



Your future. Our promise.

Aurora University
School of Social Work
Field Manual

CONTENTS

I.	Introduction of Field Instruction	4
A.	General Curriculum Objectives	5
B.	Field Education Requirement Overview	5
II.	Field Site Selection Process	7
A.	Process for Securing a Field Placement	7
B.	Securing a Field Placement Site	7
C.	Negotiating a Field Placement with an Unaffiliated Agency	9
D.	Employment Site/Previous Internship used for Field Placement	9
E.	Field Instructor Requirements	10
F.	Site Prerequisites	10
G.	Eligibility Requirements for Placement to Count Toward a Track	10
H.	Registration Requirements	13
I.	Sequence of Field Courses	13
III.	Field Instruction Assignments	14
A.	Required Assignments	14
B.	Lumivero Experiential Learning Cloud -Formerly Tevera	14
C.	Field Placement Hours	14
IV.	Distribution of Responsibility and Accountability	15
A.	Responsibilities of the School of Social Work	16
B.	Responsibilities of the SSW Field Department Staff	16
C.	Responsibilities of the Field Site	17
D.	Responsibilities of the Field Instructor	18
E.	Responsibilities of the Faculty Field Liaison	20
F.	Responsibilities of the Field Student	20
V.	Grading Policy, Remediation & Disciplinary Outcomes	22
A.	Grading for Field Instruction Courses	22
B.	Problem-Solving Policies and Field Placement Termination Processes	23
C.	Classroom Conduct Policy	26
D.	Early Termination of Field Placement	26
E.	Absences from Field Placement Policy	27

F.	Attendance Policy	27
G.	Medical Emergency, Illness or Death in the Family	27
H.	Holidays & Breaks	28
VI.	General Policies	28
A.	School of Social Work Admission Policy	28
B.	University and Program Policy	28
C.	Conflicts of Interest	28
D.	Transportation	28
E.	Appropriate Oversight of Placement	29
F.	Incident Report Policy	29
G.	Social Media Policy	29
H..	Request for Special Circumstances	29
VII.	Appendices	30
A.	School of Social Work Pledge	30
B.	General Template of a Standard Affiliation Agreement	32
C.	Schedule A of a Standard Affiliation Agreement	35
D.	Professional Educator License with a School Social Work Endorsement (PEL: SSW) Program	38
E.	Private Practice Policy	51



The Field Instruction Manual is to be reviewed by each social work student and field instructor participating in the field instruction experience. All students enrolled in field instruction are subjected to policies outlined in this manual.

This Field Manual serves to familiarize all undergraduate, graduate, and doctoral students with Aurora University's academic policies and procedures as of the date of this Field Manual. A department or program may adopt more specific policies or procedures applicable to the particular program of study. Together, the policies and procedures set forth in this Catalog and in program-specific policies constitute your resource guides regarding the academic requirements of Aurora University.

The policies and procedures in this Field Manual are subject to modification, revision, and updates at the discretion of the University or the program in question, to comply with evolving accreditation standards and best practices in the best interests of the University community. These policies and procedures do not constitute a contract, do not reflect binding commitments by the University, and may not be relied upon as such. The University/program will notify students when policies or procedures are revised, but students also have a responsibility to stay current on the applicable policies and procedures for their particular degree or certification programs.

Introduction of Field Instruction

Field Instruction provides students with the opportunity to apply their learning experiences from the classroom into the community. Social work as a discipline relies on the competent application of theoretical principles in practice. Field experiences support development of the 9 Core Competencies outlined by the Educational Policy and Accreditation Standards (EPAS) from the Council on Social Work Education (CSWE) in 2022. Key among these objectives is the development of skills common to generalist practice and the development of a professional identity with an appropriate degree of autonomy. The specialist placement builds on skills acquired in the generalist placement and allows students to further refine practice skills, specialization knowledge and role as a social worker. Due to the central importance of field work in the preparation of capable social workers, field education is considered the signature pedagogy of social work education.

Aurora University's School of Social Work (SSW), an accredited social work education program, offers a Bachelor's of Social Work (BSW), Master's of Social Work (MSW), Post MSW School Social Work endorsement (PEL:SSW, formerly the Type 73), Post Addictions training (Post-CADC, preparation for the CADC certificate), and Doctorate of Social Work (DSW) program. This Field Manual will review field instruction policies and procedures for the BSW, MSW and Post MSW certificate and licensure programs.

Since field instruction is an essential component of social work education, it is a program requirement for all social work students. Although field requirements are encompassing, there are program specific

policies that students should be aware of. It will be imperative for each student to understand the field related policies and procedures specific to their program:

- **BSW:** Students in the BSW program are required to complete one internship, which spans over two 16 week semesters (32 weeks total), during their senior year.
- **MSW:** Graduate students are required to complete two separate internships. Each internship will span over two 16 week semesters (32 weeks total per internship). Generalist students will participate in Field over four semesters to meet the Field requirement.
 - Advanced standing status modifies this program trajectory; students who are eligible for advanced standing status are required to complete one, two-semester internship over the course of their program.
- **Post Certification and Licensure Programs:** Both the Post CADC and Post PEL programs require one, two-semester internship over the course of their program.



DEFENDING
EDUCATION

A. GENERAL CURRICULUM OBJECTIVES

Graduates are prepared to successfully exceed skill building expectations in accordance with the **9 Core Competencies**, as outlined in EPAS 2022:

1. **Demonstrate Ethical and Professional Behavior**
2. **Advance Human Rights and Social, Racial, Economic, and Environmental Justice**
3. **Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**
4. **Engage in Practice-Informed Research and Research-Informed Practice**
5. **Engage in Policy Practice**
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
7. **Assess Individuals, Families, Groups, Organizations, and Communities**
8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

CSWE, 2022

B. FIELD EDUCATION REQUIREMENT OVERVIEW

BSW Field Instruction	Addictions/CADC Field Instruction
<ul style="list-style-type: none"> ● SWK 4210 and SWK 4220 ● 450 minimum cumulative hours* ● Recommended 225 hours each semester ● Required supervision by AU approved site supervisor ● Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education ● Student intern expected to have learning experiences that align with the CSWE Core Competencies 	<ul style="list-style-type: none"> ● Applicable field courses for program level ● 500 minimum cumulative hours* (BSW or beginning MSW) ● Recommended 250 hours each semester ● Required supervision by AU approved site supervisor (CADC certificate) ● Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education ● Student intern expected to have learning experiences that align with the CSWE Core Competencies an Illinois Alcohol and Other Drug

	Abuse Professional Certification Association learning objectives
<p>MSW Generalist Year Field Instruction</p> <ul style="list-style-type: none"> ● SWK 6730 and SWK 6740 ● 450 minimum cumulative hours* ● Recommended 225 hours each semester ● Required supervision by AU approved site supervisor ● Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education ● Student intern expected to have learning experiences that align with the CSWE Core Competencies 	<p>MSW Specialization Year Field Instruction</p> <ul style="list-style-type: none"> ● SWK 6750 and SWK 6760 ● 600 minimum cumulative hours* ● Recommended 300 hours each semester ● Required supervision by AU approved site supervisor ● Supervision Recommendations <ul style="list-style-type: none"> ○ 1 hour/week ○ Structured/planned ○ Consistent ○ Provides ongoing feedback and education ● Student intern expected to have learning experiences that align with the CSWE Core Competencies

<p>Illinois Professional Educator's License with School Social Work Endorsement Internship</p> <ul style="list-style-type: none"> ● Must coordinate licensure through the School Social Work Program Coordinator ● SWK 6755 and 6756 (MSW/Specialization) ● SWK 6650 & SWK 6660 (Post-MSW) ● 600 minimum cumulative hours* ● Required supervision by AU approved site supervisor (MSW with Professional Educator License (PEL)) 	<p>Post Graduate: Addictions Training (CADC Certification preparation) Internship</p> <ul style="list-style-type: none"> ● Must coordinate certification through Addictions Program Coordinator ● SWK 6675 and 6676 ● 500 cumulative total hours* ● Required supervision by AU approved site supervisor (CADC certificate)
---	---

School Social Work Endorsement required)	
--	--

The following individuals will be involved with each student's placement: the assigned field coordinator, the site instructor/supervisor and the field liaison.

Field Coordinator: the student is assigned a coordinator depending on the program they are enrolled in who is an AU staff member. This is the initial point of contact for field related information. Once the placement begins, the coordinator should be the point of contact after the liaison.

Field Liaison: this is an adjunct faculty member that will become the point of contact for the field placement and will be the bridge between the site and the school. This adjunct faculty member is responsible for facilitating the field course.

Field Instructor: this is the person that will be providing the onsite supervision and task oversight for the student's placement. This individual is connected with the agency that the student will have their placement at.

II. FIELD SITE SELECTION PROCESS

A. PROCESS FOR SECURING A FIELD PLACEMENT

A primary principle of the social work profession is to employ effective communication to build meaningful professional networks. The securing of a field placement allows students to build on this skill set. Students are responsible for their own field placement review and selection process, based on their professional interests and goals. Students will be the primary facilitators in researching and contacting agencies, completing interviews, and submitting the required field documentation. Aurora University can provide professional support through the Career Services Department, to include coaching and resume assistance. Additionally, the SSW Field Department can consult with students regarding the field experience, to guide towards a placement that will align with their professional goals. Students are empowered to be selective in choosing a field placement that will provide desired learning experiences. Once a field application is submitted, this initiates processing by the field office, and students are not permitted to seek a different placement.

Students should pursue a field placement in accordance with their program timeline and do not need approval from the SSW Field Department to begin the search process. **Students are expected to adhere to field application deadlines, as outlined on the applicable field Brightspace page. A delayed search may jeopardize the completion of the field course, which may result in a delay of**

graduation from the degree or certificate program. Students should be aware of the potential implications of a delay in the process of securing a placement.

Below are the minimum criteria used by the field team in vetting and approving a field site. Please note, sites may meet these minimum criteria but still not ultimately be approved for a field placement if affiliation criteria cannot be met. Students should direct questions regarding field site criteria to their appropriate field coordinator.

Field Site Minimum Criteria:

1. The site can demonstrate the ability to provide structured social work learning activities based on the 9 CSWE Core Competencies
2. The site will adhere to the Social Work Code of Ethics.
3. The site agrees to provide 1-hr per week supervision to the student by an approved Field Instructor (see “[Field Instructor Requirements](#)” for more details regarding supervisor criteria)
4. The site commits to the education of AU SSW students for an academic year

B. SECURING A FIELD PLACEMENT SITE

Students should follow the steps below to secure a field placement:

1. ***Review applicable field Brightspace page:*** Students should review the field Brightspace page upon entry to the program. Furthermore, students should review the Brightspace page often for updates and current placement openings.
2. ***Resume Materials:*** Prepare a resume and cover letter to reflect their education and experience.
3. ***Background Check:*** As per SSW program requirements, students should have completed a background check. This process must be completed prior to beginning a field placement. Students who have had misdemeanor or felony convictions should contact their respective field coordinator to discuss potential field implications.
4. ***Agency research and outreach:*** Students should utilize the tools available from the SSW Field Department located on the field Brightspace page to assist them in their search for potential placements. Strategies for outreach could include:
 - a. Contacting agencies listed in Lumivero Experiential Learning Cloud (formerly Tevera) to inquire about potential internship openings. Students can utilize available resources to determine the most appropriate outreach method (email, phone, internal application, etc.).
 - b. Contacting agencies who have posted openings on the “Current Field Placement Openings” Brightspace Forum.
 - c. Attending the SSW Field Fair and any other networking opportunities made

available to learn about local agencies and internship opportunities.

- d. Contact agencies not yet listed in Lumivero Experiential Learning Cloud (formerly Tevera), but who may meet the qualifications for a field placement site.*

*Please note, agencies must be fully vetted by the SSW Field Department before an internship can be approved. Please keep this in consideration when contacting new placement sites.

Students who are having difficulty identifying potential field placement opportunities should contact their respective field coordinator for additional ideas on how to successfully secure a placement.

5. **Interviewing:** Upon the request of the agency, students will schedule and participate in an interview. Information pertaining to the student's candidacy for the position, as well as the format of the learning experience will be explored during the interview. Interviewing best practices can be accessed through the applicable field Brightspace page. Topics to discuss during a field placement interview should include:
 - a. Learning opportunities and responsibilities
 - b. Field Placement Schedule, including start and end dates
 - c. Supervision structure
 - d. Training and orientation
6. **Application:** When there is a mutually accepted agreement between a student and agency for a field placement, the student will submit a field application. The application informs the SSW Field Department of the secured field placement. Students are not allowed to make alterations to the agreements set forth on the field application and must notify the field department if changes need to occur. The field application can be completed in the Tevera platform. . Students should coordinate a field placement in accordance with their program timeline. Students are expected to adhere to field application deadlines, as outlined on the applicable field Brightspace page. **Students cannot seek other placements after a field application is submitted.** Things students should consider when completing their application include:
 - a. **Field Placement Schedule:** To best align the internship with student and agency needs, the field office allows students to work with the agency to negotiate their own beginning and start date of the internship as well as what days/times are interned each week. Internship start and end dates are to be provided in the field application. **Please plan your schedule appropriately as students are required to intern until the last date agreed upon in the field application** (even if you have surpassed your minimum hours).
 - b. **Supervisor Name and Contact Information**
7. **Application Processing:** Once the field office receives the application, the process to approve the field placement begins. Elements of this process include:

- a. Ensuring the site and field instructor have been approved through the SSW Field Department, or initiating the approval process
 - b. Confirming an existing affiliation agreement is in place between AU and the agency, or initiating the affiliation process
 - c. Verifying the internship offer with the supervisor named in the field application
 - d. Facilitating any pre-requisite requirements in alignment with the agency agreement.
 - e. Field course registration confirmation
 - f. Field liaison assignment
8. ***Field Placement Approval:*** Final approval is communicated to the student through the Tevera application. The application has been approved when there is a green check in the application “final review” section. **Under no circumstances is a student to begin a field placement until they have received the confirmation from the SSW Field Department that hours can begin. Until a confirmation is received, a field student may not be covered by malpractice/ liability insurance. Any hours completed before the official confirmation has been sent from the SSW Field Department are not considered part of the SSW Field Program and will not count towards the minimum cumulative hour requirement.**

C. NEGOTIATING A FIELD PLACEMENT WITH AN UNAFFILIATED AGENCY

The affiliation agreement is between the site and the school. The student does not participate in this process beyond submitting the application in Lumivero Experiential Learning Cloud (formerly Tevera). From there, the field team will initiate the affiliation agreement process. **All field placement sites need to meet the School's criteria for affiliation before being approved for a field placement.** New sites will need to be vetted to ensure they will meet the affiliation criteria and will meet the learning objectives of the field education program. Students interested in pursuing a field placement with a non-affiliated site should contact their respective field coordinator to begin the agency approval process. **The vetting and legal affiliation agreement process can increase the application approval time significantly; students should plan accordingly. It is recommended a student allow up to 16 weeks for a new agency to be approved and fully affiliated with the University.**

D. EMPLOYMENT SITE OR PREVIOUS INTERNSHIP USED FOR FIELD PLACEMENT

Students may request to use a current or recent employment position or a previous internship site as field placements. Students will initiate this request by contacting their field coordinator.

Assessment of an employment-based internship will be based on the following:

- Role: The role of the student employee will need to fully accommodate the learning objectives required of the internship level the student is requesting to be approved. The

student will be asked to complete an application for an employment-based internship with their supervisor that will outline in detail how their current role maps back to internship learning objectives. This application will be provided by the field coordinator once the student initiates an employment-based internship request.

- Supervision: Ideally, the field placement should be supervised by someone other than a current supervisor for the student. If that option is unavailable, the current supervisor will be asked to create a separate supervision hour with the student specifically focusing on internship learning and CSWE Social Work Competencies outlined in the learning agreement. The plan for supervision will be included in the employment-based application completed by the student and supervisor.
- Affiliation Amendment: The agency will complete an amendment to the Aurora University Affiliation Agreement indicating their support of an employment-based internship for the student. The internship cannot be approved without the agency's approval of this structure.

If the above conditions are met, a student can use their employment hours to count towards the internship hour requirement. **Please note, employment-based internships have a weekly maximum number of hours that may be applied toward the field requirement. For BSW/Generalist year internships, students may use up to 16 hours per week towards the internship hour requirement; for Specialist year internships, students may use up to 20 hours per week towards the internship hour requirement.**

Using employment hours to meet the internship requirement means students may exceed the internship hour minimums outlined by the Field Department. **Students will still be required to be enrolled in both field courses associated with their respective internship level, and will be expected to maintain engagement and complete assignments even if hours have exceeded the minimum requirements.**

Students may request to complete a 2nd internship at an agency used for a previous internship. Assessment and approval of this option will be based on:

- Role: The field placement role should be completely different from any other role the student has had within the organization. The student will be asked to complete an application for a 2nd placement with the same site that will outline in detail how their role will differ from their first experience. This application will be provided by the field coordinator once the student initiates a repeat site internship request.
- Supervision: The field placement should be supervised by someone other than a previous supervisor for the student.

E. FIELD INSTRUCTOR REQUIREMENTS

Field Instructors will be approved in accordance with CSWE mandates and professional best practices. Ideally, students will be supervised by a 2 year post-graduate MSW* supervisor. However, an agency/organization may be identified as a field instruction site able to assist students in developing skills within the 9 Core Competencies, but does not employ a master level social worker. When this occurs, the University will coordinate additional support through the Liaison Plus structure in order to reinforce the social work perspective, per CSWE guidelines. Students will indicate through their field application whether MSW supervision is provided at their field placement, and will work with the SSW Field Department to navigate any course requirements.

*MSW degree from a CSWE-accredited institution.

F. SITE PREREQUISITES

Aurora University requires all sites to hold a legal affiliation agreement between the site and university before any field placement hours can begin. In accordance with the affiliation agreement, some students will be required by the site to complete certain requirements (i.e., pre-requisites) before they will be approved to begin their field placement. It is the responsibility of the student to inform the field office of these requirements and complete them in a timely manner. Examples of prerequisites include: obtaining and verifying health insurance, CPR certification, Hepatitis B vaccination, blood borne pathogen training, flu vaccination, HIPAA training, criminal background check (which must be done through AU's background check program), drug screens, immunizations, TB test, etc.

G. ELIGIBILITY REQUIREMENTS FOR PLACEMENT TO COUNT TOWARD A TRACK

Students are to contact the track coordinator to verify eligibility of placements.

Aurora Campus BSW

Addictions: Agency must be SUPR certified, supervisor holds their CADAC, and treats addictions;

Child Welfare: Agency offers opportunities to work with families facing turmoil and struggles while protecting children from abuse;

Aurora Campus MSW

Addictions: Agency must be SUPR certified, supervisor holds their CADAC, and treats addictions;

Child Welfare: Agency offers opportunities to work with families facing turmoil and struggles while protecting children from abuse;

Healthcare (Specialization year students only. See healthcare coordinator if a generalist year student): Agency offers opportunities to think from a system perspective to determine how even the best agency environment can be enhanced by change, reflect on own lifestyle choices that impact health;

Gerontology (Specialization year students only. See gerontology coordinator if a generalist year student): Agency offers opportunities to think from a system perspective to determine how even the best agency environment can be enhanced by change, reflect on own lifestyle choices that impact health;

PEL School Social Work (Specialization year students only): The school setting offers opportunities to work with students to promote academic and behavioral success and enhance social-emotional learning. School social work interns work with students experiencing challenges with social skills, emotional regulation, behavior, academics, disabilities and mental health. See Appendix III for important information related to the field experience for students getting their PEL.

Forensics: Agency offers opportunities to work with the court and/or legal system;

Leadership: Agency offers administrative tasks, board meetings, grant writing, program development, etc.

Online MSW

Healthcare (Specialization year students only. See healthcare coordinator if a generalist year student): Agency offers opportunities to think from a system perspective to determine how even the best agency environment can be enhanced by change, reflect on own lifestyle choices that impact health;

Gerontology (Specialization year students only. See gerontology coordinator if a generalist year student): Agency offers opportunities to think from a system perspective to determine how even the best agency environment can be enhanced by change, reflect on own lifestyle choices that impact health;

PEL School Social Work (Specialization year students only): The school setting offers opportunities to work with students to promote academic and behavioral success and enhance social-emotional learning. School social work interns work with students experiencing challenges with social skills, emotional regulation, behavior, academics, disabilities and mental health. See Appendix III for important information related to the field experience for students getting their PEL

Forensics: Agency offers opportunities to work with the court and/or legal system;

Leadership: Agency offers administrative tasks, board meetings, grant writing, program development, etc.

MSW/MBA Dual Degree: Agency offers opportunities to think from a Macro level perspective and Administrative perspective. Students will have exposure to social policy and research, as well as learn different strategies for building and sustaining an agency/organization (i.e. social welfare organizations, hospitals, philanthropic foundations, and government).

MSW/MPA Dual Degree: Agency offers opportunities to think from a Macro level perspective and Public Policy perspective. (i.e. social welfare organizations, hospitals, philanthropic foundations, and government).

GWC MSW

Healthcare (Specialization year students only. See healthcare coordinator if a generalist year student): Agency offers opportunities to think from a system perspective to determine how even the best agency environment can be enhanced by change, reflect on own lifestyle choices that impact health;

PEL School Social Work (Specialization year students only): The school setting offers opportunities to work with students to promote academic and behavioral success and enhance social-emotional learning. School social work interns work with students experiencing challenges with social skills, emotional regulation, behavior, academics, disabilities and mental health. See Appendix III for important information related to the field experience for students getting their PEL

Post-MSW PEL Aurora Campus/Online/GWC

Post-MSW PEL students: The school setting offers opportunities to work with students to promote academic and behavioral success and enhance social-emotional learning. School social work interns work with students experiencing challenges with social skills, emotional regulation, behavior, academics, disabilities and mental health. See Appendix III for important information related to the field experience for students getting their PEL.

H. REGISTRATION REQUIREMENTS

Students pursuing an internship must be enrolled in the field course prior to completing any field placement hours. Field placement hours cannot be completed without registration in a field course. Therefore, disruption in registration will result in immediate suspension of placement hours. If a student is alerted to a change of their registration status in their field course, it is their responsibility to

contact the applicable field coordinator immediately to address this. Registration in a field course does not equate to confirmation or “approval” to begin hours at a placement.

Course Registration Requirements:

- **BSW Students:** BSW students must be enrolled in BSW Field Instruction I (SWK 4210) for their first semester and BSW Field Instruction II (SWK 4220) for their second semester internship.
- **BSW Online:** Once a field application has been submitted, online BSW students must be enrolled in BSW Field Instruction I (SWK 4210) for their first semester and BSW Field Instruction II (SWK 4220) for their second semester internship.
- **MSW Generalist Year:** Once a field application has been submitted, MSW Generalist students will need to enroll in Field Instruction I (SWK 6730) for the first semester and Field Instruction II (SWK 6740) for their second semester. On-campus students will also be asked to enroll in the Field Seminar (SWK 6850) for both semesters. Online students will complete the field workshop activities in the field instruction courses.
- **MSW Specialization Year:** Once a field application has been submitted, MSW Specialization students must be enrolled in SWK 6750 for the first semester and SWK 6760 for the second semester internship. Students will also be asked to enroll in the Field Seminar (SWK 6850) for both semesters. Online students will complete the field workshop activities in the field instruction courses. Students in the PEL School Social Work track will enroll in SWK 6755 for the first semester and SWK 6756 for the second semester internship.
- **Post-PEL:** Once a field application has been submitted, students enrolled in the Post-PEL program must be enrolled in SWK 6650 for the first semester and SWK 6660 for the second semester. See Appendix III for important information related to the field experience for students getting their PEL.
- **Post-CADC:** Once a field application has been submitted, students enrolled in the Post-CADC program must be enrolled in SWK 6675 and 6676.

Students are expected to stay within the academic standards outlined by the University. See “[Undergraduate Academic Standards](#)” and “[Graduate Academic Standards](#)” for details regarding expectations, including policies related to academic dismissal.

If a student is dismissed from the George Williams School of Social Work, any field placement currently underway will be terminated, effective immediately. If a student is readmitted to the George Williams School of Social Work, they will be required to meet with their respective field coordinator to determine next steps as it relates to field education.

I. SEQUENCE OF FIELD COURSES

BSW Program: Students enrolled in the BSW program are required to complete one internship spanning through two semesters during their senior year. Students will be concurrently enrolled in

BSW Field Instruction I (SWK 4210) and BSW Field Instruction II (SWK 4220). The Aurora Campus, GWC Campus, and Online program have different processes in place related to field course offerings. It will be important for students to review program materials and be in contact with their respective academic and/or field coordinator to ensure they understand the timeline for their program. Coordinator contact info can be found below:

Aurora Campus BSW Program: Sandra Perez Avila (sperezavila@aurora.edu)

Online BSW Program: Amy Ceshker (aceshker@aurora.edu)

University Center at MCC: Amy Ceshker (aceshker@aurora.edu)

MSW Program: Field instruction courses in the MSW program are offered year round. Therefore, a student may begin a placement during the fall, spring or summer semesters. The Aurora Campus, GWC Campus, and Online program have different processes in place related to field course offerings. It will be important for students to review program materials and be in contact with their respective academic and/or field coordinator to ensure they understand the timeline for their program. Coordinator contact info can be found below:

MSW Program, Students last name A-L: Samantha Heiden (sheiden@aurora.edu)

MSW Program, Students last name M-Z: Megan Suchomel (msuchomel@aurora.edu)

University Center at MCC: Amy Ceshker (aceshker@gwc.aurora.edu)

***Please note, internships that will occur within a school setting will begin in the fall and go through the end of Aurora University's spring semester. If a student should request an end date past the university's spring semester then an x grade may be required (see section V. A.)**

Social work graduate students are required to complete two internships during their graduate program at Aurora University (one internship for those in our Advanced Standing program). Students are traditionally required to complete these internships over two 16 week semesters. While it is believed this still to be best practice for the majority of social work students, we are aware of hardships this timeline may cause some of our students. When these hardships are brought to the Department, students go through a process to be vetted and approved for an expedited timeline for internships called a "block placement." The Field Director will review all requests for block placements and will make a determination based on the criteria below:

1. The student has provided documentation of a hardship that would be caused by a two semester field placement. Hardships that could qualify for a block placement might include health-related issues or other catastrophic circumstances that would require an expedited learning experience. Desires for a faster graduation date or faster ability to enter the workforce will not be considered as a reason for block placement.
2. The placement can demonstrate the full extent of learning competencies are able to be met within an expedited time frame.
3. The student is in good academic standing (3.0 GPA or higher).
4. The placement agrees to increased supervision requirements (2 hours per week) due to the increased hours being completed.

If a student is approved for a block placement, they will be put into a 6 credit field course (SWK 6770 for the first internship and SWK 6780 for the second internship) for the semester. Students will be expected to complete all field assignments in these courses, in alignment with the syllabus.

Students denied permission may appeal the decision by contacting the MSW Program Director.

Block placements are not permitted for BSW or PEL students.

III. FIELD INSTRUCTION ASSIGNMENTS

A. REQUIRED ASSIGNMENTS

In addition to the minimum cumulative placement hours, field instruction courses require the completion of the following activities:

- ***Learning Agreement*** will be utilized to outline the learning activities which will align with the 9 Core Competencies, and will be completed and submitted through Tevera within the first 75 completed internship hours.
- ***Field Evaluations*** will assess student progress toward learning objectives. Field evaluations are to be completed and submitted through Lumivero Experiential Learning Cloud (formerly Tevera) prior to the end of each semester. Students are expected to meet “developing” or higher on at least 70% of learning competencies by the end of the 1st semester of their internship, and “established” or higher on at least 70% of learning competencies by the end of the 2nd semester to earn credit.

- ***Supportive curriculum, to include Field Workshops***, as assigned within course syllabus and/or by field team. **Students must complete 70% of the course supportive curriculum assignments in addition to the other required assignments in order to receive passing credit.**
- ***CADC Evaluation***, as applicable, will assess the CADC learning standards.
- ***Liaison Plus***, as applicable, students whose supervisor does not meet the degree requirements outlined by CSWE will be required to participate in regular reflective Brightspace forum posts that reinforce social work learning competencies, values, and ethics. Students in Liaison Plus will have more frequent contact with their field liaisons, and may have numerous site visits per semester. Students can confirm their participation with Field Liaison.

B. LUMIVERO EXPERIENTIAL LEARNING CLOUD (FORMERLY TEVERA)

As an Aurora University Social Work student, you will automatically be eligible for a Lumivero Experiential Learning Cloud (formerly Tevera) account. Lumivero Experiential Learning Cloud (formerly Tevera) is a field management and assessment platform that will be utilized throughout your time with Aurora University, so an active account is a requirement for all students.

C. FIELD PLACEMENT HOURS

The minimum required field hours align with programmatic requirements. Please note, some agencies will have a requirement which exceeds the minimum cumulative hours required by the educational program. When this is outlined by the agency, students will be expected to fulfill the requirements outlined by the agency.

BSW: 450 minimum cumulative hours*

MSW Generalist: 450 minimum cumulative hours*

MSW Specialization: 600 minimum cumulative hours

CADC: 500 minimum cumulative hours

*If the BSW or Generalist placement is being used towards a CADC, please defer to the CADC minimum requirement.

*** Please note, internships have a weekly maximum number of hours that may be applied toward the field requirement. For BSW/Generalist year internships, students may use up to**

16 hours per week towards the internship hour requirement; for Specialist year internships, students may use up to 20 hours per week towards the internship hour requirement.

- **Tracking Hours:** Students are required to log hours completed at their placement in Lumivero Experiential Learning Cloud (formerly Tevera). Field Instructors can approve or reject log submissions in Lumivero Experiential Learning Cloud (formerly Tevera). Cumulative hours will be totaled through this log function, within the applicable field course.
 - Lumivero Experiential Learning Cloud (formerly Tevera) access is provided to students upon admission to an Aurora University Social Work program.
- **Training, Orientation and Supervision:** Students are permitted to count time spent in training, orientation, and/or supervision at their field placement site within their cumulative field hours. It is recommended that students clarify this policy with their field instructor to ensure this aligns with the policy of the field agency. For students who do not have an MSW-prepared supervisor, additional required contact with their field liaison and/or associated curricular activities may also count towards cumulative field hours.
- **Completion of Minimum Cumulative Hours:** It is the responsibility of the student and the agency to coordinate an agreed upon schedule, in order to facilitate the completion of the minimum cumulative hours by the end of the second semester. If the minimum will not be met by the end of the second semester, it is the responsibility of the student to contact the SSW Field Department as soon as possible to discuss the possibility of an extension through an “X” grade (see section V. A.).
- **Weekly Hour Maximums:** Internships have a weekly maximum number of hours that may be applied toward the field requirement. For BSW/Generalist year internships, students may use up to 16 hours per week towards the internship hour requirement (unless the student is in our Addictions Track and using the internship towards the CADC requirement, in which case they will be allowed to track a maximum of 18 hours per week to allow them to get to the 500 minimum); for Specialist year internships, students may use up to 20 hours per week towards the internship hour requirement. Hours that are completed above these maximum amounts may be excluded from the official internship hour count. It is the responsibility of students and sites to create a schedule that will accommodate these maximum amounts.
- **On-Call Hours Policy:** For students whose placement site offers on-call hours; The hours can only be counted in their entirety if an alternative learning activity is completed during the downtime, such as waiting for a potential call. For example, an administrative task that

can be started and stopped as needed. Please consult with your field instructor (site supervisor) for tasks to complete during this time.

- **Ending Field Placement:** Students are expected to stay in their placement until the date agreed upon by both the student and the field placement site, as indicated on the field application. This may result in students completing more than the minimum required hours. Exceptions to this will be considered on a case by case basis and must be approved by the Field Department (for additional policies related to early termination from field placements see section V. D.).

All field assignments are to be completed by deadlines communicated by the SSW Field Department.

IV. DISTRIBUTION OF RESPONSIBILITY AND ACCOUNTABILITY

Affiliation agreements vary based on the site. See Appendix A for an example of the template affiliation agreement. Contact the SSW Field Department to request access to a site specific affiliation agreement.

A. RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK

The School of Social Work, hereinafter referred to as the School, is the degree-conferring institution responsible for the design and delivery of the accredited curriculum, approved by the Council on Social Work Education. The following responsibilities in each of the categories of section IV may be subject to change depending on the type of affiliation agreement required by each agency. See Appendix A for an example of the template affiliation agreement.

The School of Social Work will:

- Maintain a field instruction program which meets the accrediting requirements of the Council on Social Work Education and its Educational Policy and Accreditation Standards (EPAS 2022).
- Cultivate the connection between the theoretical and conceptual contributions of the classroom and the practice setting by ensuring the integration of learning in both environments.
- Provide materials and measurement tools to assist the Student and Field Instructor in implementing the 9 Core Competencies as outlined by CSWE (EPAS 2022).
- Provide each Student with field experience in an agency with professional and ethical practices based upon the National Association of Social Work Code of Ethics.
- Ensure field placements and agencies provide the Student with opportunities to work with diverse and vulnerable populations.
- Assess the ability and capacity of field agencies to meet educational standards. The School

will add or remove agencies from the educational partnership with the School based on the outcomes of these assessments.

- Provide adequate school personnel to assist in facilitating and overseeing the field experience for each Student.
- Provide field instruction training to Field Instructors, Task Supervisors and Field Liaisons.
- Provide field agency personnel opportunities to participate in the development of field and curriculum policies and to participate in the accreditation reviews of the School of Social Work.
- Provide additional curricular support to students with field placements which do not provide MSW supervision, but are identified as field placement with a clear social work role for the student to enact.
- Ensure that students engaged in field experience are properly registered students of the University.

B. RESPONSIBILITIES OF THE SSW FIELD DEPARTMENT STAFF

The SSW Field Department has the primary role of overseeing the field education department and facilitating collaboration between all parties (the School, the Agency, the Field Instructor, the Task Supervisor, the Field Liaison and the Student) to facilitate a successful field experience.

The SSW Field Department Staff will:

- Administer the field work program for all students enrolled in the School of Social Work, within the compliance of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards.
- Secure field instruction sites for all social work students including negotiating and maintaining field affiliation agreements.
- Administer the field selection and placement process for all students.
- Maintain current information on affiliated field agencies.
- Interpret the School of Social Work's educational standards and policies to both Field Sites and students.
- Orient Field Sites regarding the field instruction component of the curriculum and its relationship to the overall academic program.
- Work with Field Sites to enhance their understanding of the core competencies and the practice behaviors. This is done primarily through e-mail and continuing education with the Field Instructors to familiarize them with the core competencies as stated in the Learning Agreement and the Evaluation.
- Monitor and evaluate sites and field instructors in respect to their capacity to facilitate student learning.
- Assign a faculty Field Liaison for each student.

- Provide enhanced curricular supports to students whose internships do not include an MSW-prepared supervisor.
- Develop and conduct annual Field Liaison training sessions to enhance their understanding of the core competencies and the practice behaviors.
- Negotiate with Students and field Agencies conflicts which are not resolved at the Student/Field Liaison level. When necessary, the Director of Field Instruction represents the Field Education Department in regard to student academic and judicial review in matters related to student infractions in the field placement setting.
- Approves and submits all grades or Incomplete grades for Field Education, to the School.
- Delivers an annual report on field education to faculty and staff delineating the activities, developments, and accomplishments of the field education department, the relationship between class and field and how the field learning reflects the core competencies.
- Assists student in registration process as it pertains to Field Instruction courses to maintain integrity of the Baccalaureate and Master of Social Work programs.

C. RESPONSIBILITIES OF THE FIELD SITE

The Field Site, hereinafter referred to as the Site, exposes students to a wide range of learning experiences. The Site experience is directly related to classroom learning and serves to synthesize theory and practice in the field, while providing the opportunity for the Student to develop their professional identity.

The Site will:

- Complete and submit affiliation forms to the School of Social Work, describing the environment and learning objectives offered by the agency setting.
- Create a climate conducive to learning and engaging in experiences that enable the Student to achieve the core competencies as demonstrated by the practice behaviors exhibited in their practice.
- Relate to and communicate with the field student and the School with collegial respect.
- Follow nondiscriminatory and ethical practices with the student and agency clients in terms of their race, class, age, gender, religion, and sexual orientation.
- Provide a qualified field instructor for each student. The preferred qualification for a field instructor is an individual who holds a master's degree in social work from a CSWE accredited program. The field instructor needs to demonstrate the ability to practice competent and ethical behavior in the field setting. Instructors who do not have a master's degree in social work may be asked to attend an educational workshop on supervision for social work students.
- Supports the field instructor in providing the student with adequate and appropriate work tasks and assignments based on the student's skill set and learning needs.

- Provide students with adequate physical facilities (office space, furniture, telephone) for client contacts.
- Provide sufficient clerical services to support the student's field work responsibilities.
- Provide the opportunity for the student's orientation to the Site, including: services, personal safety, policies and procedures.
- Provide and encourage ongoing evaluation feedback from appropriate agency personnel to enhance the learning experiences.
- Inform the Field Liaison of any problems which arise with the student or the field learning situation.
- Maintain communication with the school throughout the placement experience for each student.
- Provide a site representative on the premises when students are present; students should not be alone in the site building at any time.

D. RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The Field Instructor has the primary role of reinforcing the student's learning of the purpose, values and ethics of the profession of social work; to foster the integration of research supported practice and to promote the development of competent social work practice. The Field Instructor is responsible for assisting the student to connect the tasks to the larger social work profession.

The Field Instructor will:

- Have earned a Master of Social Work degree from a CSWE accredited program.
If the instructor is a non-MSW supervisor, they will be provided with training and information to learn social work related skills, values and ethics pertaining to social work perspective and supervision of social work students. Students will also be supported through a Field Liaison Plus model (see section III. A.).
- Participate in the pre-placement interviews of students and inform the School of their decision regarding acceptance of a student.
- Communicate the Site's mission, procedures and policies to the student and oversee and evaluate the student's performance of field placement tasks.
- Provide the student with the opportunity to work directly with client systems of various sizes (individuals, families, groups, and communities).
- Plan a diversified learning experience for the student, with specific attention to providing learning opportunities with diverse and vulnerable populations.
- Negotiate and actively participate in the creation of an individualized learning agreement for the student early in the placement. For generalist year placements (BSW and 1st yr MSW), this will include the development of learning activities for generalist placements that address all systems levels: individual, groups, families, organizations and communities. For specialist year placements (2nd yr MSW), this will include learning activities

reinforcing a clinical lens.

- Provides a minimum of one hour of scheduled supervisory time weekly to confer about and reflect on field assignments.
- Ensure the student has an adequate number of assigned tasks to meet their learning needs and goals.
- Teach content in core competency areas of the curriculum as practiced at the Site and assist the student in integrating classroom theory with social work practice.
- Assist and guide the student in managing the demands and stresses of the Site's organizational atmosphere and structure.
- Hold the student accountable for providing services to agency clients which meet the agency's standards and are compatible with the Site mission, best practices and the NASW Code of Ethics. Students within the School of Social Work are required to follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA requires that if state mental health law is more restrictive than the federal HIPAA law, then you must comply with the more restrictive of the two. Field Instructors will support this within the student's learning and practices at the site.
- Maintain a record of the student's field hours and assigned duties, in conjunction with the student.
- Provide ongoing feedback to students on their performance and, in addition, prepare and discuss fully with the student the formal term evaluation as requested by the School at the end of each term.
- Consult with the assigned faculty Field Liaison regarding the student's learning plan, assignment, progress and any problems arising with the student or the field learning situation at least once a semester.
- Attend and participate in school meetings and seminars offered for Field Instructors to enhance their competence as instructors and to keep abreast of curricular developments.

E. RESPONSIBILITIES OF THE FACULTY FIELD LIAISON

The Faculty Field Liaison, hereinafter referred to as the Field Liaison, will be assigned to a student and field instructor. The liaison will facilitate communication and direction throughout the duration of the placement between the School, the Field Instructor, and the Student. Field Liaison assignments are made by the SSW Field Department.

The Field Liaison will:

- Provide University oversight of the Field Placement:
 - **On-Campus Students:** The Field Liaison will maintain close communication with the field instructor and the student on the progress of the student and facilitate a minimum of at least one site visit each semester. The Field Liaison will maintain close communication with the field instructor and the student for the duration of the field placement through phone, email and/or video conferencing. The purpose of these frequent consultations is to review the student's learning progress at the

placement as well as assess and remediate concerns identified by either the Field Instructor or Student. For students who do not have a MSW-prepared supervisor, liaisons will be in more frequent contact throughout the placement. Liaisons will have up to three business days to respond back to student phone calls or emails.

- **Online Students:** The Field Liaison will maintain close communication with the field instructor and the student on the progress of the student and facilitate a minimum of at least one site visit each semester. The Field Liaison will maintain close communication with the field instructor and the student for the duration of the field placement through phone and/or video conferencing. The purpose of these frequent consultations is to review the student's learning progress at the placement as well as assess and remediate concerns identified by either the Field Instructor or Student. For students who do not have a MSW-prepared supervisor, liaisons will be in more frequent contact throughout the placement. Liaisons will have up to three business days to respond back to student phone calls or emails.
- Interpret and explain the School's objectives, policies, and curriculum to field instructors and other appropriate agency staff.
- Track and monitor students assigned to **Liaison Plus** using the SSW Field Department curriculum, which can be found on the Social Work Field Liaison Plus Brightspace page. See section III.A. for additional information regarding the Liaison Plus model.
- Confer with the student regarding their progress and/or any problems in relation to field instruction.
- Consult with the field instructor to maximize the learning experience for the student.
- Receive and review the learning agreement for each student. Student will submit learning agreement to the Liaison for review and grading.
- Evaluate the student's progress and performance as reflected in the student's semester evaluation.
- Evaluate the student's ability to work within the framework of the agency, and work with the SSW Field Department if it is determined a student is not meeting expectations.
- Review all evaluations submitted to the Field Instructor to the School.
- Keep the applicable SSW Field Department staff informed of any problems which arise in the field experience.
- Keep applicable SSW Field Department staff apprised of student's progress and the quality of field instruction. **See Problem-Solving Plan (Section V, B) for more details on the required escalation procedures.**
- Contact applicable SSW Field Department staff the event of an absence. SSW Field Department staff will act as a backup in the event a field liaison has an emergency and is unavailable or unresponsive for a student. Field Director will delegate students to staff in the event of this emergency.

F. RESPONSIBILITIES OF THE FIELD STUDENT

The Field Student, hereinafter referred to as the Student, is enrolled in the field instruction program, and is prepared to meet and fulfill the demands of professional social work practice in the field.

The Student will:

- Create the highest possible quality of learning experience. This is done through frequently communicating feedback to the Field Instructor, Field Liaison, and the SSW Field Department staff.
- Students within the School of Social Work are required to follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA requires that if state mental health law is more restrictive than the federal HIPAA law, then you must comply with the more restrictive of the two. Students will be subject to a student review process, which may include dismissal from the Social Work Program for violations of the NASW Code of Ethics, all federal and state mental health laws, University, and/or Agency policies.
- Complete a background check with an affiliated background check provider upon admission to the School of Social Work. Students may be asked by a field agency to repeat a background check, drug test, or provide proof of those assessments done within the past 12 months.
- Maintain updated vaccination records as required by Aurora University.
- Create and update a resume reflecting participation in the School of Social Work, as well as relevant volunteer or employment experience.
- Complete all required forms pertaining to the field placement process and assure that they have been confirmed in their placement and registered for the appropriate Field Instruction course before beginning any internship hours.
- Maintain consistent supervision schedule with Field Instructor, consisting of a minimum of one hour each week of individual time to discuss learning progress. For students who do not have an MSW-prepared supervisor, additional contact with the liaison will be required to facilitate the integration of social work competencies in their field experience and student will be considered a Liaison Plus student.
 - **Liaison Plus**, as applicable, students whose supervisor do not meet the degree requirements outlined by CSWE will be required to participate in regular Brightspace forum posts. Students can confirm their participation with Field Liaison.
- Become cognizant of and follow all pertinent agency policies and procedures and expectations.
- Ensure practice reflects the 9 Core Competencies as outlined in the EPAS 2022.
- Maintain records of field hours, using the Tevera platform, and communicate with Field Instructor regarding programmatic hour requirements.
- Carry out all tasks assigned by their Field Instructor, in a manner consistent with the Agency policy and procedures, as well as the NASW Code of Ethics.
- Discuss their learning experiences and any problems or concerns **first** with their field instructor. **See Problem-Solving Plan (Section V, B) for more details on the required escalation procedures.**
- Participate in discussions with their Field Instructor regarding evaluations of their progress and performance.

- Utilize AU digital platforms for submission of field materials as applicable.: Lumivero Experiential Learning Cloud (formerly Tevera), Brightspace, etc.
- Act in a professional manner and communicate responsibly and respectfully.
- Students are expected to respect and adhere to the field placements' dress code.
- Adhere to their field placement's attendance policies. Students should promptly notify the Field Instructor and Field Liaison in cases of unavoidable absences from Field. Students are asked to follow physician's recommendations regarding any illnesses experienced as it relates to attendance at their field placement.
- Use thoughtful judgment in all work, to ensure personal, client and program safety. Seek supervision to ensure adherence to all safety protocols. Students will also seek resources and practice effective self-care to enhance performance of all internship duties.
- Students will not provide information via Facebook or other social media networking systems about field placement agencies, personnel or clients. Students must adhere to the NASW Code of Ethics and all agency specific policies regarding the use of networking sites and other means of technology. **See Social Network Policy, Section VI, E.**
- Complete and submit to the School an evaluation of the field placement experience and of their assigned Field Liaison at the conclusion of the placement, when available.
- Students are accountable as representatives of the field site, the school, and the social work profession. Students are expected to abide by the NASW Code of Ethics, to uphold the rules and procedures of their placement sites. The School of Social Work requires field placement students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Falsifying any records, such as hours completed at the placement or hours of supervision, is considered to be a violation of ethical standards. Failure to meet these ethical standards will result in a grade of "No Credit" in the field and/or further disciplinary action, up to and including expulsion from the program.
- Students placed within hospitals or other settings where vaccinations, background checks or other preliminary screenings are required, will be responsible for securing and managing the cost of these screenings if the hospital or agency does not furnish them. Aurora University does not provide background checks or medical vaccinations for students.
- **Students acknowledge that completing an internship includes potential risks, and all risks cannot be prevented. Some risks could result in loss or damage to personal property or injury, up to and including death. Students agree to assume those risks, whether foreseen or unforeseen, that are beyond the reasonable control of Aurora University.**

V. GRADING POLICY, REMEDIATION & DISCIPLINARY OUTCOMES

A. GRADING FOR FIELD INSTRUCTION COURSES

Social Work students must be enrolled in a field instruction course (Field Instruction I-IV) to earn course credit for field learning. To earn a Credit grade for each field course, the student is required to

complete the minimum required hours at the placement; accomplish a moderate to high level of competency as outlined in the EPAS 2022 9 Core Competencies; and, complete required field documents and coursework. Upon review of the field evaluation, the assigned Field Liaison will provide a Credit or No Credit grade for the student to the Registrar. A Credit grade denotes satisfactory completion of the field instruction experience, with recommendation of earning credit by the Field Instructor. A "No Credit" grade may result due to low or poor field work performance, unethical behavior in the field or unsatisfactory early termination of the field experience.

If a student has not yet met the field course requirements by the end of the semester, they may be eligible for receiving an "X" or "I" grade, which will extend the field course by a semester and potentially change their course progression and graduation trajectory. Students who anticipate they may not complete course requirements will be required to submit Petition for an Incomplete/Deferred Grade to the Field Department **no later than 2 weeks before the end of the semester** to ensure time for review of the petition and processing with the Registrar's office. Students are advised to discuss any implications an extension of the field course may have on their financial aid or program trajectory before submitting their petition.

B. PROBLEM-SOLVING POLICIES AND FIELD PLACEMENT TERMINATION PROCESSES

The field experience can be one that highlights growth opportunities for social workers in training. As the space where theory meets practice, it is not uncommon for students or field instructors to identify issues or concerns regarding the field placement. These issues may be related to student performance, expectations of the field instructor or learning experiences provided by the site. It is the goal of the SSW Field Department to address these concerns early and often, to allow for maximized learning opportunities for all involved. The intent is that initiating a problem-solving plan is not to be seen as a punitive action, but should be used as a tool to enhance the efficacy of the field experience.

As concerns come up, it is vitally important that they be communicated as quickly as possible to the field liaison, so support can be implemented to best avoid field placement interruptions. All concerns, particularly relating to student safety and/or unprofessional or unethical practice behavior, should be communicated in a timely fashion; failure to do so will result in a thorough assessment of the situation by the SSW Field Department, and may jeopardize field instruction opportunities for the parties involved.

It is recommended that students and/or field instructors follow the following steps when issues arise:

1. Contact and inform the field liaison of the issue/concern as soon as possible.
2. Field Liaison and/or SSW Field Team will initiate an assessment of the situation:

- a. For concerns related to safety, ethical violations, or legal involvement, the SSW Field Director will facilitate remediation processes and any applicable University responses (see below for student review policy)
 - b. For any other concerns, the field liaison will assess to determine the applicable problem-solving steps to employ
3. Based on field team member assessment, remediation strategies will be initiated, including but not limited to:
 - a. Communication with site/student to discuss concerns
 - b. Completion of a SSW Remediation Form
 - c. Scheduling of a Student Review
 - d. Termination of Field Placement
 - e. Dismissal from the Aurora University Social Work Program
4. Remediation processes that result in the completion of a SSW Remediation Form should specify measurable plans of action to improve the field placement experience.
 - a. The School of Social Work faculty and staff will utilize the disposition form when concerns pertaining to behaviors arise. The instructor or staff member of record will submit the disposition forms to the Field Coordinator and/or Field Director in the School of Social Work to be saved electronically. The problem-solving plan should include a SSW Remediation Form that clearly states the specific social work competency or ethical principle being addressed, time frames for which improvement is expected, the party or parties who should show improvement, and the consequences should improvement not occur.
 - b. A conference will be held to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by the student, supervisor (if applicable) and the reporting faculty/staff member. The reporting faculty/staff member will arrange the conference with the student and document the outcomes of the conference. The remediation plan will outline the expected behaviors in all settings, including, but not limited to AU classrooms, field experience settings, email/phone/face-to-face communication with faculty/staff, administration and other students. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting faculty/staff member person.
 - c. Students have the opportunity to appeal the disposition form within fourteen (14) days by contacting the following university personnel in the listed order:

1. Reporting Faculty/Staff

2. Director of Field Instruction

3. Director/Chair of Program

5. Remediation processes that result in a student review should follow the student review policy of the School of Social Work:

On occasion, when a serious concern about academic, personal, or professional performance related to any of the program's standards and/or policies has been identified by a faculty member or field supervisor, at any point in the program, and it is deemed a concern warranting immediate attention, the faculty member reports to the Field Director. The Field Director informs the student that a concern has been identified, seeks information from relevant parties (faculty, Field Coordinators, Program Directors, Academic Support Center, etc.), thoughtfully appraises the student's situation and assesses whether the situation warrants a Student Review. The purpose of a Student Review is to either design a helping plan for continuance in the social work program or to make a determination regarding continuance in the program, such as suspension or dismissal from the School of Social Work. A Student Review is scheduled as needed, and is chaired by the MSW Program Director, Field Director, or a designee. A Student Review Committee is formed which consists of the faculty who are current instructors for the student, other faculty members, administrators (Field Director, Specialization Coordinator, etc.) and University personnel (e.g., Academic Support Center) deemed relevant to the Student Review process.

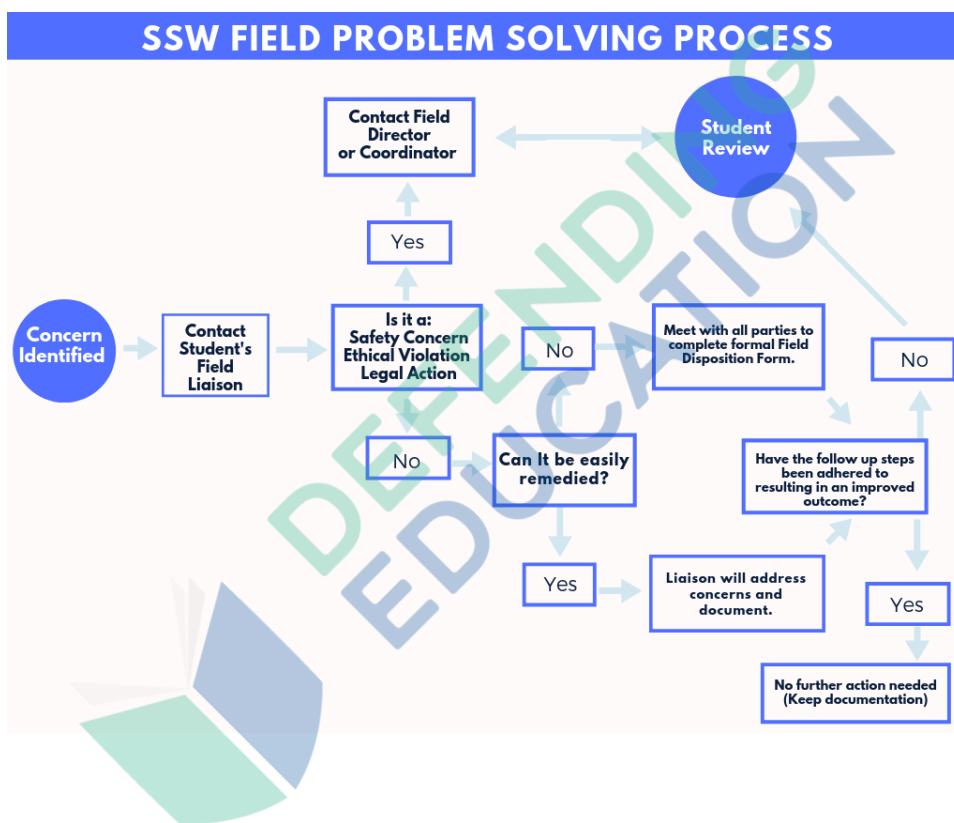
The student will be notified in writing of the commencement of the student review, the nature of the student review, giving the date, time, and place, the facts and occurrences that have given rise to concern, the nature of the student review, the student's right to attend (and bring an advocate or person for support), the student's right to bring to the committee's attention relevant information concerning these facts, and occurrences that the student wishes the committee to consider. In cases where the committee deems it appropriate, the committee may request the student to have his/her physician, psychiatrist, psychologist or other provider of professional services meet with the committee to discuss the student's capabilities, and/or may request the student to permit an examination by a physician, psychiatrist, psychologist or other provider of professional services selected by the School, whose report and/or opinion concerning the student's capabilities will be shared with the student. The student may submit additional information in response. If necessary, the Committee shall continue the conference at a later date for the purpose of obtaining additional relevant information.

Once the committee has completed its review, it will notify the student in writing by email of its determination along with a summary of the student review meeting. The determination can take any of the following forms: (1) a written plan establishing the

conditions and requirements that the student must meet to continue in the program; (2) a temporary suspension of the student from the program, and; (3) a determination to discontinue the student from the program.

If the student wishes to challenge the determination of the Student Review Committee, the student has a right to appeal to the Dean. A written request for the appeal must be submitted to the Dean of the School of Social Work within four weeks of the student review. The written request should identify the student's grievance(s).

6. Follow up with the Problem-Solving Plan is the responsibility of all parties involved in the creation of said plan. If improvement is not recognized within the outlined time frame, an escalation of the issue, including potential termination of the field placement, may be made.



If a placement is unexpectedly terminated, the student will contact the field liaison and the field coordinator as soon as possible and will participate in a remediation plan with the field department. This may include mandatory meetings with the field liaison and field coordinator to reflect on termination circumstances; learning assignments to process and reflect on what occurred to result in termination; and additional assignments pertaining to the field search. Remediation plan requirements will be determined on a case by case basis.

Please note, the field office administration also takes immediate action upon negative feedback received from field liaisons, faculty, and/or students about severe concerns at a field site or with a field instructor, and each of these situations is remediated with a proportional response from the field office administration, up to the termination of a student's field placement, as well as the relationship between Aurora University and that agency/instructor.

C. CLASSROOM CONDUCT POLICY

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the departmental operation or the learning experience at a physical campus or in an online learning classroom are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor and will be referred to the School Dean for consideration of further action, up to and including dismissal from the institution in serious instances.

D. EARLY TERMINATION OF FIELD PLACEMENT

Students are given the opportunity to choose a placement that best fits their learning plan. It is the expectation of the School of Social Work that students act in a careful, deliberate manner when securing a field placement as they will be required to stay with this agency until full completion of the internship. Under rare conditions will students be allowed to terminate their internship. Doing so without school approval from a Field Coordinator or Director may lead to disciplinary action, including but not limited to receiving a "No Credit" for the field course. Any requests for termination of field placement must follow the problem-solving procedures as outlined in Section V., B.

Unless a safety concern is present, it is the expectation that the student continues completing hours and duties at their field placement unless/until otherwise directed by the SSW Field Department.

Field placement sites have the right to terminate field instruction students without notice if there is evidence the student is harming the placement's clients or programming. Field instructors are required to contact the field liaison with all concerns related to field placement terminations. In situations where there is no cause for immediate termination, the field instructor should follow the problem-solving procedures as outlined in Section V., B.

In the event of a placement termination, the student will work with the SSW Field Department to determine options for the completion of field requirements.

E. ABSENCES FROM FIELD PLACEMENT POLICY

Regular and reliable attendance is essential to maintaining a high level of both professional and ethical integrity. Thus, absences from the field placement are expected to be few in number and managed according to the field manual.

F. ATTENDANCE POLICY

Field Instruction students are expected to begin their placements at the start of the semester/module they are enrolled, unless otherwise approved by the SSW Field Department. Students are expected to adhere to the schedule agreed upon between the student and the field placement. Students are expected to discuss any changes to the schedule, which could include vacations, school breaks, etc. Students will adhere to the attendance policy of their field placement site, and will work diligently to avoid absences as much as possible. If absences are unavoidable, it is expected that the student provides sufficient notice to their field site, and works with their field instructor to create a plan to address missed hours.

Students who miss time at a field placement without authorization from the field instructor risk disciplinary measures or early termination from their field placement, resulting in a “No Credit” grade. Students are not permitted to miss field hours due to academic commitments (writing assignments or exam preparation).

Pre-planned absences, including vacations, need to be approved by the site and according to the site’s attendance policies. Unless otherwise specified by the site’s policies, it is recommended to request approval at least 4 weeks in advance.

G. MEDICAL EMERGENCY, ILLNESS OR DEATH IN THE FAMILY

Students experiencing medical emergencies, extended illness, or a death in the family that require time away from the field placement are encouraged to communicate this to the SSW Field Department as soon as possible. If a lengthy leave of absence may be necessary, students should review the Aurora University Student Handbook policy related to Voluntary Medical Leave of Absence requests, or contact the Dean of Student Life to discuss potential options. The SSW Field Department will work with students and sites to maintain the field placement during this absence, in accordance with the associated affiliation agreement.

Students experiencing temporary illness (described as viral or bacterial infections/diseases) will follow medical recommendations related to field instruction attendance. Students are also expected to adhere to the site attendance policy as it relates to these circumstances, as attendance may be prohibited based on site policy.

H. HOLIDAYS & BREAKS

Students have a professional obligation to uphold their agreed upon schedule with their field site, which can include commitments during the holidays. Students and field sites are expected to address

the expectations around field placement hours over any holiday breaks. Students will be responsible to adhere to the agreed upon schedule for their field placement over any holiday breaks.

VI. GENERAL POLICIES

A. SCHOOL OF SOCIAL WORK ADMISSION POLICY

A history of disruption to the learning experience or department operations may prevent a student from being admitted to an MSW or DSW program. Previous behavior is an important indicator of future behaviors. The BSW, MSW and DSW programs at Aurora University have adopted a zero tolerance policy for disruptions to the learning environment.

B. UNIVERSITY AND PROGRAM POLICY

This manual provides programmatic guidelines pertaining to the SSW Field Program, which is housed within Aurora University and The School of Social Work Academic Programs. Students will be held to all applicable programmatic and University policies outlined, such as in syllabi and academic handbooks.

C. CONFLICTS OF INTEREST

Students are expected to avoid conflicts of interest when searching for internship placements. Examples may include, but are not limited, to interning: in a department where a relative owns or works in that department, you are in litigation with an employee at the internship agency, you or your employer sells products or services to the internship agency, etc. If a student identifies a potential conflict of interest, they should notify the SSW Field Department staff immediately to discuss potential conflicts and determine the best course of action.

D. TRANSPORTATION

Students are not allowed to transport clients. If an intern is also an employee of that agency and is completing internship hours as a paid employee, transportation is permitted. That is, students are allowed to transport clients as employees, but not interns and this distinction must be made clear in the employment-based internship documentation.

E. APPROPRIATE OVERSIGHT OF PLACEMENT

A site representative should be on the agency premises when students are present; students should not be alone in the agency building at any time.

F. HOME VISITS

It is understood that some internships may require a student to provide services in the home of a client. On the occasion a student needs to provide services within a client's home, these should be completed in collaboration with an agency representative; a student should never complete a home visit alone. Students are expected to be fully trained on agency safety protocols related to home visiting, and to abide by these expectations.

G. INCIDENT REPORT POLICY

STUDENT INJURY OR EXPOSURE DURING FIELD PLACEMENT

Students are responsible for their own health insurance. Students injured while engaging in their field placement are responsible for the cost for any medical treatment. In the event of an incident which impacts the student's well-being, the student and field instructor are responsible for submitting a written report to the Field Director for inclusion in the student's records. This report should be sent to the Field Director in the School of Social Work in a timely manner, and will be saved both in the School of Social Work and with Aurora University's Risk Management department.

Students exposed to potential or actual blood borne pathogens are required to comply with clinical agency policies on reporting such incidents. Students must be counseled appropriately regarding presentation and management of blood borne pathogens exposure.

POLICY STATEMENT REGARDING STANDARD PRECAUTIONS AND EXPOSURES To eliminate or minimize occupational exposure to all blood borne pathogens, the most significant being Hepatitis B (HBV), Hepatitis C (HCV) and Human Immunodeficiency Virus (HIV), the School of Social Work faculty and students will follow the recommendations set by the Center for Disease Control and Prevention (CDC) and are adapted for application from requirements set by federal law (OSHA 1910: 1030) For the most recent guidelines, please see the Occupational Safety and Health Administration website at www.OSHA.gov.

H. DISCRIMINATION AND SEXUAL MISCONDUCT POLICIES

Aurora University does not tolerate sex discrimination against students, staff, faculty, or visitors, in any form, including but not limited to: sexual harassment, including quid pro quo sexual harassment, hostile environment sexual harassment, or sexual assault, dating violence, stalking, sexual exploitation, or different treatment based on sex. The University also provides assistance for community members reporting sexual misconduct. More information is available at <https://aurora.edu/sexual-misconduct/>, including reporting options, support resources, AU's Policy Statement A-1 (Title IX Sexual

Harassment Policy) and Policy Statement A-2 (Policy Prohibiting Discrimination, Sexual Misconduct and Interpersonal Violence).

In addition, Aurora University does not tolerate discrimination against students, staff, faculty, or visitors on the basis of race, color, national origin, ancestry, sex/gender, gender identity, sexual orientation, age, disability, pregnancy, veteran status, marital status, familial status, genetic information, or any other status protected by applicable federal, state, or local law. For additional information, please refer to AU's Policy Statement A-2, Policy Prohibiting Discrimination, Sexual Misconduct and Interpersonal Violence at <http://aurora.edu/sexual-misconduct/>.

The University's Notice of Non-discrimination is available at <http://aurora.edu/about/reports-policies/non-discrimination.html>.

TITLE IX - Title IX of the Education Amendment of 1972 prohibits discrimination based on gender in higher education. Aurora University is committed to creating a safe, healthy and respectful environment that is free from sexual harassment, sex discrimination, interpersonal violence and other forms of sexual misconduct. AU's Title IX Sexual Harassment Policy covers six types of behaviors.

Quid Pro Quo Sexual Harassment is when an employee of the University makes an individual's participation in an unwelcome sexual act a condition of receiving some sort of aid, benefit, or service of the University

Hostile Environment Sexual Harassment is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to the University's Educational Programs and Activities.

Sexual Assault includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.

Domestic Violence is defined as felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim.

Dating Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

And, lastly, **Stalking** is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others; or to suffer substantial emotional distress.

At Aurora University, **consent** is defined in our policy as follows:

- **Informed, freely, actively given agreement** to sexual activity

- **ACTIVE** not passive – can be communicated verbally or by actions as long as it is mutually understood by the parties involved
- Cannot be **COERCED**
- Can be **WITHDRAWN** at ANY time
- And expects the Initiator of the sexual activity to be responsible for understanding what the other person wants or does not want

AU is committed to creating and maintaining an environment free of sex discrimination. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. The University strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct through the [Report It](#) form. More information regarding Title IX policy, as well as available resources and contact information for the Title IX Coordinator and Assistant Coordinators can be found [here](#).

Confidential resources: Please be aware that all faculty members and university employees are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Should you wish to discuss a situation confidentially, the Director of Counseling, Health Services, and the University Chaplain are all sources of confidential support.

Retaliation and Intimidation: Our policies prohibit action against the accused, the accuser and any witnesses or other participants in a Title IX or Sexual Misconduct case that adversely affects their ability to benefit from university programs or activities. Retaliatory behavior will be dealt with as a Code of Conduct violation, and subject to disciplinary action.

Bystander Intervention: We can all support each other’s success by creating a safe, healthy and respectful environment that is free from sex discrimination. This can mean being an involved bystander as well. If you recognize that a potentially unsafe situation exists, you should do something to help. If the situation poses a significant physical threat to you or others, you should immediately call the police or campus public safety.

Title IX Coordinator:

Allison Brady

630-844-4578

abrady@aurora.edu

I. SOCIAL MEDIA POLICY

Students participating in Field Instruction are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients or programs within their placement. Students using social media sites are expected to use the highest privacy settings on their social media profiles to ensure private information and photographs cannot be accessed by field agency personnel or clients. Students are not permitted to link to or view the social media profiles of clients of the field placement site. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student will be subject to a student review.

J. INTERNSHIP HOURS AND SEMESTER ALIGNMENT

Students are expected to complete internship requirements by the end of the Aurora University semester. If a student has not yet met the field course requirements by the end of the semester, they may be eligible for receiving an "X" or "I" grade, which will extend the field course by a semester and potentially change their course progression and graduation trajectory. Students who anticipate they may not complete course requirements will be required to submit a Petition for an Incomplete/Deferred Grade to the Field Department **no later than 2 weeks before the end of the semester** to ensure time for review of the petition and processing with the Registrar's office. Students are advised to discuss any implications an extension of the field course may have on their financial aid or program trajectory before submitting their petition.

K. REQUEST FOR SPECIAL CIRCUMSTANCES

The SSW Field Staff will evaluate requests for policy exceptions on a case by case basis.

The Field Instruction Manual is to be reviewed by each social work student and field instructor participating in the field instruction experience. All students enrolled in field instruction are subjected to policies outlined in this manual.

L. WISCONSIN LICENSURE NOTE

Future Licensing Note for Wisconsin Social Workers. Those students wishing to become licensed in Wisconsin should seek and choose a 600 hour Specialist Placement that meets the Wisconsin Department of Safety and Professional Services criteria. see definition: Supervised clinical Field Training (MPSW 2.01 (17)) "Supervised clinical field training" means training in a primary clinical setting which must include at least 2 semesters of field placement where more than 50% of the practice is to assess and treat interpersonal and intrapsychic issues in direct contact with individuals,

families or small groups as per Wisconsin Administrative Rule. The internship should include DSM diagnosis, therapy, and treatment planning and termination services. If your internship does not include the above criteria you will be expected to gain an additional 1500 post graduate hours equaling 4500 hours of supervised practice vs. 3000 hours should you meet the above criteria. It is recommended that you keep copies of your hours, internship activities along with your learning agreement, and evaluations all signed off by your MSW site supervisor. It is highly possible that during the application process for licensure you will be asked to verify/prove your "supervised clinical field training".

VII. APPENDICES

A. SCHOOL OF SOCIAL WORK PLEDGE

School of Social Work DSW, MSW & BSW Pledge

All programs in the School of Social Work (SSW) are grounded in Aurora University's commitment to integrity, citizenship, continuous learning, and excellence. The social work degrees are accredited by the Council on Social Work Education (CSWE), and are dedicated to advancing quality clinical specialization education. The curriculum is designed to include an emphasis on the mission of AU and the SSW, CSWE Competencies and Dimensions, the 12 Grand Challenges of Social Work, and the Association of Social Work Boards (ASWB) Knowledge, Skills and Abilities.

This Pledge document broadly articulates the behavioral expectations students are required to adhere to throughout their programs of study – in the classroom, on field trips, during the internship, and in any other academic or professional setting. By understanding these guidelines and following them inside and outside of the classroom, students will develop human capital relating to the knowledge and practice of professional behavior. Accumulating this human capital will contribute positively to students' professional reputations – one vitally important component of career success.

Students pledge to **behave ethically**. Specifically, students pledge to:

- Adhere to Aurora University's [Code of Academic Integrity](#).
- Understand the components of the disposition form.
- Follow policies and procedures of the internship site as they relate to the ethical conduct of interns.
- Follow all ethical practices as outlined by appropriate professional and disciplinary associations.
- Bring ethical concerns to the attention of appropriate personnel in a timely manner.

Students pledge to **be prepared, respectful, and attentive**. Specifically, students pledge to:

- Attend and be on time to all professional events.
 - Professional events include class sessions, professional development activities, meetings, interviews, and internship work days.
 - Avoidable absences or tardiness are not to occur. Please do not schedule vacations or other non-emergency appointments during the semester.
 - Absences or tardiness due to sickness or other emergency circumstances are to be communicated to the appropriate supervisor (e.g., professor or internship site supervisor) as soon as possible, ideally in advance.
 - Students are not to leave class, professional development events, or their internship work days early except due to emergency circumstances, having discussed the situation with their instructors or supervisors in advance if possible.
- Be prepared and engaged in professional activities.
 - Preparation requires the thoughtful completion of all tasks assigned by the instructor or supervisor prior to the deadline.
 - Engagement means that students actively participate by taking notes when appropriate, contribute to class discussions and meetings, and shoulder an equal share of the workload when in a team environment.
- Follow communication etiquette
 - Students are to communicate with instructors and supervisors using the methods, format, and style identified by those individuals.
 - During classes, professional development events, and internships, students are to refrain from using electronic devices except in emergencies or when used for professional purposes.
 - Students are to use critical thinking skills to determine the best course of communication, and will allow for appropriate response times to any inquiries of faculty, staff, or fellow students
- Be respectful in all settings
 - Students are to recognize the validity of diverging viewpoints and treat everyone with tact and courtesy.
 - Students are not to use language or behave in a manner that may be perceived as discriminatory in any respect.
- Dress professionally
 - The norms of professional dress vary by setting. Students are to identify and adhere to these norms as they are defined in each setting.

Students pledge to **act with integrity at all times, but especially with respect to internships**. Specifically, students pledge to:

- Actively participate in the internship placement process.
 - Although Aurora University will assist students in navigating the internship placement process, the student is solely responsible for securing an internship that meets the approval of the university.
- Attend scheduled interviews or cancel more than twenty-four hours prior to the appointment.
- Commit themselves to an internship once an offer has been accepted. Students are to terminate the internship search once an internship has been accepted.
- Satisfy the duties and responsibilities of the internship as agreed to by the student, internship site, and university
 - Except due to egregious circumstances, students are to remain in their internships for the duration of the period agreed to by the student, site, and university.
 - Students should not terminate their internships before the end of the semester without prior approval from the Dean, Program Director, Internship Coordinator, and Site Supervisor.

This Pledge does not replace or supersede state or federal law or other Aurora University policies. Nevertheless, students **recognize and agree** that their failure to abide by the preceding might result in disciplinary action, up to and including removal from the program at the discretion of the Dean and Program Director/Chair. Your signature is an expected behavior to remain in good standing in the program.

I, _____, pledge to adhere to these commitments.
(print name on line)

Student Signature: _____ Date: _____

B. GENERAL TEMPLATE OF A STANDARD AFFILIATION AGREEMENT

Aurora University

Affiliation Agreement

This is an Agreement by and between

_____ (legal name of Agency name;
hereafter called the **Agency**) located in _____ (city), _____ (state), and
AURORA UNIVERSITY, Aurora, Illinois (hereafter called the **University**).

The purpose of this Agreement is to specify the terms and conditions under which the
University endorses and Agency provides field experience for selected student learning.

The parties agree as follows:

ENTIRE AGREEMENT:

1. This Affiliation Agreement accompanied by Schedule A defining the terms of specific field experience including, but not limited to, schedules, duties, learning outcomes, and Agency and University requirements, constitutes the entire Agreement.
2. This Affiliation Agreement is the only Agreement between the parties and supersedes any prior Agreements.

3. This Affiliation Agreement must be fully executed prior to students beginning a field experience at the Agency.

II. GENERAL TERMS AND CONDITIONS:

1. The number of students placed each year will vary with the needs of the University for field experience placements and the ability of the Agency to supply appropriate student internship openings.
2. Stipends and scholarships notwithstanding, internship placements are not considered paid employment.
3. The Agency and the University shall retain their respective rights, privileges, powers, and functions as autonomous entities. Their legal, financial, education, and administrative policies and procedures shall be unaffected by the terms of this Agreement, except as is expressly provided for herein.
4. University faculty and students shall not be deemed or considered employees of the Agency and shall not replace Agency staff or render client services except as identified and delineated in the program of learning.
5. There shall be no discrimination against any persons on the basis of race, religion, sex, national origin, ancestry, age, marital status, handicapping conditions, or any other status protected under federal, state or local laws.
6. The parties shall maintain the confidentiality of records, data and other information deemed confidential by either party.
7. The parties agree to indemnify and hold each other harmless, to the fullest extent permitted by law, from any liability, claim, demand, judgement or costs, including reasonable attorney's fees, arising out of or in connection with the acts, errors, omissions, work, or service of their respective employees/students/agents.
8. If any provisions of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have

been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

9. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

10. The parties shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in their possession regarding the University's students who train at the facility pursuant to this Agreement.

11. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

12. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

13. This Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, express or implied, is intended to confer upon any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations, or liabilities under or by reason of this Agreement.

14. This Agreement shall be binding upon the parties, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

15. The captions contained in this Agreement are for convenience of reference only, and do not define, describe, or limit the scope of this Agreement or any of its provisions.

16. Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of

personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or such other address as either party may request, in the case of the University, by notifying the Agency, and in the case of the Agency, by notifying the University.

If to the University:

Aurora University
Attention: Vice President for Finance
347 S. Gladstone Ave
Aurora, IL 60506
Facsimile: 630-844-3777

If to the Agency:

Agency Name
Attention: Responsible Party
Street Address
City, ST Zip
Facsimile: XXX-XXX-XXXX

III. TERM AND TERMINATION

This Agreement shall be effective from _____, and remain in effect for three years from the effective date unless terminated. Either party may terminate this Agreement, with or without cause, upon giving thirty (30) days prior written notice. This Agreement may be terminated at any time by the mutual Agreement of the parties, in writing. In no case will the termination be effective before the completion of a specific program of instruction or the University semester or term in which notice is given.

In witness thereof, the parties hereunto apply their authorized signatures:

AURORA UNIVERSITY by:

AGENCY by:

Signature of Vice President for Finance

Signature of Agency Representative #1

Printed Name

Printed Name

Title

Date

Date

Dean of Academic Unit

Signature of Agency Representative #2

Printed Name

Printed Name

Title

Date

Date

C. SCHEDULE A OF A STANDARD AFFILIATION AGREEMENT

Aurora University
Affiliation Agreement
Social Work - Schedule A

This Schedule A forms a part of the Entire Agreement for Agreement: # XXXXXXXX

I. ACADEMIC PROGRAM CONTEMPLATED BY THIS SCHEDULE A:

Bachelor of Social Work	
Master of Social Work	
Doctor of Social Work	
Post-Master's Certificate	

II. LEARNING OUTCOMES, ASSESSMENTS:

1. The University is responsible for the academic quality of the field experience.
2. The University is responsible for establishing learning outcomes consistent with both program objectives and the field experience.

3. The student shall deliver the learning agreement to the Agency early in the placement and to complete this document within 75 hours.
4. The University will establish the learning outcomes (i.e. core competencies). The Agency and the student are responsible for designing the tasks necessary to achieve these outcomes.
5. The University will solicit the Agency supervisor's appraisal of student performance in accordance with the aforementioned rubric. However, the University retains sole discretion and responsibility for assignment and assessment of the field experience learning outcomes.

III. UNIVERSITY RESPONSIBILITIES:

1. To ensure that students engaged in field experience are properly registered students of the University.
2. To ensure that students placed with the Agency are qualified for the field experience, as demonstrated by fulfilling the subject and grade requirements of their particular program.
3. To establish a protocol for University evaluation of student performance and the achievement of academic objectives.
4. To evaluate and assess, with the input of the Agency, student performance.
5. To require students to comply with the rules and regulations of the Agency in which they are placed.
6. To require students to follow all instructions and directions given by the Agency supervisor in compliance with the Agency's written policy.
7. To provide students with oversight by a university assigned field liaison who will maintain periodic communication with the University student and the Agency supervisor.
8. To agree that students will be subject to dismissal from the placement if continuing in the clinical experience jeopardizes the welfare of the Agency clients, pupils, customers, or employees.
9. To agree that students will be subject to a student review process, which may include dismissal from the Social Work Program for violations of the NASW Code of Ethics, University, and/or Agency policies.
10. To provide and execute an escalation policy for students to report their concerns with the placement or activities they are asked to perform.
11. To provide the student and Agency access to the Social Work Field Manual, necessary forms, and a calendar of field events and deadlines.
12. To establish a clear understanding with students that they are not considered employees of the Agency and are responsible for their own incidental costs including, but not limited to, transportation, uniforms, equipment, required background checks, and any other pre-placement requirements.
13. To provide training for all Agency supervisors on an annual basis.
14. To provide general liability insurance with a limit of not less than \$1 Million per occurrence and \$3 Million in the aggregate for injuries and damages including the liabilities associated with the indemnification cited in the controlling Agreement.
15. To provide limited professional liability insurance for faculty and students with limits of not less than one million dollars (\$1,000,000) per occurrence or claim and three million dollars (\$3,000,000) in the aggregate.

IV. AGENCY RESPONSIBILITIES:

17. To assign students to qualified supervising professional who has indicated a willingness to work with social work interns. The supervising professional will provide a minimum of one hour structured-supervision weekly to each student assigned.
18. To permit and encourage students to have a variety of experiences appropriate for the individual student's internship level as outlined in the Social Work Field Manual.
19. To provide the student with a document of Agency policies and procedures for the field experience site.
20. To define for the student the extent of his/her responsibility and authority in relation to the entire Agency. This shall include a formal orientation and/or training period provided by the Agency orienting students to safety protocols in the event of emergencies or client crises.
21. To contribute to evaluation of student work as appropriate in relation to the placement, using the forms provided by the University and submitted to the University on or before the designated date.
22. At the request of the University, Agency shall provide information or reasonable facility access to the university's accrediting agencies for purposes of facilitating accreditation or re-accreditation of university programs.
23. To request medical information that is only pertinent to the student's participation in an internship. Requested information will not exceed that required for paid employees.
24. To provide general liability insurance with a limit of not less than \$1 Million per occurrence and \$3 Million in the aggregate for injuries and damages including the liabilities associated with the indemnification cited in the controlling Agreement.
25. In the event that a work stoppage occurs during the time students are assigned, the students will assume the role of neutral persons and maintain an uninvolved status with respect to the work stoppage.
26. In the event that a work stoppage continues for more than five work days, the University may make arrangements for an appropriate substitute field placement at another Agency.
27. The Agency should refer to the Aurora University Social Work Field Manual (available online) for field experience objectives and guidance.

AURORA UNIVERSITY by:

AGENCY by:

Vice President for Finance

Signature of Agency Representative #1

Printed Name

Printed Name

Title

Date

Date

Dean of Academic Unit

Signature of Agency Representative #2

Printed Name

Printed Name

Title

Date

Date

D. PROFESSIONAL EDUCATOR LICENSE WITH A SCHOOL SOCIAL WORK ENDORSEMENT (PEL: SSW) PROGRAM

Disclaimer: Please note that all information regarding the PEL: SSW program is subject to change at any time by the Illinois State Board of Education (ISBE). The field manual reflects the parameters for these placements at the time the manual was updated. Please contact be sure to be in contact with the School Social Work Coordinator and ISBE for up-to-date information regarding the PEL: SSW endorsement.

Students pursuing the PEL: School Social Work Endorsement must meet both the University requirements and the requirements set forth by ISBE.

PEL: SSW Field Placement Requirements

- To ensure a quality learning experience for students pursuing the PEL, the Field Department will only approve internships to begin during the fall semester. Request for spring and summer starts will not be approved. Please note that the school social work field placement will begin in August and will conclude in alignment with Aurora University's Spring semester.
- Students pursuing the PEL endorsement will only be able to complete a school social work placement during their specialization year. Generalist year placements may be in a school setting, but cannot be in the role of a school social worker. Students requesting to complete their generalist year placement in a school setting must seek approval from the School Social Work Coordinator before submitting their field application.
- For field hour requirements and supervision, please review the Field Education Requirement Overview, Section I, B.

- Students requesting non-public school settings for their MSW Specialization Year/Post-MSW placements must seek approval from the School Social Work Coordinator.
- Students requesting to use their current or previous employment as their field placement, please review the Employment Site/Previous Internship used for Field Placement, Section II, D.

PEL: SSW Testing Requirements: Students seeking the PEL: SSW endorsement must pass the School Social Work Content Exam (238) in order to complete their PEL entitlement. Support surrounding this process is shared in the Brightspace School SWK Licensing Info page.

PEL: SSW Coursework:

All School Track students are required to complete:

- SWK 6410 School Social Work Policy & Practice I (fall semester concurrent with school internship);
- SWK 6420 School Social Work Policy & Practice II (spring semester concurrent with school internship); and
- SWK 5620 Social Work Practice with the Exceptional Child.

***** NOTE: A final grade of an A or B is required in these 3 academic courses. *****

Disposition Process:

Students in the post-MSW PEL program will be assessed based on their ethical and professional behavior according to the CSWE Competencies, NASW Code of Ethics, and ISBE Content Area Standards. This process is completed by SWK 6410 and SWK 6420 course instructors.

Contact the School Social Work Coordinator for additional program and licensure requirements.

School of Social Work Field Office

Private Practice Policy

Eligibility for Internship Placement

Due to the clinical nature of services provided in a private practice involving independent work with a caseload of clients, only second-year MSW students will be allowed to accept internships at a private practice. Students in their second year of the MSW program have completed foundation level instruction and training through the first year of their MSW program or through their BSW program. This foundational level of social work practice prepares students to begin learning to engage, assess, intervene and evaluate clients at the high level that private practice requires. However, if a private practice can demonstrate that they have created a structured, foundation-level placement that meets the learning objectives of a BSW/first-year MSW student, they may petition for an exception to this policy by contacting the Director of Field Instruction.

Difference Between Generalist & Specialist Level Internships

Generalist Level Internship	Specialist Level Internship
Focuses on foundational social work skills.	Focuses on advanced, specialized social work skills.
Applies broad generalist engagement, assessment, intervention, and evaluation skills.	Utilizes specialized, evidence-based strategies to engage, assess, intervene and evaluate.
Emphasizes ethical and culturally responsive practice at all system levels.	Develops expertise in a specific practice area (e.g., clinical, community mental health, macro, policy, healthcare, gerontology, schools, substance use disorder, etc.).
Works under close supervision in diverse settings.	Functions with greater autonomy and may engage in leadership roles.

Prepares students for entry-level social work roles.	Prepares students for advanced practice, licensure, or leadership positions.
Examples of tasks: Case management, advocacy, community outreach, shadowing, intake/assessment, co-facilitating groups with experienced clinician.	Examples of tasks: Therapy, advanced assessments, research, program evaluation, program development.

Field Experience and Supervision Expectations

1. Assessment of Student Competency (CSWE Competency 1 & 6; NASW Code of Ethics: Competence)

Each student begins their concentration placement with varying degrees of clinical experience. At the start of the field experience, the field instructor is encouraged to assess each student individually to determine foundational skills and areas for growth and development. Except in rare circumstances, students must have opportunities for training, shadowing, observing therapeutic interactions, and/or role-playing with field instructors and/or preceptors before being assigned an independent caseload.

2. Qualifications of Field Instructors (CSWE Competency 7 & 8; NASW Code of Ethics: Supervision & Training)

If the primary tasks and responsibilities of the student consist of providing psychotherapy to individuals and/or families, the assigned Field Instructor

needs to hold an advanced/clinical license. Any exception must be reviewed by the field office.

3. Intern Handbook Requirement (CSWE Competency 1 & 9; NASW Code of Ethics: Supervision & Training)

- a. Private practices should have an intern handbook that outlines the internship and the practice expectations and policies. At minimum the site will provide the student with a document of practice policies and procedures for the field experience site, as indicated in the Affiliation Agreement.
- b. Private practices should also support the student in following all AU policies as outlined in the Affiliation Agreement and Field Manual.

4. Supervision and Case Consultation (CSWE Competency 1, 4, & 6; NASW Code of Ethics: Ethical Responsibilities in Practice Settings)

- a. A minimum of one hour, weekly scheduled and structured clinical supervision, focused on student development in the nine social work competencies is required of all internship sites (and included in the affiliation agreement). This can be conducted in an individual or group format. Group supervision should be small enough to allow all students to provide updates on their clients and receive feedback.
- b. Consistent individual case consultation for each student is expected to remain abreast of their clients' progress.
- c. The field instructor is responsible for consistently assessing students' level of comfort with their assigned caseload and adjusting as needed.
- d. Consider this supervision expectation and your capacity when deciding the number of students to accept each semester.

5. Public Representation of Student Interns (CSWE Competency 1 & 2; NASW Code of Ethics: Integrity)

The student should be clearly identified as a graduate social work intern and not a licensed clinician, counselor, and/or therapist.

6. Caseload Development and Marketing Restrictions (CSWE Competency 1, 3, & 6; NASW Code of Ethics: Conflict of Interest)

- a. A student should not be required to market or advertise themselves as a sole way to build a caseload.
- b. A student's exposure to independent clinical practice should not be dependent on the number of clients they recruit.
- c. Best practice dictates that referrals should be screened by the field instructor and/or preceptor to assess if the client's presenting problem aligns appropriately with the student's skill level.

7. Supervision and Emergency Availability (CSWE Competency 6, 7, & 8; NASW Code of Ethics: Supervision & Training)

- a. It is a requirement of AU that the field instructor or a staff member equipped to assist in an emergency, remains in the physical office building while AU students are on the premises. Additionally, it is best practice that the field instructor or a clinically licensed preceptor be on site when the AU student is facilitating counseling sessions.
- b. Students seeking to work remotely to provide virtual therapy must have prior approval from the Field Office. Virtual therapy is NOT permitted for internships except in rare, exceptional circumstances, as it significantly limits necessary supervisory support and learning opportunities. In the extremely limited cases where remote, virtual counseling options may be approved by the Field Office, the field instructor or a clinically licensed preceptor must be aware of all scheduled sessions conducted by the student and remain available by phone for immediate consultation in case of an emergency or an urgent need for case consultation during or following a session. The default expectation is that all internships will be conducted in-person.
- c. Failure to provide this level of oversight and support consistently may result in the removal of all assigned students from the field site.

8. Financial Compensation and Payment Policies (CSWE Competency 1 & 3; NASW Code of Ethics: Payment for Services)

- a. Students are not licensed clinicians and should not accept direct financial payments from clients for clinical services.
- b. All payments for clinical services should be made to the private practice.
- c. Any financial compensation to students should be made from the private practice.
- d. Providing students with a stipend during the field experience is strongly encouraged.

9. Post-Graduation Restrictions (CSWE Competency 1, 6, & 9; NASW Code of Ethics: Competence & Professionalism)

- a. Once a student completes an internship, they are no longer considered an intern and are not covered under the University's liability insurance.
- b. Students **MUST** cease providing clinical services upon completion of their internship and should be instructed on how to ethically transfer or terminate clinical cases at the end of their internship.
- c. If a student who has graduated with an MSW degree is hired by a practice to continue providing therapy, they should follow all state laws related to supervision of a non-licensed clinician.

Any violation of these principles constitutes a serious breach of professional ethics and may result in the termination of the internship agreement. Furthermore, failure to comply with these policies may result in the removal of the private practice as an approved internship site for the School of Social Work.