meetings, Students receive the policies, procedures, and criteria for evaluating learning. Field Instructors are advised of the process to assess student learning during Field Instructor training sessions.

The following policies, procedures, and criteria facilitate the student learning evaluation process:

**Standards:** The *Field Instructor Evaluation of Student Performance* ensures Students in the field align with the evaluation instrument for the successful completion of the Learning Plan

### **Measures:**

- In collaboration with the Field Director, the Field Instructor completes the *Field Instructor Evaluation of Student Performance* at mid-term and again at the end of the field practicum period.
- The Field Instructor, in collaboration with the Field Director, assess the completion of Learning Plan assignments
- The student's final grade is the decision of a collaborative team.

### **Conditions**

- Completion and submission of all assignments and (i.e., timesheets, learning plans)
- Satisfactory score on the *Field Instructor Evaluation of Student Performance*
- Participation in field supervision
- Completion of field placement hours per *Field Confirmation* form
- Demonstrate professional behavior and conduct

### **BSW Field Director**

In coordinating the activities of the field program, the BSW Field Director :

- Ensures that all students meet the requirements for the field practicum;
- Initiates the placement request with the agency and facilitates the placement process;
- Provides the agency with information regarding the curriculum of the Department of Social Work, the purpose and objectives of field education and other materials related to the requirements for field placement;
- Provides opportunities for students to receive information about agencies, their major functions, and the general nature of the expected learning experience;
- Assign the student to the field agency;
- Coordinates a pre-placement and orientation workshop before placement begins and schedules meetings during placement in which Field Director, agency personnel and students are expected to participate to promote understanding of field objectives and requirements; and
- Initiates activities to expand future field placement opportunities for students

### **MSW Field Director**

The MSW Field Director is responsible for developing field placement sites, placing students, monitoring student performance in the field, evaluating the field education program of the Social Work Department, and identifying field agencies to meet the needs of students expecting to engage in the field education process.

#### **Primary responsibilities of the MSW Field Director include the following:**

- Process, review, and access applications of new agencies for possible affiliation with the MSW Program;
- Review and assess currently affiliated agencies;
- Process, review, and access applications for new Field Instructors;
- Develop and maintain resources by which students may become familiar with available agencies and fields of practice;
- Plan and implement the process for student assignments to field practicum, and assign students to agencies;
- Consult with students and when necessary, with faculty, the MSW Director, and/or Field Instructors in selection of placements;

- Design, review, and revise supplemental materials such as the field manual, field forms, and field directories;
- Organize and conduct field practicum orientation meetings for students, Field Instructors, and faculty;
- Consult with faculty and in conjunction with the MSW Program Director, make liaison assignments;
- Consult with directors regarding individual student problems, and/or requests for change of placement;
- Consult individually with students as they require direction or support in negotiating and completing field practicum course requirements.
- Consult with the Curriculum Committee to review and revise learning objectives for field courses;
- Plan consultation with the Field Practicum Advisory Committee, seminars, workshops, and recognition events for Field Instructors;
- Design and implement an ongoing evaluation for field practicum to ensure that learning objectives are met;
- Coordinate and provide Field Instructors with training and seminars.

The MSW program is incredibly thoughtful in its process of finding the most suitable graduate field sites for our students. As well, the program also acquires the most professional Field Instructors dedicated to graduate social work training. Potential Field Instructors provide authentication of their social work education, practice, licenses, endorsements, and other qualifications. The MSW Field Director then considers this information while reviewing the agency request.

The MSW Field Director has the obligation for selecting the Field Instructors within an agency using the following standards:

- Field Instructors must hold a Master of Social Work degree from a CSWE-accredited graduate program.
- Field Instructors must provide their university transcripts, resumes, and other required paperwork.
- Field Instructors must have a minimum of two years post-degree practice experience in social work with validated proficiency.
- Field Instructors must practice in ways congruent with the NASW Code of Ethics and the current CSWE Core Competencies and Behaviors.

- Field Instructors must-have release time approved by the agency to provide sufficient student supervision.
- Field Instructors support and participate in educational programs supported by the MSW program.
- Field Instructors should know and understand the MSW program's mission and curriculum.
- Field Instructors prepare graduate students as future social workers to serve in the Community, Administration, and Policy (CAP), including agencies and clients who are stereotypically under-served by civic and private agencies.
- New Field Instructors must attend the Field program's orientation and training before being assigned a student in agency placement.
- Field Instructors will arrange for individual supervision for a minimum of one hour per week for each student assigned.
- The MSW Field Instructor must work faithfully with the MSW Field Director and organize graduate student tasks and projects to provide appropriate feedback on the student's development in the field.

### **Field Instructor**

The selection of the Field Instructor is the responsibility of both the Field Site and the Field Director. The credentials of the Field Instructor are critical as these individuals have the responsibility of designing learning opportunities based on the CSWE Core Competencies and Behaviors that correspond to the specific degree program in which the student enrolls. It is the sole responsibility of the Field Instructor to complete the learning plan with each student (making learning opportunities relevant to core competencies and behaviors). However, the Field Director must approve the plan. Therefore, the Field Instructors must have the credentials, including the relevant experience needed to design an effective and appropriate learning plan.

The Field Director is responsible for verifying the credentials of the Field Instructors within an approved agency. Potential Field Instructors are required to submit college transcripts and resumes. The Field Director reviews these documents to verify that the prospect has at least a BSW/MSW degree from a CSWE accredited college or university in addition to the requisite experience (e.g., experience supervising interns, general supervisory experience, and practice experience with various agencies and populations).

**Required Field Instructor Credentials** at a minimum, on-site Field Instructors must have the following credentials:

1. BSW/MSW in Social Work from a CSWE-accredited program
2. Two years post-degree social work practice experience

**Orientation:** All new Field Instructors and Task Supervisors must attend an orientation session before being assigned a student intern. The Field Director conducts orientation sessions and schedules on an as-needed basis. The Field Director reviews and provides students a packet of information during each orientation session. The orientation session covers topics such as:

- Review of the program’s mission, goals, and curriculum
- Field education requirements, policies, procedures, and expectations
- Program competencies and behaviors
- Forms used for documentation
- Responsibilities of the Student, Field Director, on-site/off-site Field Instructor, and on-site Task Supervisor

**Field Instruction Training:** Training sessions are scheduled at least annually, typically during the spring semester. The training provides active Field Instructors and Task Supervisors with updates related to duties and responsibilities, program mission, goals and curriculum, CSWE core competencies, guidelines, and behaviors. Participation is strongly required. However, updated information is still provided to those unable to attend.

**Continuing Dialog with Field Education Settings and Field Instructors:** The program welcomes feedback from Field Instructors about their role as instructors, student readiness for field experience, and application comfort of course content in the field setting. During the Orientation and Training sessions, the Field Director ensures that participants receive contact information (email, office & mobile) for the Field Director. Appropriate staff reminds Participants that they should freely contact them whenever they need, ensuring that dialog opportunities are ongoing. The dialog may occur face-to-face, virtually, via telephone, text messages, or emails. The Field Director shares information regarding program updates, reminders, upcoming events, and training with Field Sites on an as-needed basis.

### **Off -Site Supervisor in Special Placement**

In such cases where the agency cannot provide an appropriately credentialed on-site Field Instructor, the BSW Program Field Director identifies a program faculty member or community Social Worker with the required credentials and experience to serve as an off-site Field Instructor. The BSW Program Field Director then works with the Field Education Site Agency Director to identify personnel to serve as the student’s on-site Task Supervisor. The Task Supervisor comes from a social service area within the agency that relates to the student’s learning plan and has some knowledge of the responsibilities of a social worker and how a social worker would function within the specific agency.

- The off-site Field Instructor plans and ensures the implementation of the student’s Learning Plan, which includes current CSWE Core Competencies and Behaviors
- The Task Supervisor works in close collaboration with the off-site Field Instructor to ensure that the student has a practical learning experience.
- The off-site Field Instructor is required to meet with the student intern for at least one- hour weekly

- Both the off-site Field Instructor and the on-site task supervisor must participate in orientation and training sessions. New off-site Field Instructors and on-site Task Supervisors must attend these orientation and training sessions before being assigned a student.
- The off-site Field Instructor and on-site task supervisor are encouraged to engage in ongoing dialogue with the BSW program staff to discuss issues regarding the reinforcement of social work perspectives throughout the student's on-site learning experience.
- The off-site Field Instructor is required to ensure ongoing communication with the student and the on-site Task Supervisor to assess the student's progress and report any concerns to the BSW Field Director.
- Mid-term and final student evaluations are conducted collaboratively with the off-site Field Instructor and the on-site Task Supervisor.

The Field Director meets with the students and Field Instructor continually throughout the field experience. The off-site Field Instructor may meet with the student more than one hour weekly per CSWE requirement. Also, the off-site Field Instructor will meet with the assigned Task Supervisor to review, discuss and complete the Learning Plan. The off-site Field Instructor and Task Supervisor requires continuous communication to ensure the quality of the field experience.

The Field Education program hosts the annual Field Instruction training where we educate the community partners on the current Code of Ethics, CSWE Core Competencies, Behaviors, and Social Work curriculum. The program will ensure the students have a faculty member assigned to review their field experience related to social work practice.

### **Task Supervisor**

The Task Supervisor may hold a BSW or MSW degree, he or she will work along with the Field Instructor to assign daily tasks and monitoring of the student. If the Task Supervisor does not hold the professional degree, the Field Instructor will work closely with the Task Supervisor to ensure social work knowledge, skills, and values are being taught with the student. The Task Supervisor should have a minimum of two (2) years of experience with the agency before supervising a student.

### **Responsibilities of the Task Supervisor during the placement semester include, but are not limited to:**

- Providing students with a general orientation to the field agency;

- Meet with Field Instructor to identify and assess the learning plan for the student;
- Reviewing, and signing off on the Learning Plan;
- Provide daily management to student(s);
- Maintaining weekly consultation with the Field Instructor for the purpose of preserving continuity of the educational experience and establishing clear communication for the student;
- Consulting with the Field Instructor;
- Consulting with the Field Instructor and student during the Midterm and Final Evaluations;
- Making a grade recommendation to the Field Instructor;
- Reporting any problems or concerns regarding a student's performance to the Field Instructor immediately.

### **BSW/MSW Student**

The program ensures that students can demonstrate the social work competencies through in-person contact with clients and constituencies, primarily through the regularly scheduled on-site monitoring/supervision of the student by the Field Instructor and the Field Director. Field Instructors meet weekly with the students to ensure that the learning plan facilitates in-person client contact and core competencies and behaviors throughout the placement.

During the first weeks in the field setting, students, in partnership with their Field Instructors, review and adjust the Learning Plan that describes the student's planned work for the current semester. Work assignments are based on a vast range of agency operational functions, the population served (individuals, families, groups, organizations, communities) when the student will be on-site, and the specific CSWE Core Competencies and Behaviors. For each defined competency and behavior, students and their Field Instructors describe specific tasks, assignments, and projects for the semester. Students will understand the application of social work professional principles, capabilities, and capacities from one setting to another through the CSWE Core Competencies and Behaviors as noted on the Learning Plan. For example, DISC Village, Children Home Society, Brehon Institute, Big Bend Cares, and Capital Area Healthy Start Coalition allow the students to do home visits, court appearances, individual counseling sessions (for observation only), and intakes/discharges.

As a student in the social work program, the field practicum presents an opportunity for the student to implement the knowledge, skills and values one has learned in an educational setting, and apply those attributes to actual practice. The opportunity to learn and demonstrate professionalism in the work place is essential to effective social work practice. Therefore, the expectations and responsibilities of all students in the social work field practicum program are as follows:

- Arrive at the agency on time. If you are ill or simply delayed, contact the agency immediately.
- It is your responsibility to resolve any problems that may occur by your not being available;
- Attend the Integrative Field Seminar class regularly and on time;
- Be sure your attire meets the agency standard of a social worker;
- Realize that one's personal fashion statement may not be suitable for a professional work setting;
- Be mindful that you are representing not only the profession and the agency but also the clients it serves;
- Observe the work of others. One can learn a lot by shadowing agency staff;
- Seek out opportunities to gain exposure to specialized cases and different practice approaches;
- Engage in collaborative co-facilitation activities whenever possible;
- Demonstrate a willingness to invite and accept feedback;
- Take responsibility for your own learning. Request more direct supervision, if needed.
- Seek out new and challenging experiences with approval from the Field Instructor and Task Supervisor;
- If a problem or misunderstanding arises within the agency, go directly to the Field Instructor and Task Supervisor;
- Review and follow the policies and procedural manual within the agency.
- If a problem occurs or your educational needs are not adequately being met, address it immediately with the Field Instructor.
- The Field Director needs to be notified of any problems or concerns.
- Demonstrate assessment and interviewing skills.

- Develop accurate and cohesive social work documentation skills;
- Complete all field education and agency related forms;
- Complete all required field practicum hours as stated per semester;
- Honor the Field Confirmation Agreement by remaining with the field agency until the placement period officially ends at the close of the semester.
- Notify the Field Directors soon as possible, if extenuating circumstances arises which adversely impacts one ability to complete the practicum;
- Complete and receive clearance by the VECHS Level II criminal record background screening and driving record as needed prior to field placement;
- Develop self-awareness by maintaining a weekly activity log and submitting them to the Field Director during each Integrative Field Seminar class;
- Completion of the Learning Plan, Midterm and Final Evaluations are a process mutually negotiated between the Field Instructor and student (if applicable, Task Supervisor).
- The Learning Plan and Evaluations should be submitted to the Field Director by the due dates indicated on the academic calendar;
- Maintain a copy of all field related materials for your files. (i.e., Learning Plan, Time Sheets, Working Agreement, Weekly Activity Logs, Assignments, etc.);
- Keep up with assignments, appointments, deadlines and projects related to the agency and the field practicum;
- Gain exposure to micro, mezzo and macro practice;
- Learn to advocate appropriately for the client and oneself, when needed;
- Be respectful in your advocacy without being offensive toward others;
- Approach the social work faculty and Field Instructors as an adult learner by being able to distinguish between personal and professional conflicts;

- Utilize appropriate telephone etiquette. Speak professionally on the telephone when in the agency;
- Turn your cell phone off when you attend a meeting or engaged in a conversation with a client;
- Record appropriate messages on your agency voice mailbox;
- Refrain from using slang or religious language in your messages and in your conversations;
- Be mindful that you are representing an organization that serves an expansive public;
- Invest in your own self-care;
- Develop a method for coping with stress and time management;
- Create a healthy balance between maintaining personal and professional obligations;
- Attend workshops, conferences, and meetings;
- Learn how to identify and utilize community resources to make appropriate referrals for the client system;
- Complete an agency presentation;
- Read and follow the NASW Code of Ethics and current CSWE Core Competencies and practice behaviors;
- Follow the agency policy, procedures, legal regulations, and confidentiality standards;
- Do not record, take pictures, or video of a client or client meetings;

Engage in professional activities (i.e. agency conversations, agency emails, and off-site gatherings);

## **Administrative Policies**

### **Holidays**

Students are entitled to observe University holidays. However, students are not entitled to participate in Spring Breaks as observed by the University. As a student's prolonged absence from the agency may create problems in terms of continuity of care to clients. This may also decrease the number of hours required the student must complete to satisfy the course mandates. Conversely, if the agency observes Spring Break or a holiday the University does not observe the student may count those hours as clock hours earned and are not required to 'make up' those hours. Therefore, students and Field Instructors should determine as part of the Learning Plan, the student's holiday schedule, and if necessary arrangements for the student to 'make up' any lost hours.

### **Observance of Religious Holy Days by Students**

A student who wishes to observe a religious holy day shall notify in writing, the Field Instructor and Field Director at the beginning of the semester during the first week of practicum. The student will be held responsible for any material covered during the excused absence, but shall be permitted reasonable time to make up any work missed. However, failure to complete the missed work within the timeframe requested will adversely impact the students' grade. The student will not be penalized for clock hours observed during the religious holy day.

Any student who feels that he or she has been unreasonably denied educational benefits because of his or her religious belief or practice may seek redress by notifying in writing the nature of his or her grievance to the Field Director. The Field Director will coordinate with the Program Director and Department Chair to follow the policies and procedures. If the matter is not resolved satisfactorily the student may file a complaint pursuant to Rule 6C3-10.103, Florida Administrative Code, with the Office of Equal Opportunity Programs.

### **Policy for Field Placements in Employment Settings**

Students who have current employment and need to remain employed may request their field placements be at their agency of work. Students must advise the Field Director of this request when completing their interview process. The guiding principle for these exceptional decisions is that the field experience must constitute new learning for the student: i.e., a new population, utilizing new behavioral practices, or in a new field of practice.

Another procedure is to have appropriate BSW/MSW supervision and an opportunity to apply theories and knowledge from the classroom in a practice setting. All of the required field hours must take place under the supervision of a new BSW/MSW Field Instructor as the student's current job supervisor cannot also serve as the Field Instructor. The activities must be

congruent with the student's area of focus maintained within the level of their academic program (undergraduate or graduate).

The Field Director will evaluate the field experience to confirm it falls in line with academic course work as structured by the program of studies and according to the CWSE requirements. Placement is arranged in one's agency of employment when the following additional criteria exist: provide the student with a BSW /MSW Field Instructor with no current supervisory relationship, the Field Instructor must have at least two years post-BSW/MSW work experience, a student must receive one hour of weekly supervision with the Field Instructor, provide the student with education-focused learning opportunities based on the CSWE Core Competencies and Behaviors, which differ from regular job duties and responsibilities. The Field Director will make the final decision and communicate directly with the student as soon as possible. Students should not assume that these placements will be automatically approved.

The student intern's tasks must differ from current job duties and responsibilities. The Field Director reviews the student intern's employment job description and the agency intern job description to ensure that the student learning environment is different from their employment. The guiding principle for these exceptional decisions is that the field experience will constitute new learning for the student (e.g., new population, utilizing new behavioral practices, or in a unique field setting).

To ensure compliance with this requirement, the student intern's job supervisor must submit a letter acknowledging acceptance of their employee as a student intern. The student's job supervisor signs The Letter Acknowledging Acceptance of Employee as Student Intern, and the Field Instructor signs the Working Agreement and Confirmation forms. The Field Director compares the name/signature on the Letter Acknowledging Acceptance of Employee as Student Intern with names/signatures on the student intern Working Agreement and Confirmation Forms. The Field Director verifies that the names are different.

### **Taking an Extra Course**

In keeping with the curriculum, students should complete all course work prior to entering the field practicum; however, circumstances may arise when a student has only one (1) class to take when they apply for the practicum. If this should occur and the BSW student desires a block placement, the student must take the outstanding course during a time which does not conflict with the practicum hours. To do otherwise would be disruptive to the agency and adversely impact the continuity of services to clients. The Department will evaluate on a case by case basis.

### **Class Attendance**

Attendance in the Integrative Field Seminar course is important and mandatory to the professional development of the student. Since the class meets only one (1) day a week, it is

essential that students report to class. Failure to attend and participate in the class will have an adverse impact on the student's grade. Participation is defined as actively and appropriately engaging in classroom discussion, submitting scholarly assignments to the professor when assigned and attending class regularly and on time. Poor performance in the Integrative Field Seminar class will automatically affect your completion of graduation requirements.

### **Sick Leave**

In cases of needed time off due to illness from the practicum setting, students shall notify the Field Director, Field Instructor, and Task Supervisor simultaneously to access the situation. Hours must be made up at a time agreed upon between the Field Director, Field Instructor, and the student. It is not the responsibility of the agency to accommodate the student's schedule. All sick days must be documented on the time sheet and submitted to the Field Director when the records of field hours are due in the Integrative Field Seminar class. The record must be signed and dated by the Field Instructor before it is submitted to the Field Director. If the student has a documented medical excuse a copy of that document should be attached to the time sheet. It is important that the student understand it is ultimately their responsibility to monitor their own hours and take responsibility for making up any lost time that might jeopardize their ability to complete the total number of hours mandated by the program.

### **Administrative Leave**

Professional development is an important component of every student's training. On occasion, an opportunity may arise within the agency where a student may have the option to attend a conference, meeting, or workshop away from the agency that may conflict with attending the Integrative Field Seminar class. The Field Instructor and student must provide a written request to the Field Director prior to their attendance at the event. The student must provide documented proof which may be in the form of a letter, fax or email from the Field Instructor, stating the name, date(s) and time(s) of the event(s). The letter or fax must be on official letterhead from the agency. The student should attach a copy of the agenda or flyer to their time sheet when submitting to the Field Director. If the Field Instructor feels it is important for the student to participate in this administrative opportunity as a part of the student's professional development it should be counted toward the field practicum hours.

### **Travel**

It is the student's responsibility to secure transportation to and from the field setting. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel if such coverage is not provided by the agency. The University does not provide reimbursement to students for the use of their vehicles or other expenses incurred while conducting agency business.

## **Special Students Services under the Americans with Disabilities Guidelines**

### **AMERICANS WITH DISABILITIES ACT (ADA)**

It is the responsibility of the EOP Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. The ADA provides civil rights protection for persons with disabilities. These rights are parallel to those rights that have been established by the federal government for women and minorities. A qualified individual with a disability cannot be denied admittance to participation in or benefit from goods services, facilities, programs, privileges, advantages, or accommodations at FAMU. Americans With Disabilities Act of 1990 (PL 101-336) Summary. [The Americans with Disabilities Act \(ADA\) of 1990](#) extends to individuals with disabilities, comprehensive civil rights protection similar to those provided to persons on the basis of race, sex, national origin, and religion under the Civil Rights Act of 1964. Title III of the ADA prohibits discrimination on the basis of disability in places of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation. Title III also establishes accessibility requirements for new construction and alterations in places of public accommodation and commercial facilities.

### **Disabled Student's Rights/Responsibilities Summarized**

#### **Rights**

- To not be denied access due to a disability
- To receive reasonable accommodations that provide equal opportunity.
- To have access to auxiliary aids/assistive technology.
- To not be counseled toward “more restrictive career objectives.
- To receive assistance from the Center for Disability Access and Resources ([CeDAR](#)) in removing any physical, academic and attitudinal barriers.
- To not be discriminated against due to a disability any retaliatory discrimination.

#### **Responsibilities**

- To identify themselves to the disability service office, CeDAR.
- To provide documentation of disability.
- To initiate request for accommodations by providing a certification of disability letter to faculty within the first two weeks of the semester.
- To provide a minimum of a two-week notice for major accommodations request (special accommodations of equipment may need more time).
- To provide one week notice to the instructor and CeDAR when they will be testing in the center.
- To assume responsibility for testing procedures and notifying faculty and CeDAR accordingly.
- To provide for his/her personal independent needs or other disability related needs.
- To assume personal responsibility for meeting with faculty, requesting assistance through supplemental services and meeting university standards.

### **Faculty Rights/Responsibilities Summarized (when accommodating disabled students)**

- **Taped Lectures** – It is the faculty member’s right to request a written agreement before allowing the student to tape record the class. Request would come from Disability Services.
- **Classroom Behavior** – All university students must adhere to the university code of conduct regardless of whether they have a disability. Infractions of this code should be directed to the Dean of Students in the Office of Student Affairs. If the student has been identified as a student with a disability, this information should be provided to the Dean to facilitate collaboration with the Director of Disability Services.
- **Alternative Testing** – An alternative testing site is provided by the CeDAR located at 667 Ardelia Court. Replicated research has been undertaken to determine the necessity of extended test-taking time for individual with disabilities.
- **Challenge Accommodations** – A faculty member has the right to challenge an accommodation request if she/he believes the student is not qualified, the accommodation would result in a fundamental alternative of the program, the institution is being asked to address a personal need, or the accommodation would impose an undue financial or administrative burden. Accommodation request are based on documentation on file in the CeDAR (If warranted, interim services are provided while documentation is being obtained). Due to confidentiality, the nature of the disability may not be disclosed to the faculty unless there is a specific need to know. When beneficial to the faculty/student academic relationship, students are encouraged to self-disclose.
- **Shared Responsibility** – As an employee of Florida A&M University who has compliance obligations under federal laws, it is the responsibility of the faculty to assume a shared responsibility in providing reasonable accommodation for students with disabilities. The university is responsible for implementation and, as an employee, faculty are required to adhere to the policies and procedures. The responsibility of meeting the academic needs of individuals with disabilities through reasonable accommodations has been assigned to the Director of the CeDAR.
- **Referral** – If a faculty member is notified by a student that she/he has a disability or if the student brings a medical statement to the instructor, it is the faculty member’s responsibility to refer the student with his/her medical statement to CeDAR. Also, if an instructor notices that a student is not performing up to standards and suspects there might be a learning disability, he/she must also refer the student.

**Students with disabilities are protected under Family Educational Rights and Privacy Act ([FERPA](#)) and the civil rights laws.**

A faculty member should never make any statements or implications that a disabled student is any different from the general student population.

- Do not ask the student to come to the classroom and then leave with the test in hand.
- Do not place the student in the hallway or any other obvious place to take an exam because you want to be close to them in case they have a question.
- Do not ask the student for documentation other than the letter from CeDAR.
- Do not discuss the student’s needs or accommodation other than in a private place.
- Do not make comparisons between students and their needs.

- Do not use a grading standard that is any different from the rest of the class.
- Do not give students with disabilities an advantage over the rest of the class; the idea of the law is to give equal access or equal opportunity provided through the recommended accommodations.

## CONTACT INFORMATION

All employees and students requesting a reasonable accommodation under the Americans with Disabilities Act (ADA) must complete a Voluntary Self-Disclosure Statement and provide official documents pertaining to disability(ies).

## STUDENTS MAY CONTACT:

The Center for Disability Access and Resources (**CeDar**)  
Deborah Sullivan, MA, Director  
677 Ardelia Court  
Tallahassee, Florida 32307

599-3180 (phone)  
561-2512 (fax)  
561-2783 (TDD)

*All request for parking accommodations based on disability and any physical access issues should be referred to the Office of Equal Opportunities Programs (850) 599-3076.*

The Center for Disability Access and Resources provide services and academic accommodations for students of all backgrounds on campus with documented physical, psychological and learning disabilities. Not only do we advocate for our participants, but we encourage them to become their own advocates as well.

We empower our participants by (1) being a **Disability Resource Center**. *This function provides supportive services to students with disabilities to enhance their skills for personal, academic, and professional growth. Our primary mission is to provide enriching support programs, services, and reasonable accommodations as mandated by law to FAMU students with disabilities. Our enhanced resources beyond the mandated reasonable accommodations is what distinguishes this center from those at other HBCU's and makes us the leader in disability service provision. The services include but are not limited to Academic Accommodations, Assistive Technology, Mobility Van Service, Academic Advising, Course Registration Assistance, Tutoring for Barrier Courses, Scholarships, and Internships.*

We empower our participants by (2) providing **Educational Assessment**. *This function serves as a non-profit assessment center for individuals experiencing scholastic difficulties due to a suspected learning disability or attention deficit with hyperactivity disorder. Additionally, it serves to provide a revenue stream to support the programs and activities of the CeDAR.*

We serve the FAMU community by (3) providing **Disability Awareness, Advocacy, & Education**- *This function promotes the essential goal of the CeDAR, which is to ensure that students with disabilities enjoy all of the benefits of and have access to, the programs, opportunities, and activities afforded to all FAMU students. This function also serves to promote our mission to educate students of their rights and responsibilities, as well as, work to strengthen inclusive attitudes throughout the campus community.*

We at the CeDAR, and the entire FAMU community, welcome and embrace all students. It is our hope that you will release any negative beliefs you hold about your disability. Do not think of your disability as a “road block” from reaching your goals, but rather a “Road Map” to your life’s purpose. Do not consider the disability as “your burden”, but rather “Your Breakthrough”; because you have discovered early in life your strengths and weaknesses and already know what you need to be successful. For some, it may take a lifetime to figure this out. Lastly, do not be “embarrassed” by your disability “Be Empowered”. Empower yourself with the tools, resources, and services designed to benefit you.

### **Confidentiality**

The National Association of Social Workers (NASW) Code of Ethics is important to protect the confidentiality of all information obtained in the course of professional services and in the Integrative Field Seminar class, except for compelling professional or academic reasons. It is important to not intentionally or unintentionally use or disclose any personally identifiable information a student shares in the seminar with those outside the class.

### **Insurance and Risk Management**

Florida A&M University (FAMU), on behalf of the FAMU Board of Trustees, is a public owned facility operating under statutes, rules and guidelines set forth by the Florida State Legislature and the Florida State Board of Education.

Being a part of the State University System, liability coverage for faculty, staff, volunteers and agents is provided by the State Risk Management Trust Fund. This coverage is pursuant to Chapter 284 Part II & Section 768.28 Florida Statutes and any rules promulgated there under.

The following is coverage available pursuant to the State Risk Management Trust Fund:

#### **Statutory Coverage:**

- Automobile Liability
- Court Awarded Attorney Fees
- Federal Civil Rights Liability & Employment Discrimination
- General Liability / Professional Liability
- State Employee Workers’ Compensation & Employer’s Liability

### Property Coverage (Fixed and Contents):

The State Risk Management Trust Fund also provides coverage for fixed property and contents on an Actual Cash Value basis for property owned or leased by FAMU.

The University has numerous Commercial Insurance Policies to provide coverage for losses not covered under our statutory protections.

Please note: The University cannot amend its statutory coverage and list any party as additional insured.

We also serve as the Risk Management Coordinator for the State Risk Management Trust Fund and the Florida Department of Management Services. In this capacity we are responsible for:

1. Investigation of tort claims and litigation against FAMU
2. Coordinating the purchase of all property and casualty insurance coverage for FAMU
3. Educating employees, students and visitors in compliance, safety and loss prevention measures.

### **Employee and Student Responsibility**

FAMU is subject to numerous risk inherent in a large comprehensive educational institution. Therefore, the success of our risk management program requires active participation and support from all faculty, staff and students.

Contact the Risk Management Section with questions or concerns regarding insurance and risk management at FAMU.

### **Level II Criminal Record Background Screening**

In accordance with Florida Statute 943.0542, it will be necessary for all students to have a Volunteer & Employee Criminal History System (VECHS) screening on file with the program, prior to approval for field practicum. Florida law restricts access to children, the elderly and disabled clients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statutes). These restrictions are imposed by law on social service agencies and health care facilities, which in turn requires students to comply with the same restrictions, as do their volunteers and employees. The criminal background check is performed by the Florida Department of Law Enforcement (FDLE) in conjunction with the Federal Bureau of Investigation (FBI). Based on Florida law, the Department cannot guarantee a practicum site for a student with a criminal history. Furthermore, it is important to note that expunged and sealed records may also be accessed by social service agencies as they conduct their own criminal record check.

## **Life Experience**

The Department of Social Work does not grant course credit for life experience or previous work experience. A student cannot use past or current volunteer work life events or employment in lieu of the field practicum experience.

## **Student Health Services**

*The FAMU Student Health Service (SHS) is dedicated to promoting optimal health care in our student population with an emphasis on disease prevention. We strive to provide exemplary, quality, cost-effective medical care in a nurturing environment. Through our clinical services, health education and outreach programs, we assist students to successfully pursue their academic goals.*

Student Health Services provides outpatient primary care and health promotion services to students at FAMU. We are located on the first floor in the Foote-Hilyer Administration Center with an on-site pharmacy that provides easy access and discounted prices for prescription and over-the-counter medications. Clinic visits for immunizations, illness and injury are available on a walk-in basis. Appointments are required for other services.

FAMU Student Health Services is staffed by Florida licensed physicians, advanced nurse practitioners, LPNs, certified medical assistants, and support staff who provide high quality, convenient and affordable services.

### **Hours of Operation**

Monday through Thursday: 8:00 a.m. - 4:30 p.m.

Friday: 10:00 am - 4:30 pm

Closed weekends and University holidays

Appointments: 850-599-3777

### **After – Hours Care**

For urgent medical problems students are encouraged to seek treatment at a community walk-in clinic or urgent care center.

**If you are having a medical emergency dial 911 or go directly to the nearest hospital emergency room.**

**Tallahassee Memorial Hospital**

- |                  |                         |              |
|------------------|-------------------------|--------------|
| • Emergency Room | 1300 Miccosukee Road    | 850-431-4194 |
| • Emergency Room | 1260 Metropolitan Blvd. | 850-422-5413 |
| • Urgent Care    | 1541 Medical Drive      | 850-431-4194 |

### **Capital Regional Medical Center**

- |                  |                             |              |
|------------------|-----------------------------|--------------|
| • Emergency Room | 2626 Capital Medical Center | 850-325-5000 |
|------------------|-----------------------------|--------------|

### **Contact Us**

Phone: 850-599-3777

Immunizations: 850-599-3779

Fax: 850-412-5643

Immunization Fax: 850-599-3067

### **Sexual Misconduct Policy**

Florida A&M University is committed to providing an educational and work environment free from discrimination and harassment on the basis of sex, sexual orientation, gender identity, and gender expression. Sexual misconduct is any sexual activity that occurs without the clear, knowing and voluntary consent prior to and during such sexual activity, or that occurs when a person is unable to give consent. Sexual misconduct of all forms, including, but not limited to: sexual harassment, sexual violence, dating violence, domestic violence, sexual exploitation, and stalking are all prohibited by Florida A&M University whether by faculty, staff, administration, students, visitors, or others. Title IX protects all students from sex-based discrimination, including sexual violence. University Regulations protect male and female students, undergraduate, graduate, and professional students, students with disabilities, students that are gay, straight, lesbian, bisexual, and transgender, part-time and full-time students, students of different races, and international students.

#### UNIVERSITY REGULATIONS PERTAINING TO SEXUAL HARRASSMENT AND SEXUAL VIOLENCE:

- Regulation 10.103 Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures <http://www.famu.edu/regulations/Regulations%20of%2010.103.pdf>
- Regulation 2.012 Student Code of Conduct, <http://www.famu.edu/regulation>

#### Consensual Relationships.

##### 1. In General

(a) Consensual sexual relationships between supervisors and employee, faculty-student, employee-student, do not violate laws prohibiting sex-based discrimination. However, such relationships are a concern because of the significant risk, ethical and administrative problems that can be posed when there is an institutional power difference between the parties involved, as between a supervisor and employee, employee and student, faculty and student, senior faculty and junior faculty, mentor and trainee, coach and athlete or academic advisor or counselor and advisee or counselee, and the individuals who supervise the day-today living environment and student residents. Because of the conflict or the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision, education and evaluation provided. They can lead to a complaint of sexual harassment when the student or employee feels that she or he has been exploited; thus being less consensual than the individual whose position confers power or authority believes. As a matter of sound judgment and professional ethics, all employees have a responsibility to avoid any apparent or actual conflict of interest between their professional responsibilities and personal relationships with students or other employees.

(b) As to students, the integrity of the teacher-student relationship is the foundation of the University's educational mission. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the University. Consequently, the University prohibits a sexual or romantic relationship between a teacher and student, even where 10.112 Consensual Relationships Page 2 of 2 consensual, if the faculty member has direct supervisory or evaluative responsibilities over the student.

(c) Likewise, the University prohibits sexual or romantic relationships between employees and students and between supervisors and their employees.

(d) Through this policy, Florida A & M University asserts its right to protect the integrity of its operations from conflicts of interest, disruptions in its academic and employment environments that can arise from consensual sexual activity involving members of the University community, and to protect persons from the kind of injury that either a subordinate or superior party to such a relationship can suffer. Most of all, this policy seeks to ensure that each member of the Florida A & M University community is treated with dignity and without regard to any factors that are not relevant to the person's work.

(e) For such relationships, recusal is required, the recusing party must also notify his or her supervisor, department chair or dean, so that such chair, dean or supervisor can exercise his or her responsibility to evaluate the adequacy of the alternative supervisory or evaluative arrangements to be put in place.

## 2. Failure to Comply

A failure to comply with the recusal and notification requirements is a violation of this policy, and therefore grounds for discipline commensurate with the severity of the offense, up to and including termination of employment.

## 3. Sexual Harassment Complaints

Non-consensual situations or sexual harassment are covered under the University's policy on Sexual Harassment, as provided in Regulation 10.103.

## 4. Delegation of Authority

The President or the President's designee shall establish further policies and procedures, including such recusal and notification requirements, to implement this policy.

Sexual harassment of any practicum student from the Department of Social Work Program shall not be tolerated from any Field Instructor and Task Supervisor, employee or representative of the field practicum agency. To ensure that students are placed in an agency environment free from sexual harassment, the following will occur:

The resolution of the investigation may include, but is not limited to the following:

- a) The complaint was found and satisfactorily addressed by the field agency and the student should remain in the field placement.
- b) The complaint was found and satisfactorily addressed by the field agency but the student should be placed in an alternative field placement.
- c) The complaint was not found or not satisfactorily addressed by the field agency and the student should be placed in another field placement.

- d) The compliant was founded and not satisfactorily addressed and the field agency should no longer be approved as a field setting.
- e) The compliant was unfounded and the student should remain in the placement.
- f) The compliant was unfounded and the student should be placed in an alternative field site.

The complainant following these procedures is in no way inhibited from pursuing other options such as bringing the matter to the attention of the University's Affirmative Action Officer or pursuing legal remedy. No student will be subject to restraint, interference, coercion, or reprisal for seeking information about sexual harassment, filing a sexual harassment complaint or serving as a witness. For more information, contact the FAMU Office of Equal Opportunity at (850) 599-3706.

### **Drug and Alcohol**

Florida A&M University will not tolerate the sale, possession, or use of controlled substances with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates as defined by Federal, State, or University regulations shall be prohibited in all FAMU facilities about the campus or in any public gathering, recreational areas or facilities. This includes any practicum site where a student is placed. Any student in violation of this policy will be assessed by the Department of Social Work and subject to dismissal from the University in accordance with the procedures of the Student Conduct Code. In addition, legal sanctions by a court of competent jurisdiction may include a specific term of imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.

### **Supporting Student Safety**

Student support, safety for both the student and client, are vital in the Field Education Program. Students learn to identify the difference between personal character, reactive or situational behavior. The University provides liability insurance for students in the field education program. Policies, criteria, and procedures remain a priority during pre-field orientation and seminars. This information is also included in the Field Manual and accessible through the Social Work departmental webpage.

The following policies, procedures, and criteria describe how the Field Education Program supports student safety in the field. Students are responsible for reading and understanding the agency's policy, safety, and precaution manuals.

**Measures:**

- During the pre-field, orientation, and seminar, students information about their responsibilities to read and understand safety manuals of the agency
- Students discuss safety issues and other infection control issues, personal injury, and risk assessment with the Field Director, Field Instructor during pre-field orientation and seminar.
- Students contact the Field Education Program Director to discuss the issues and seek guidance if specific safety concerns.
- Field Instructors make students aware of known or unreasonable risks within the agency (e.g., providing special warnings, education, or training that will help ensure the reasonable safety of all agency personnel and clients).
- Students have the responsibility to review all information that will help ensure their safety.
- Students are responsible for seeking education to ensure their safety and avoid behaviors that will unacceptably increase the risk of injury.

**Standards:**

- Notification of location with field agency and Field Director
- Read entire agency's safety precaution manual and provide feedback to agency and Field Director
  - Agency has written safety guidelines and procedures

**Termination Policy for Academic of Unprofessional/Non-Academic Conduct**

A student may be removed or dismissed from the field practicum site and the Field Education Program at any time by the Field Instructor and/or the field agency for documented unprofessional conduct. Unprofessional conduct may include but is not limited to behavior that may be hazardous, unethical, illegal, unprofessional to the client, agency or faculty system, or commitment of a breach in confidentiality. There are serious consequences to egregious behavior. Additional infractions are listed in Protocol for Field Related Problem Solving.

1. Written statement provided by Field Instructor to the Field Director.
2. Field Director will notify the Program Director and Department Chair.
3. Student notified by the SW Department to terminate placement or assign a grade "D" or below for performance.

### **DROPPING and RE-ENTERING FIELD COURSES (When Performance Problems is an Issue)**

Any student who drops the field course(s) following substantial performance problems as noted by the Field Instructor or Field Director will not be allowed to re-enroll the following semester without special review and permission of the Program Director and Field Faculty. The usual procedure will be for students to take time off from field to address underlying deficits which impair their performance such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by the Field Director or Field Instructor. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes which enhance a student's stability, and remedial learning experiences.

The review criteria will focus on the likelihood of successful performance in the field course based on criteria such as; nature and severity of the performance problem, ability to integrate the content and develop the skills required in the field course, student's motivation toward corrective action, judgment of the student's ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

The student must present documentation to the BSW/MSW Office of Field Education and Program Director stating specific improvements in underlying deficits that initiated the decision to drop field. It should clarify the students' efforts toward growth and change which will support the likelihood of satisfactory performance in the field. This documentation will be shared with the Faculty Field Committee and former Field Instructor/Task Supervisor.

A meeting will be held between all parties to discuss the student's request to re-enter the field practicum. There should be no communication with the student by the BSW/MSW Faculty or agency personnel prior to the meeting. This is recommended to avoid any appearance of inappropriately attempting to influence the outcome of the process.

The meeting shall be facilitated by the Field Director. If the former Field Instructor is unavailable, their designee or a representative from the same or similar field of practice should be present. The meeting will be held within 10 business days of the receipt of the request by the BSW/MSW Field Office. The Field Director will notify all participants of the date, location, and time of the meeting. The student will have the opportunity to answer questions and share specific issues which he/she feels addresses their improvement and preparedness for field. Immediately following the meeting, the committee will conduct a closed meeting to discuss and make its recommendation.

The recommendation will be written by the Field Director and forwarded to the student, meeting participants, Program Director, and Chairperson. Due to the skilled practice and professional knowledge of the Field Instructor, considerable weight will be given to their input toward the recommendation. If the student is granted permission to re-enter the practicum courses, information regarding the problem areas and suggested corrective actions, will be shared with prospective field agencies and Field Instructors. This policy has the dual purpose of protecting the well being of the agency and its clientele as well as assuring the student receives an adequate opportunity and resources to improve his or her performance. However, if the student does not successfully complete the program, termination shall be final.

Under certain circumstances, the BSW/MSW Program may initiate the removal of a student from a field practicum site due to problems operating within the agency. These problems may create uncertainty for the student and possibly have an adverse impact on the quality of the practicum experience; such problems can range from agency reorganization, unplanned resignation of the Field Instructor, and/or sexual harassment. When such problems occur, the Field Director will assess the problem by investigating the placement as warranted and allowed by the circumstances. The outcome of the assessment will determine whether the student will remain with the agency or be reassigned to another practicum site. The agency will be notified by the Field Director of its concerns.

If the findings of the investigation determine it would be in the best interest of the student to remove him/her from the present site, as soon as it is feasible to do so, every effort should be made to initiate the transfer of the student to a new site. The agency will be notified of the impending move. If possible, the student should alert his/her clients of the impending move. This should be performed for the purpose of minimizing any emotional trauma the client population might experience due to the move.

### **Evaluating Field-Setting Effectiveness**

The evaluation of field agency effectiveness is an ongoing process that incorporates both student and Field Director feedback. Field Agencies are informed of the criteria for effectiveness during Instructors are advised of evaluating student learning during Field Instructor training sessions.

The following policies, procedures, and criteria facilitate the process of evaluating field-setting effectiveness. Each student receives a Field Settings evaluation during placement with a minimum of two (2) contact visits by the Field Director.

#### **Measures:**

- Students in field practicum settings are required to complete weekly activity logs

- Students in field practicum settings complete an evaluation of the field setting and the field experience at the end of the semester
- The Field Director documents any areas of note based on agency visits and interactions with the field instructors
- The Field Director discusses the feedback with the Faculty Instructor and Program Director

**Conditions:**

- Completion of the Student assessment of field placement
- Field Directors review assessments and discuss issues noted

**Protocol for Field Related Problem Solving**

- Step 1: The student and the Field Instructor address the issue.
- Step 2: If there is no resolution, one or both parties should contact the Field Director.
- Step 3: The Field Director meets with the student and Field Instructor to arrive at a solution.
- Step 4: If there is no resolution, the Field Director seeks input from the BSW/MSW Program Director.
- Step 5: If there is still no resolution, the Field Director and BSW/MSW Program Director meet with the Field Committee to request a recommendation of resolution.
- Step 6: If necessary, the Field Directors seeks input from the Chair.

**General Information**

The protocol for field related problem solving process is used when problems are identified with the field practicum experience. However, if the situation is unable to be resolved between the student, Field Instructor, or Task Supervisor it becomes necessary to inform the Field Staff. Either the Field Instructor or the student can bring the problem to the attention of the Field Director. The Director is expected to meet with both the student and Field Instructor and/or Task Supervisor in an effort to effectively solve the problem.

It is important to remember, that with sufficient cause either an agency or the Department reserve the right to request the removal of a student from the agency setting. The agency must present written documentation to the Field Director citing reasons for terminating the placement.

It is expected that during the course of field instruction the Field Instructor and student will keep adequate notes to document student progress. It is essential that when a problem is identified written expectations be shared with the student so that she/he can take appropriate steps to remedy the situation. It is further expected, if necessary such documentation be shared with the Department.

### **Identifying Student who may be experiencing problems in the Field Practicum**

Most students who enter field will successfully complete their practicum experience. Although, students have different learning styles and subsequently progress at different rates, it is expected that each student adequately demonstrate the knowledge, skills, and values necessary for a generalist social worker.

Whenever there is a question about a student's progress, the Field Instructor must immediately be in touch with the Field Director for consultation. Various areas of performance may cause concern. Such areas of professional development include but are not limited to the following:

#### Personal Behavior

- Lying, violating agency/departmental policy, threat to others;
- Alcohol/drug abuse, irrational outburst, excessive crying;
- Refusing to advocate for clients; focusing on self-during client interview;
- Inappropriate touch, inappropriate interaction with the client;
- Over identification of clients, lecturing clients;
- Not showing up for the practicum or Integrative Seminar class; demanding to work with preferred clients only;
- Disregarding Code of Ethics; accepting money or gifts;
- Little or no evidence of professional responsibility (i.e. consistently late in meeting academic or agency deadline or fails to complete requirements);
- Personal problems or emotional difficulties consistently and significantly interfere;

#### Attitude

- Not willing to work with a particular client group;
- Inability to engage clients because of biased perception;
- Lack of commitment to the profession;
- Blaming others for personal failures;
- Failure to engage and invest in the field placement learning opportunities;

- Inability to hear and use feedback constructively;
- Lack of the ability to provide interventions for clients;

#### Communication

- Biased remarks and communication
- Argumentative
- Constant criticisms
- Lack of progress in writing an adequate report/evaluation
- Inability to present to others as a professional social worker

#### Interpersonal Interactions

- Inability to effectively work with others;
- Inability to utilize supervision as a method of instruction;
- Lack of ability to work effectively with clients;
- Lack of ability to collaborate with colleagues;
- Lack of self control with colleagues and clients;
- Inability to establish and maintain rapport with clients;
- Lack of ability to communicate with all people
- Inability to maintain professional conversation at all times

Any of these behaviors or any other kind of behaviors that causes the Field Instructor to question the student's professional development must be immediately reported to the Field Director.

### **Possible Outcomes**

A student's failure to meet the minimum level of academic or nonacademic performance may result in the following:

- A. Failure of Field Practicum - The grade of 'D' or 'F' can be given for documented unprofessional conduct or for lack of progress in achieving field practicum learning objectives. A student may be dismissed from the field agency at any time by the Field Instructor and/or the field agency. A written statement attesting to this action will be prepared by the Field Instructor and submitted to the Field Director and student. The Field Directors will review the written statement prior to placement into the student's file.  
  
Any student who receives a failing grade but desires to earn a BSW/MSW degree from the program must reapply to the Department. The decision of the Field Committee will be final. The Department will make every effort to assess the student and ensure a successful field experience.
- B. Receiving an I for Field Practicum - The student may be issued a grade of 'I' for incomplete, if he/she is unable to fulfill the required number of hours due to issues beyond the student's control (e.g. illness, death of a parent or sibling or other emergencies requiring the student to leave the placement and University). Documented proof of the emergency must be submitted to the Field Director before an 'I' grade is issued. If a student receives an 'I' letter grade, he/she must complete the remaining requirements (hours or assignments) by the next semester. If a student fails to fulfill the requirements during the next semester, the letter grade of 'I' will automatically convert into an 'F'. Any student who receives a failing grade must reapply to the program and submit a letter explaining why they failed to complete the field practicum requirements within the designated time frame listed and why they are now requesting to re-enter the program.
- C. The application and letter to re-enter the Field Experience and the Integrative Field Seminar courses will be reviewed by the Field Committee, a decision will be rendered in writing from the Field Director on behalf of the committee to the applicant. The committee may request an interview with the applicant and/or additional documentation from other sources before rendering a decision.
- D. If so, it is the responsibility of the applicant to appear before the committee to answer any questions or concerns by members of the committee at a date and time established by the committee. It is also the responsibility of the applicant to present additional documentation, if requested by the committee, within a time frame

established by the committee. If the applicant fails to comply with the request, the matter will be taken up by the committee as an independent body of the program. The decision of the committee will be final.

### **Changing the Field Placement Site**

Request for a change in placement once the initial placement has been accepted is discouraged and will only be considered as a result of extenuating circumstances. Below is a sample list of when this may occur:

- The student's academic, financial, health conditions, or transportation arrangements change, requiring a different type of placement or a delay of placement.
- The agency is no longer accessible to the student with different abilities and cannot make the necessary adjustments to become accessible during the semester.
- The agency is coping with significant internal issues, such as finances or staff changes, which makes it inappropriate for field students during that particular semester.

When a change of placement proves to be in the best interest of all parties concerned, the student must discuss the matter with the agency Field Instructor. Together, they examine the reasons for, and consequences of, a change of field placement. If the student and the agency Field Instructor cannot resolve the matter, the student then takes the issue to the BSW/MSW Field Directors, who will discuss the concerns with both the student and the Field Instructor and recommend a plan of action to the BSW/MSW Field Director. The BSW/MSW Field Director makes the final decision about changing placement and/or Field Instructor. If a change is deemed necessary, the student must follow the process below:

- Complete a "Change of Field Placement Request Form."
- Once the BSW/MSW Field Director receives this completed form, the student's BSW/MSW Field Director is contacted to discuss how to accomplish the change with the least disruption.
- The BSW/MSW Field Director will also advise the Field Instructor of the student's placement status.

If the agency Field Instructor requests that the student be moved from the agency, the following must occur:

- The Field Instructor and the Agency Executive Director informs the student and the BSW/MSW Field Directors the reasons for the change and make suggestions regarding how the change may occur with the least disruption.
- The student and BSW/MSW Field Director will meet together to explore options; the final decision is made by the BSW/MSW Field Director.
- The students may appeal the decision in writing through the appeal process outlined in the University Student Handbook.

### **2.013 Due Process, Other Rights, and Responsibilities**

(1) The due process requirements contained below shall be applicable in all cases involving academic dishonesty and alleged violations of the Student Code of Conduct. Applicable definitions are found in Florida A&M University (“University”) Regulation 2.012, Student Code of Conduct. All definitions not included herein or in Regulation 2.012, are in accordance with definitions found in the Merriam-Webster’s dictionary located in the Office of Judicial Affairs. Due process as applied by the University and its schools, institutes, and colleges shall include, as a minimum, the following:

(a) The student shall be provided with written notice of the violations against him/her in sufficient detail and in sufficient time to prepare for a hearing or meeting before an appropriate committee, hearing body, or designated University official;

(b) The University shall establish a minimum number of days in advance of the hearing or meeting to present the written notice of violations, but in no case will this notice be less than five (5) business days, except in cases of emergency hearings as specified below;

(c) The student shall be entitled to a prompt hearing or meeting before an appropriate committee or hearing body, as established by the University or the student shall have the option to request resolution of the matter by an appropriate official designated by the University. The hearing shall normally be scheduled within fifteen (15) business

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days from receipt of a written, signed request by the student, except in cases of emergency hearings;

(d) The student and his/her advisor may inspect all of the information that will be presented against the student at least three (3) business days before the student disciplinary hearing or meeting, except in cases of emergency hearings where the student may inspect the information at least one (1) business day prior to the hearing. Failure of the student to request the information in sufficient time for the University to comply with the three (3) business day timeframe shall constitute a waiver of the time requirement. The University shall also have the right to inspect any information the student intends to use at least three (3) business days before the student disciplinary hearing or meeting, except in cases of emergency hearings where the University may inspect the information at least one (1) business day prior to the hearing;

(e) The student may present information on his/her own behalf during the student disciplinary hearing or meeting;

(f) The student may hear and question adverse witnesses who testify at the hearing or meeting;

(g) The student shall not be forced to present testimony which would be self-incriminating; however, the University is not required to postpone the proceedings pending the outcome of a criminal or other outside proceeding. The University disciplinary proceeding is designed to address student behavior; therefore, alleged academic dishonesty or violations of the Student Code of Conduct will be addressed independently of any penalty imposed by a judicial or administrative body;

(h) The student may, at his/her own expense and initiative, have an advisor of the student's choice present during the student conduct process who may be an attorney. It is the student's responsibility to make appropriate arrangements for the advisor to attend the student conduct proceedings and the proceedings will not be delayed due to scheduling

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conflicts of the chosen advisor. The student is responsible for presenting his or her own information; therefore advisors are not permitted to speak or participate directly

in any proceeding and an advisor may not act as a witness. An advisor's attempt to participate in a proceeding by speaking, presenting information or otherwise intervening in the proceeding is grounds for the advisor being required to leave. In such event, the proceeding will continue without the advisor present and the advisor's absence shall not require a delay or affect the validity of the proceedings;

(i) The decision of Responsible or Not Responsible shall be based solely on the information presented during the proceedings;

(j) The decisions of any committee, hearing body, or designated University official, shall be presented to the student in writing and within fourteen (14) business days following the proceeding;

(k) The student may appeal the decision of any committee, hearing body, or designated University official, within ten (10) business days to the Dean of Students, or other designated University official, as appropriate;

(l) The student's enrollment status will remain unchanged pending the University's final decision in the matter, except where the Vice President for Student Affairs determines that the safety, health, or general welfare of the student, other students, or the University and/or its employees is involved. If a student's privileges are temporarily revoked as described in this paragraph, but the student is subsequently found not responsible for the violations, the University will:

1. Correct any record of the change in enrollment status in the student's permanent records and reports in a manner compliant with state and federal laws; and
2. Refund to the student a pro rata portion of any charges for tuition and out-ofstate fees, as appropriate, if the temporary revocation or suspension of the student's ability to attend classes lasts for more than ten (10) business days;

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(m) At the conclusion of the appeals process regarding violations of the Student Code of Conduct, the decision of the Dean of Students shall be final and the student's disciplinary matter shall be disposed through a final order signed by the Vice President for Student Affairs. The final order shall include notice to the student of

the right to appeal to an external judicial forum, as appropriate.

(2) Additional due process protections as may be provided by regulation or policy of the Board of Governors shall also be applicable to cases involving academic dishonesty or violations of the Student Code of Conduct as indicated by said regulation. Refer to Board of Governors Regulation 6.0105.

(3) The Student Code of Conduct supersedes all other means of disciplining or removing students for behaviors prohibited by the University.

(4) Victim Rights. Victim is defined as the person harmed by a violation of the Student Code of Conduct committed by the charged student. Victims have the following rights:

(a) To have an advisor of the alleged victim's choice accompany him/her when presenting information to the hearing body and to any other relevant meetings held throughout the disciplinary process;

(b) To submit a victim impact statement to the hearing body. This information may be used only in the sanctioning phase of deliberations, if the charged student is found Responsible for the violations. If the charged student appeals the decision on the basis of severity of the sanction imposed, he/she will have the right to view the victim's impact statement upon written request;

(c) To have unrelated past behavior excluded from the hearing. The University Judicial Officer or chairperson of the hearing body will decide if such information is unrelated;

(d) To submit questions to the Judicial Office at least three (3) business days prior to the hearing. The University Judicial Officer will decide whether the questions are relevant and should be presented at the hearing;

(e) To have personal property returned to him/her if in the current possession of the

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University. The determination of when this property may be returned is left to the University Judicial Officer and/or University Department of Public Safety;

(f) To be notified of the hearing panel's decision after the Vice President for Student Affairs has issued a final order. This will not include the sanctions the charged

student is required to complete; and

(g) For victims of sexual misconduct violations, please refer to additional rights noted in Regulation 2.012(8)(u).

(5) All students enrolled at the University shall be accorded the basic rights as set forth below:

(a) The right of respect for personal thoughts; the right of freedom from indignity of any type; the right to expect an education of the highest quality; and the right to make the best of one's talents and time toward the objectives which brought him/her to the University;

(b) The right to inquire about and to recommend improvements in University policies, regulations and procedures through established protocol;

(c) The right to participate in the self-governing process of student organizations pursuant to the regulations, policy, and procedures of the University and affected organizations;

(d) The right to be represented on University-wide committees in accordance with University procedures;

(e) The right of freedom of expression and peaceful assembly as defined and governed by the constitutions of the United States and the State of Florida and the regulations of the University;

(f) The right to participate in dialogue during public discussions that provide a diversity of opinions;

(g) The right to join University clubs and organizations for educational, political, social, religious and cultural purposes in accordance with the regulations, policy, and procedures of the University and the respective clubs and organizations;

(h) The right of due process as outlined above; and

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(i) The right of freedom of press and media to publish and distribute materials in accordance with the Constitutions of the United States and the State of Florida and the regulations of the University.

(6) The University encourages its students to help maintain a healthy academic climate where students can intellectually grow and develop as mature and responsible individuals.

Concomitant with student rights are student responsibilities. These responsibilities include but are not limited to the following:

- (a) The responsibility of making the most of their educational opportunities by attending classes and laboratory periods on a regular basis and by completing all academic requirements, in a satisfactory manner, as stated in each course syllabus while taking advantage of the many opportunities provided in a University environment for all around personal growth, development, and maturation;
- (b) The responsibility of knowing and observing all University policies, procedures and regulations (e.g. the General Catalog of the University and Student Handbook, including the Student Code of Conduct, etc.) as well as state and federal laws and requirements;
- (c) The responsibility of taking the initiative in exercising the democratic processes to include, but not be limited to, voting and performing community or volunteer services;
- (d) The responsibility of ensuring the orderly operation of the University through appropriate conduct in and out of the classroom; and
- (e) The responsibility of assuming the consequences of one's own actions, and to avoid conduct detrimental in its effect upon fellow students and members of the University community.

Specific Authority: Article IX, section 7(c), Florida Constitution, sections 1006.60, 1006.61, 1006.62, Florida Statutes, Board of Governors Regulation 6.0105. History New October 1, 1975, Formerly 6C3-2.13, Amended September 14, 1987, Amended June 29, 2006, Amended July 15, 2013; Amended July 7, 2014.

Students are advised that the steps listed above must be followed before a new placement (including new job practicum requests) will be sought, and there are no guarantees that an appropriate new placement will be available at the time of the request. This process may delay practicum start date, require the student to make up lost hours and impact the program of study sequence.

### **Criteria for the Selection of Field Agencies**

The Field Education program looks to keep current affiliations and develop new partnerships with community sites that provide valuable field education experiences for all students. Also, the BSW Field Education program provides appropriate and suitable practice experiences. The BSW and first-year MSW placements represent those settings that offer a generalist-practice focus. In addition to the BSW Field Director identifying potential field sites, social work faculty, agency representatives, community advisory board members, or students may also specify possible placement sites. The Field Director is responsible for approving an agency to become an approved field practicum site. Information about becoming an approved field experience agency is on the department's website, along with over 80 approved field experience agencies for students to select.

All agencies must have a signed agreement approved by the University's Central Administration. Agencies must meet the following criteria to be approved by the BSW Program as a placement site for field practicum:

- a. Agency's philosophy of service shall be compatible with the philosophy, values, and ethics of the social work profession.
- b. Agencies shall be related in purpose and function to the mission, methods, and curriculum of the BSW Program.
- c. Agencies shall be clear about their program and methods.
- d. The volume and flow of agency programs shall offer students a wide range of learning opportunities.
- e. The administration and staff of the Agency shall have respect for professional education and acceptance of the objectives and educational focus of the program of field instruction.
- f. Agencies shall have qualified Field Instructors.
- g. Agency staff must be large enough to ensure that the basic agency program is developed and maintained sufficiently without reliance on students.

- h. Agencies shall provide access to available desk space, telephones, dictating facilities, supplies, agency-related transportation travel reimbursements, clerical services, and interviewing facilities.
- i. Agencies shall support the University's equal opportunity policy, providing equal treatment and opportunity without regard to race, color, religion, national origin, sex, age, disability, veteran status, or sexual preference except where such distinction is required law.
- j. Agencies shall agree to the execution of a written agreement between the BSW Program and the Agency.

### **Field Approved Agency**

As a participant in the education and training of the student for social work practice, the field agency has responsibilities, which include the following:

- Signing an agency agreement with the University that clearly states the roles and responsibilities of the University and Agency;
- Accepting students in training without discrimination about race, religion, sexual orientation, age, gender, disability, national origin, creed, veteran status or political orientation,
- Providing a generalist practice experience with individuals, families, groups, communities, and organizations for the student(s);
- Completing an Agency Data Sheet for Field Practicum which outlines the target client population, the task performed in the practicum setting, and resources provided for student learning;
- Providing physical office space and other resources available for student's use in completing field related tasks and assignments;
- Referring the designated Field Instructor to attend the Field Instructors orientation meeting for all new instructors;

- Demonstrating an understanding and respect for human diversity and populations-at-risk;
- Demonstrating a commitment to work with the University and the students it serves;
- Making accommodations with FAMU CeDAR, to meet the special needs of students per the Americans with Disabilities Act of 1990 (ADA);
- Informing each student of potential work safety issues.

### **Agency Affiliation Process and University – Agency Agreement**

The process of agency affiliation with the BSW/MSW Program for the purpose of field instruction usually evolves as follows:

- a. The agency either expresses its interest in affiliation by contacting the BSW Field Director or MSW Field Director contacts an agency to determine its suitability. The BSW/MSW Field Director either schedules a site visit to discuss practicum requirements or makes available the Agency Data Form, several Field Instructor Vita Forms, and a copy of this Field Manual.
- b. The BSW/MSW Field Director reviews the completed forms and if a site visit has not occurred, a site visit is scheduled to discuss field practicum requirements and to assess further the agency's and designated field instructor's qualification.
- c. Upon approval of the agency as a field placement site, a University – Agency Agreement is signed by duly-authorized representatives of both the agency and the University.

### **Criteria for the Selection of Field Instructors**

The term, "Field Instructor," designates an individual who is an employee of an agency and who is assigned instructional responsibility for a student enrolled in a field course and placed with that agency. In order to be approved by the BSW/MSW Program as a Field Instructor, he/she must meet the criteria below. The BSW/MSW Field Director must approve exemptions from one or more of these qualifications.

- a. All Field Instructors shall possess a Bachelor or Master of Social Work degree from a Council on Social Work Education-Accredited School of Social Work.
- b. Field Instructors shall have at least two years of social work experience following the Bachelor or Master's degree.
- c. Field Instructors shall have ability in and knowledge of areas of social work practice being taught by the BSW/MSW Program.
- d. Field Instructors shall have thorough knowledge of the agency in which they are employed.
- e. New Field Instructors shall attend a training seminar in field instruction provided by the BSW/MSW Program.
- f. Field Instructors shall demonstrate interest in supervision, staff development and instruction.
- g. Field Instructors shall make use of support systems designed for field instruction.
- h. Field Instructors shall understand, accept, and incorporate the educational objectives of the BSW/MSW Program into the instruction process with students.

### **Support Systems for Field Instructors**

The agency-based Field Instructors serve as extensions of the social work faculty. Their contributions to the education of students are substantial. Since they work in partnership with faculty, it is important that they participate in seminars and workshops for all Field Instructors related to social work and student/educational issues.