



College of Humanities and Social Sciences  
Master of Social Work Field Experience Manual  
2020-2021

## Letter from the Director of Social Work

**Dear Student,**

Congratulations on your admission to the Master of Social Work Program at Grand Canyon University! I am happy to welcome you to the program and look forward to working with you. As part of your program, you will choose two field experience sites to apply the skills you will gain throughout the program curriculum. The faculty and staff are here to support you in the process, and we welcome any questions you may have.

This may be a time of extreme excitement coupled with some anxiety. This is often the case when you start something new. You will be encouraged to use your field placement experience as a reflective process. We encourage you to immerse yourself in your field experience and ask thought provoking questions in order to gain insight and enhance your training. Take an opportunity to familiarize yourself with the following field experience manual. The manual contains pertinent information that will be instrumental in helping you prepare for a successful field experience. It is intended to provide you with the logistical requirements necessary to be successful in your field experience and to clarify the various support roles in your internship. Contact your Field Experience Counselor early if you have any questions. I am excited for you as you begin this new adventure in our program and wish you great success and growth as you move forward.

**Dear Field Instructor or Field Liaison,**

Thank you for your time and commitment to the social work students at Grand Canyon University. Your willingness to support them in their educational journey is so greatly appreciated.

We ask that you become acquainted with this manual as it is designed to inform you on your role and what to expect from the field placement experience. The manual also offers specific guidelines for Field Instructors and Field Liaisons. Please read those guidelines carefully and reach out with any questions. The social work program staff and faculty are here to support you in any way we can.

Sincerely,

Dr. Kathleen Downey, PhD, LMSW, ACSW  
Director of Social Work  
College of Humanities and Social Sciences  
Grand Canyon University

## **Contact Information**

The College of Humanities and Social Sciences Administration and Faculty welcome you to the clinical component of your program. College Administration contact information is below

**Dean, College of Humanities and Social Sciences**

Sherman Elliot, EdD  
[Sherman.Elliot@gcu.edu](mailto:Sherman.Elliot@gcu.edu)

**Assistant Dean, College of Humanities and Social Sciences**

Noé Vargas, DBH, LPC, MAC, NCC  
[Noe.Vargas@gcu.edu](mailto:Noe.Vargas@gcu.edu)

**Director, Social Work Program**

Kathleen Downey, PhD, LMSW, ACSW  
[Kathleen.Downey@gcu.edu](mailto:Kathleen.Downey@gcu.edu)

**Program Manager, College of Humanities and Social Sciences**

Jacqueline Webster, EdD, LAC, NCC  
[Jacqueline.Webster@gcu.edu](mailto:Jacqueline.Webster@gcu.edu)

**Field Education Coordinator, Social Work Program**

Warren Terry, LMSW  
[Warren.Terry@gcu.edu](mailto:Warren.Terry@gcu.edu)

**Office of Field Experience Director**

Alicia Burns, M.Ed.  
[Alicia.Burns@gcu.edu](mailto:Alicia.Burns@gcu.edu)

**Field Experience Manager**

Sydney Wastradowski  
[Sydney.Wastradowski@gcu.edu](mailto:Sydney.Wastradowski@gcu.edu)

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## **Master of Social Work Mission Statement**

*The mission of the Grand Canyon University Advanced Generalist Master of Social Work (MSW) program is to promote innovative and responsible leadership in the social work profession by educating students to become agents of social change with the goal of social and economic justice on a local, national and international level. Students will be prepared to address the needs of diverse populations through service, advocacy, empowerment, theory analysis, program and practice evaluation, multidisciplinary collaboration, and integration of social work and Christian values.*

### **MSW Program Goals**

The program aims to:

- Educate students for advanced generalist practice by developing social work values, knowledge, skills, and ethics in all aspects of social work practice.
- Develop leaders in the field of social work who collaborate, focused on the advancement of the profession for the benefit of the individual, family, groups, community, or organization.
- Prepare culturally competent students to engage with diverse populations using evidence-based practice.
- Foster critical inquiry through research and evaluation of social work models and service delivery.
- Further the mission of the university to develop global citizens, critical thinkers, effective communicators, and responsible leaders through collaboration and service.

### **Objectives of Field Education**

Field Education is an integral part of the MSW curriculum and an opportunity for students to apply, validate, and integrate knowledge, theories, and concepts of social work practice learned in the classroom to real-life client scenarios while demonstrating your ability to perform in a professional setting. The Council on Social Work Education (CSWE) defines field education as: *the signature pedagogy in social work. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.* This learning experience will familiarize students with the workplace environment while providing networking opportunities that may potentially lead to employment following completion of the program.

Field Education represents a significant portion of a student's education to integrate their theoretical knowledge in to practice skills. CSWE has established Field Education to integrate proficiency in the nine core competencies of social work practice.

*Competency 1: Demonstrate ethical and professional behavior*

*Competency 2: Engage diversity and differences in practice.*

*Competency 3: Advance human rights and social, economic, and environmental justice*

*Competency 4: Engage in practice-informed research and research informed practice*

*Competency 5: Engage in policy practice*

*Competency 6: Engage with individuals, families, groups, organizations and communities*

*Competency 7: Assess individuals, families, groups, organizations and communities*

*Competency 8: Intervene with individuals, families, groups, organizations and communities*

*Competency 9: Evaluate practice with individuals, families, groups, organizations and communities*

### **Roles and Responsibilities**

Field internship experiences provide an opportunity for students to apply knowledge, theory, and skills learned in the course curriculum to the practice setting. It is where students begin to develop a sense of competency and identity as an emerging professional social worker. During the field experience students are expected to develop and demonstrate all of the competencies and performance indicators based on their field internship level, i.e. foundation or specialization year. Field education is successful due to the collaborative effort of multiple professionals working together to ensure the development of each student. The roles and responsibilities within field education are:

#### **Field Education Coordinator:**

- Develops community relationships to promote and support social work
- Supports Field Liaisons and Field Instructors
- Manages field evaluation process
- Assists students and Field Instructors with challenges
- Develops trainings to support field experience.

#### **Field Liaison:**

- Receives welcome email detailing role and responsibility.
- Reviews Learning Agreement with Student and Field Instructor.
- Conducts one in-person site visit and one phone contact per instruction period, as follows:

| <b>Course</b>              | <b>First Contact type/week</b> | <b>Second Contact type/week</b> |
|----------------------------|--------------------------------|---------------------------------|
| <b>Field Instruction 1</b> | <b>In person / Week 4</b>      | <b>Phone / Week 14</b>          |
| <b>Field Instruction 2</b> | <b>Phone / Week 4</b>          | <b>In person / Week 16</b>      |



|                            |                           |                            |
|----------------------------|---------------------------|----------------------------|
| <b>Field Instruction 3</b> | <b>In person / Week 4</b> | <b>Phone / Week 14</b>     |
| <b>Field Instruction 4</b> | <b>Phone / Week 4</b>     | <b>In person / Week 16</b> |

- Completes Field Liaison evaluation forms.
- Monitors and evaluates the students field education experience.
- Is the initial contact for any questions or challenges. When necessary may refer student and Field Instructor to Field Education Coordinator or OFE.

**Office of Field Education (OFE):**

Grand Canyon University College of Humanities and Social Sciences and the Office of Field Experience (OFE) team serve as a support to students in programs with internship and practicum experiences. The assigned Field Experience Counselor communicates with students throughout their program to ensure they meet GCU’s high academic standards. The OFE team determines if all requirements necessary to begin the field experience courses have been met. Additional responsibilities of the OFE Counselor are as follows:

- Ensures that students understand the nature of the field experience and the expectations involved.
- Assists in ensuring all required documents for field experience approval have been met.
- Is available to advise and assist students as situations dictate.
- Communicates with the field experience instructors and faculty as necessary.
- Provides orientation information to the Field Instructor.
- Communicates with the student’s Field Instructor as necessary.
- Coordinates partnership agreements/contracts between GCU and field experience sites.

**Field Instructor:**

- Receives welcome email detailing role and responsibility.
- Completes Social Work Field Instruction Workshop.
- Assists student in preparing the required learning agreement each semester. Provide a copy to the Field Liaison.
- Ensures that all student activities reflect curriculum competencies, behaviors, and action plans and that these are included in the Learning Agreement.
- Provides instruction and guidance regarding social work services.
- Conducts evaluations in accordance with the student’s program requirements. Provides a copy to the student.
- Provides support for professional development.
- Notifies the Field Liaison immediately in the event the student’s performance becomes unsatisfactory.
- Provides feedback to the student that is timely, clear, and specific; feedback is delivered soon after an important event and is based on specific performance criteria.
- Ensures a safe work environment by presenting safety information to the student as a portion of orientation to the field site.
- Helps students explore and clarify thinking, feelings, and intervention strategies that support client treatment.

- Challenges practice that the supervisor judges to be unethical, unwise, or incompetent.
- Challenges personal or professional blind spots that the supervisor may perceive.
- Is available to supervise at times other than the scheduled supervision slot. Students should obtain phone numbers of their Field Instructor where they can be reached in case of emergency.
- Orients the student to the work situation and be available for consultation as needed.
- Participates in the development of the student's plan for the field experience.
- Furnishes the student with all the required signatures and documentation necessary to maintain and complete the student's file.
- Reviews and approve student's weekly hours in the Thunder Time Portal.
- Provides one hour of formal supervision weekly which may include individual or group supervision.
- Meets with the Field Liaison twice per field placement; one face to face (or web-based meeting) and one via a phone call. These contacts will allow the opportunity to discuss the student's progress as a developing professional, especially regarding the social work core competencies and practice behaviors, along with any concerns about the student's aptitude for post graduate practice.
- Supervisors facilitates and supervises the student if there are any video recording. The materials produced will be used for classroom learning only. As classroom learning materials, they are the property of the University and will be destroyed within 90 days of the class ending. The video material will be stored and destroyed in accordance to accepted social work confidentiality and legal practices.

**Site/Agency:**

- Designates a professionally qualified individual to be the field experience Field Instructor for the student.
- Provides the student with guidance and training with related experiences that expand their professional growth and provide them with the required number of hours.
- Provides the student with an opportunity to learn about the organization's program and management functions to develop organizational insight into the mission and activities of the organization.
- Provides a meaningful orientation for the student regarding the host organization's purpose, services, organizational structure, and operating practices.
- Provides the student contact with appropriate staff members and clients.
- Makes available space, supplies, and other resources needed for carrying out the student's task assignments.

**Student:**

- Complies with all reporting and documentation requirements. Maintain daily *time logs* in Lopes Activity Tracker web-based record keeping.
- Completes the required hours for the field experience courses, 240 hours each (250 hours for Advance Standing students); complete courses with a passing grade. ***If student is in danger of not accumulating the required hours or failing a field experience course, they must contact the Office of Field Experience immediately to discuss options.***

- Conducts self in a professional manner always. Field experience students must operate according to site guidelines, procedures, and supervision as well as the state and national boards of the profession. If a supervisor gives a directive that appears to conflict with the student’s values or ethics, or creates a personal conflict, which cannot be resolved in ordinary communication with the supervisor, the student must immediately contact the Office of Field Experience.
- Arrives on time and work the scheduled times. It is best that the student and Field Instructor agree to a set schedule, if possible.
- Discusses with supervisor the goals and/or skills the student would like to attain. A learning agreement will be collaboratively developed in both field experience placements and with guidance from the Field Experience course.
- Is prepared, both for interactions with clients as well as for supervision.
- Is receptive to guidance and instruction from the supervisor, that is, be attentive to feedback and suggestions from the supervisor and follow through on such instructions promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by the supervisor.
- Informs supervisor of any difficulties the student may be having in the areas of delivering services to clients, completing paperwork, or coordinating professionally with other agencies or staff.
- Informs the Field Education Coordinator in the event of the awareness or identification of a dual relationship (defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities) between the student and Field Instructor, the student and Field Liaison, or the Field Instructor and the Field Liaison.
- Discusses with Field Instructor and/or Field Liaison the students assessment of the effectiveness of the organization itself in providing services to its specialized populations, and whether any community characteristics or demographics, or any state/national laws might affect the quality or quantity of services offered, along with policy implications and opportunities for advocacy.

**Field Education Requirements**

MSW students will complete two years of field education totalling 960 hours in order to complete the program. MSW students will complete 240 field hours in each of the four field experience courses, which will be 480 field hours in each placement, in a total of 2 placements. Students in Advanced Standing will complete 32 weeks of field education in one field placement totaling 500 hours in order to complete the program All internship field hours must be earned in an approved agency that has an affiliated agreement with the University. MSW students are encouraged to have two different field placements over the course of the program to gain experience with different populations, social issues, services offered and agencies/organizations. Advance standing students will complete 250 field hours in each field experience course (one field placement), which will total 500 field hours in order to complete their program requirements.

|                                    |  |   |                    |
|------------------------------------|--|---|--------------------|
| <b>MSW Student Foundation Year</b> | SWK 535 Field Instruction I<br>240 hours | SWK 550 Field Instruction II<br>240 hours | Total<br>480 hours |
| <b>MSW Student</b>                 | SWK 620 Field Instruction III            | SWK 635 Field Instruction IV              | Total<br>480 hours |

|                                      |  |   |                    |
|--------------------------------------|--|---|--------------------|
| <b>Specialization Year</b>           | 240 hours                                | 240 hours                                 |                    |
| <b>MSW Student Advanced Standing</b> | SWK 621 Field Instruction I<br>250 hours | SWK 636 Field Instruction II<br>250 hours | Total<br>500 hours |

MSW students will also be required to complete 4 Field Instruction Courses (SWK 535, SWK 550, SWK 620, and SWK 635) that are delivered through online instruction. The Field Instruction courses were developed to reinforce and further broaden the students understanding and demonstration of the social work competencies. The Field Instruction courses will be taken concurrently with practice courses to ensure integration of Theory and Practice into the field setting. The field experience courses have an online instruction component in addition to gaining field experience hours. Students will have participation and assignment requirements. Doubling up on field experience courses is not permitted. Check the pre-requisite requirements for each course. Failure to meet minimum hour requirements for each course will result in a non-passing grade, which will require the repeating of the course. Hours earned during a course that earns a non-passing grade will not be counted towards requirement. Only hours accrued during the start and end date of the field experience course can be counted towards the hour requirement. Incompletes only apply if the student is physically unable to access the site. Field experience students, in order to ensure their full understanding of the experience, must speak the primary language of the facility they choose to complete their field experience.

Students should plan ahead to meet field experience commitments by reviewing GCU and state licensing requirements and calculating the approximate number of hours needed weekly. Weekly schedules for internship hours are determined by the student and Field Instructor. Most host organizations are often limited to day-time and week-day field experience shifts and should be considered by the student as they seek out field placements. Any hours accumulated during a Field Experience course in which a non-passing grade is received, will not count towards your hour requirement, nor will hours accrued over a designated GCU holiday break. All Field Experience hours must be earned by interning at an agency site approved through the formal placement process. You must complete all of your professional time commitments to the host agency even if you have successfully completed your logged clock hour requirements for the course. Be sure to discuss and agree upon the start and end dates of field education with your Field Instructor and review how to provide closure to clients; remember, to abandon a client is unethical.

**Course Requirements**

MSW students will take specific academic courses concurrently while in their field placement. The table below provides an overview of the courses taken during their field placement.

|                                 |
|---------------------------------|
| <b>Field Experience Courses</b> |
|---------------------------------|

|  |  |   |   |
|--|--|---|---|
| <b>Field Instruction I<br/>SWK-535</b><br><br>(16 weeks)                                     | <b>Field Instruction II<br/>SWK-550</b><br><br>(16 weeks)  | <b>Field Instruction III<br/>SWK 620 or<br/>Field Instruction I<br/>SWK-621 for<br/>Advanced Standing</b><br><br>(16 weeks) | <b>Field Instruction IV<br/>SWK-635 or<br/>Field Instruction II<br/>SWK-636 for<br/>Advanced Standing</b><br><br>(16 weeks) |
| Generalist Social<br>Work Practice I:<br>Individuals and<br>Systems SWK-525<br><br>(8 weeks) | Human Behavior in<br>the Social<br>Environment II<br>SWK-541<br><br>(8 weeks)                                  | Advanced Social<br>Work Practice Skills<br>I: Individuals and<br>Families SWK-610<br><br>(8 weeks)                          | Advanced Social<br>Work Practice II:<br>Groups SWK-640<br><br>(8 weeks)   |
| Diversity and Social<br>Justice in Social<br>Work SWK-530<br><br>(8 weeks)                   | Generalist Social<br>Work Practice II:<br>Groups, Communities<br>and Organizations<br>SWK-545<br><br>(8 weeks) | Evidence Based<br>Practice in Social<br>Work SWK-625<br><br>(8 weeks)   | Advanced Social<br>Work Practice III:<br>Organizations and<br>Communities SWK-<br>641<br><br>(8 weeks)                      |

### **SWK-535: Field Instruction I**

This field experience course includes foundations of social work practice in approved community agencies with professional supervision. This course includes experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work practice course. The field experience is performed under the supervision of an on-site Master level social work Field Instructor approved by the Office of Field Experience. Students are required to gain 240 hours of experience. Students are required to have a minimum of one hour of supervision weekly.

### **SWK -525: Generalist Social Work Practice I: Individuals and Systems**

This course is based on a generalist social work perspective and prepares students for beginning practice with individuals, families and systems. This course focuses on conceptualizing social work practice, integrating knowledge and theory with practice, and developing beginning level practice skills. Special attention is given to human diversity and populations at risk. This course is taken concurrently with Field Instruction I.

### **SWK – 530: Diversity and Social Justice in Social Work**

This course explores the foundation of knowledge needed to successfully engage diverse populations and advance social justice in social work practice. Emphasis is placed on systems of

power and oppression and the cultural aspects of race/ethnicity, gender, sexual orientation, and socioeconomic status. This course is taken concurrently with Field Instruction I.

### **SWK-550: Field Instruction II**

This field experience course is a continuation of foundations of social work practice in approved community agencies with professional supervision. This course includes experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work practice course. The field experience is performed under the supervision of an on-site Master level social work Field Instructor approved by the Office of Field Experience. Students are required to gain 240 hours of experience. Students are required to have a minimum of one hour of supervision weekly.

### **SWK – 541: Human Behavior in the Social Environment II**

This course examines human behavior in the social environment by critically analyzing biopsychosocial development from adolescence through late adulthood. This includes a focus on groups, communities, and organizations and their effect on human behavior. The course emphasizes a social work perspective and key frameworks for social work with an emphasis on person-in-environment and systems theory as they describe diverse human behavior in relation to social class, race and ethnicity, gender and sexual orientation, and multiculturalism as an evolving variable of change across the lifespan. This course is taken concurrently with Field Instruction II.

### **SWK – 545: Generalist Social Work Practice II: Groups, Communities and Organizations**

This course is based on a generalist social work perspective and provides students with fundamental social work competencies to influence change at the group, community, and organizational levels. Emphasis is given to facilitative and constraining effects of the social context surrounding macro practice. Special attention is given to human diversity and populations-at-risk. This course is taken concurrently with Field Instruction II.

### **SWK-620: Field Instruction III**

This field experience course includes advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. This course includes experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work course. The field experience is performed under the supervision of an on-site Master level social work Field Instructor approved by the Office of Field Experience. Students are required to gain 240 hours of experience. Students are required to have a minimum of one hour of supervision weekly.

### **SWK-621: Field Instruction I – Advanced Standing**

This field experience course includes advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. This course includes experiential integration and application of concepts, cognitive

and affective processes, and professional social work skills from concurrent social work course. The field experience is performed under the supervision of an on-site Master level social work Field Instructor approved by the Office of Field Experience. Students are required to gain 250 hours of experience. Students are required to have a minimum of one hour of supervision weekly.

**SWK – 610: Advanced Social Work Practice Skills 1: Individuals, Families and Systems**

The purpose of this advanced practice course is to build on foundational learning and start to develop advanced skills in working with individuals and families as a complement to ongoing field instruction. The course focuses on specific theories and models for individual and family work and how to effectively implement them with mezzo and macro level systems implications. Special attention is given to factors of oppression, understanding diversity individually and in family systems, advocacy, and outcomes. This course is taken concurrently with Field Instruction III.

**SWK – 625: Evidence Based Practice in Social Work**

This course prepares students to combine well-researched assessment and intervention approaches with professional experience and ethics, client preferences, and culture, and to guide and inform the delivery of evidence-based programs, policies and services at all levels of social work practice. This course is taken concurrently with Field Instruction III.

**SWK-635: Field Instruction IV**

This field experience course is a continuation of advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. This course includes experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work course. The field experience is performed under the supervision of an on-site Master level social work Field Instructor approved by the Office of Field Experience. Students are required to gain 240 hours of experience. Students are required to have a minimum of one hour of supervision weekly.

**SWK-636: Field Instruction II – Advanced Standing**

This field experience course is a continuation of advanced clinical social work practice with individuals, dyads, families, and small groups in approved community agencies with professional supervision. This course includes experiential integration and application of concepts, cognitive and affective processes, and professional social work skills from concurrent social work course. The field experience is performed under the supervision of an on-site Master level social work Field Instructor approved by the Office of Field Experience. Students are required to gain 250 hours of experience. Students are required to have a minimum of one hour of supervision weekly.

### **SWK – 640: Advance Social Work Practice Skills II; Groups**

The purpose of this advanced practice course is to build on foundational learning and start to develop advanced skills in working with groups as a complement to ongoing field instruction. This course explores theory and practice of group dynamics with an emphasis on the development of effective group work skills, analysis of processes and interactions, and values and ethics with a multi-social-cultural perspective. This course is taken concurrently with Field Instruction IV.

### **SWK – 641: Advanced Social Work Practice Skills III: Organizations and Communities**

The purpose of this advanced practice course is to build on foundational learning and begin to develop advanced skills when working with organizations and communities. The course focuses on using micro and macro skills to impact both organizations and communities while highlighting the importance of evaluation and ethics. This course is taken concurrently with Field Instruction IV.

### **Identifying a Field Instructor and Site**

This program understands and values the significance of finding a quality field agency and field instructor that will provide an enhanced learning environment for each student. The Director of Social Work, Field Education Coordinator, and Office of Field Experience (OFE) reviews and approves all agencies prior to students beginning their field placement to ensure each student will get optimum learning experience. The Field Education Coordinator works closely with the community to identify professional agencies and Field Instructors that can provide a learning experience that meets the standards of GCU, CSWE and NASW.

The Office of Field Experience (OFE) works with students to ensure that all placement requirements are met. The Office of Field Experience has found it is best to begin searching for a Field Instructor and site placement about six months prior to the field instruction course start date. As students begin their program, they will be contacted by OFE to discuss field experience requirements.

Students will need a minimum of two site locations for these field experience hours.

All sites and Field Instructors will need to be approved in advance of placement. OFE may be able to offer help with known and established sites depending on your program of study. However, students are encouraged to reach out to Field Instructors in their area for possible availability. Students are responsible for maintaining contact with the OFE so that field experience placement and all the proper forms are completed in a timely manner. It is the student's responsibility to secure a Field Instructor and site.

If you are planning to work in school social work, please check your state requirements to determine if you are required to complete your field experience in a school setting. If so, please let your Field Experience Counselor know as students should not be reaching out to districts or schools themselves.



## **Timeline of Securing a Field Experience Site**

### **16 weeks prior to course start**

- Begin obtaining a Fingerprint clearance card if not already completed and active.
- Read the field experience manual. (Students are required to follow the guidelines of the current manual)
- Think about what type of population you would like to work with.
- Begin looking for potential sites near your home.
- Consult local directories for community and mental health sites.
- Utilize web browsers to find sites. A great site to consult is [www.211.org](http://www.211.org); this site lists a wide range of behavioral health services and includes a services locator on the home page that searches for facilities by zip code.
- Complete resume and cover letter.
- Contact GCU's career services for help with your resume: 602-639-6606 or [careerservices@gcu.edu](mailto:careerservices@gcu.edu).
- Consult your state board to familiarize yourself with the different levels of licenses offered in your state. Please note that your Field Instructor for field experience must have at least a Master's degree in the field of social work, be licensed at the Independent level, and have 2 years post graduate experience.
- Contact identified sites. Ask to speak with HR, the clinical director, or intern coordinator.
- Interview with potential sites.
- Follow up with the Office of Field Experience if you have any questions.
- Fingerprint clearance card is required for all students in this program to be able to complete hours.

### **8 weeks – 12 weeks prior to course start**

- Continue interviewing with sites, if necessary.
- Complete your required field experience documents.
- Join a professional organization, such as the NASW.
- Obtain professional liability insurance that meets GCU's requirements (1 million/3million dollars; can be purchased through student membership with NASW).
- Follow up with the Office of Field Experience if you have any questions.

### **4 weeks – 8 weeks prior to course start**

- Submit any remaining items from the required documents into the Office of Field Experience through your student portal.
- Follow up with the Office of Field Experience if you have any questions.

## **Field Experience Site and Field Instructor Requirements**

- The site must practice social work services. Please refer to NASW for these types of services. <https://www.socialworkers.org/Practice>
- Field Instructors must hold a Master's degree or higher in social work from a CSWE-accredited graduate school of social work.
- Field Instructors must hold a current Master's level social work license or higher.
- Field Instructor's license should be free of any sanctions/actions taken against them.
- Field Instructors must have 2 years post graduate experience.
- Field Instructors must adhere to the Field Experience Manual Guidelines.
- Potential Field Instructors must complete GCU Social Work Field Education Orientation Workshop before they can be approved as a GCU MSW program Field Instructors.
- Approval of Field Instructors will be based on meeting all the criteria identified above. Completion of the training will be tracked through online attendance. On demand webinar information will be sent out to potential Field Instructors. GCU has ongoing training and dialogue with Field Instructors via email and in some cases, invitations to webinars or on-campus workshops of interest to the agency's target population(s) served.

### **Field Experience Documentation Checklist**

The following documentation is required and may be scanned and uploaded to one's student file or completed as an electronic document, via the student portal, prior to beginning internship:

- Site Information Sheet
- Active Fingerprint Clearance Card, level 1
- Acknowledgement of Field Experience Manual Guidelines
- Proof of Liability Insurance
- Proof of Professional Membership
- Workplace Consent Form (if applicable)
- Acknowledgement of National Association of Social Workers (NASW) Code of Ethics

### **Work Variance**

Students who opt for a field experience placement in the organization in which the student is also employed will be eligible to do so only if the opportunity for experience in a different program within the organization is available for their field placement. In addition, the placement supervisor must be someone other than their current supervisor. The field education experience must be clearly separate from the student's work experience. Conducting a field experience in an already secured workplace is only allowed under the following circumstances:

1. The student is gaining experience in a department other than the department they are employed within.
2. The student's Field Instructor is not their supervisor as an employee. The student's field experience is being supervised by a supervisor in a department that is separate from their department of employment.
3. The student and supervisor understand all the requirements of this policy and both believe the boundaries between the two roles can be observed at all times. Both parties will sign and submit the "Workplace Consent Form", at least 30 days prior to the start of

the student's field experience hours. Instructions about how and where to submit are on the form.

4. The governing state board may prohibit hours obtained at a place of employment. If you are planning to use your current place of employment for field experience, you must first verify with your state licensing board that this is permissible as *some State Boards prohibit this practice*. If you are employed by the host agency, you can only begin accruing hours after formal approval of the site by the Office of Field Experience and you have begun a corresponding course and Field Experience course.

### **Affiliation Agreements**

An affiliation agreement/contract with GCU is required before you to be able to begin your internship. If you have located a site that does not have an Affiliation Agreement with GCU, please reach out to your field experience counselor as soon as possible. The Office of Field Experience Agreement Coordinator will work with the potential site to secure an agreement. Obtaining an agreement can be a very lengthy process so providing this information as quickly as possible is recommended.

### **Evaluating Student Learning in Field Placement**

Students will develop a Learning Agreement, located in Lopes Activity Tracker/Thunder Time, during their Field Instruction course as an assignment and work collaboratively with their Field Instructor in each of their field placements in the development process. Learning Agreements are an educational tool that will outline activities the student completes to meet the MSW Program competencies outlined by CSWE. Students may integrate the school's curriculum, any specific learning needs, and opportunities available at the placement site. There should be one activity per behavior identified, to be completed by the end of the semester. Learning Agreement activities will reflect application of CSWE competencies and dimensions within the competencies from introductory skill level in the first year of the Master program to mastery level in the second year with measurable goals and objectives for each activity. The Learning Agreement is signed by the student, Field Instructor, and Field Liaison, and then loaded into Lopes Activity Tracker. This document is submitted to the Field Liaison during the in person site visit that occurs week 4-5 of the internship.

Students will be evaluated on their ability to complete all of the 9 competencies listed on the Learning Agreement. Within each competency, there are practice behaviors that the students must complete in order to show they have developed the skills associated with each competency. In order to pass the Field Experience, a student must earn an average of 4 or better on each of the established 9 competencies on a 1-5 likert scale. The likert scale used is as follows:

5. Exceeding expectation: High level of skill development and knowledge towards competency.
4. Meeting expectation: Demonstrates skill and knowledge of competency consistently.

3. Beginning to meet expectation: Beginning to demonstrate the skills and understanding competency concept. Not consistent.
  2. Not fully meeting expectation: Not yet met expectations but there is evidence that expectation will be met in near future
  1. Not meeting expectation: Has not demonstrated skill and knowledge of competency at this time and evidence suggest competency will not be met.
- NA Not applicable at this time.

Learning Agreement activities and student performance will be evaluated by the Field Instructor on an ongoing basis and reviewed by the Field Liaison during the next 2 phone contacts or if a concern is brought up by the student or the Field Instructor. The final evaluation of the student should reflect field education competencies, behaviors, and activities as specified in the Learning Agreement. There will be a final in-person contact between the student, Field Instructor and Field Liaison during the 32nd week of the students internship to review the Learning Agreement. The Field Instructor will complete the evaluation of the Learning Agreement to determine if the student has meet all of the tasks and objectives. If the student has meet all of the requirements, and earned a grade of 4 or better, the Learning Agreement will be signed by all parties and submitted to Lopes Activity Tracker/ThunderTime. If the student has not met all of the requirments, a grade of incomplete will be submitted, and the student will have 21 days to completed the necessary requirements. Should the student not meet the requirements in 21 days, the student will not pass the class and have to repeat the internship again, with none of the hours previously achieved carrying over to next placement.

The students will receive a grade of pass or fail for the field experience. If they meet all of the requirements of the Learning Agreement, which is signed by the Field Instructor, Student and Field Liaison, they receive a grade of pass. If a student does not pass the field experience, they will receive a failing grade in the Field Instruction Course regardless of any other course work that is completed. The grade obtained in their field experience is incorporated into the Field Instruction Course.

### **Learning Agreement**

The Learning Agreement is an educational tool that will outline activities the student completes to meet the MSW program competencies outlined by CSWE. Students will develop a Learning Agreement with their Field Instructor once they begin their field experience. The student will work collaboratively with their Field Instructor in each of their field placements in the development process. Students are able to integrate the school's curriculum, any specific learning needs, and opportunities available at the placement site. There should be one activity per behavior identified, to be completed by the end of the semester. Learning Agreement activities will reflect application of CSWE competencies from introductory skill level in the first year of the Master program to mastery level in the second year with measurable goals and objectives for each activity. Activities to include in the Learning Agreement can include but are not limited to:

Staff meetings, team conferences  
In-service training  
Reflective journal  
Process recording  
Contact log  
Tape/Video recording  
Intake assessment  
Social history  
Treatment plan  
Research with existing data  
Organizational chart  
Policy proposal  
Individual supervision  
Group supervision

### **Field Education Hours. Direct/Indirect Hours:**

**Direct Client Contact Hours** – Foundation year students are expected to spend at least 50% (or 120+ hours) of their placement time in direct practice activities. Advanced year students should spend at least 65% (or 156+ hours) of their placement time in direct practice activities.

1. Assessments – assessments are generated when a client enters treatment. Assessments may be a structured interview, a diagnostic tool, an informal method of gathering client information, etc.
2. Individual contact – individual contact occurs between a client and a social worker. Observing an individual contact session counts towards direct client contact hours.
3. Family contact – family contact involves two or more individuals from a family working with a social worker. Observing family contact session counts towards direct client contact hours.
4. Couples contact – couples contact involves two people working with a social worker. Observation of couples' contacts counts towards direct client contact hours.
5. Group counseling – group contact involves more than one client and, frequently, more than one social worker. Observing a group contact session counts towards direct client contact hours.
6. Client education – client education occurs when a social worker provides the client with some information that directly relates to their clinical needs. For example, an individual suffering from alcohol dependence receiving information about the physiological effects of alcohol from the social worker would be considered client education. This can be done inside or outside of the contact session (via phone, etc.) and is usually brief.
7. Crisis intervention – crises occur frequently in behavioral health facilities. Crises can vary from safety issues (most severe) to loss of employment for the client, death of a family member, relapse, etc.
8. Organizational policy- Policy dictates how the services are established and distributed to its clients
9. Community resources- knowing and referring families to appropriate services in the community.

10. Other – this category is reserved for any direct work with a client that is not covered in the preceding categories. (The Other category should rarely be utilized)

**Indirect Client Contact Hours** – Foundation year students should spend no more than 50% of their placement time in indirect practice activities. Advanced year students should spend no more than 35% of their placement time in indirect practice activities.

1. Individual supervision – individual supervision occurs when you meet individually with your Field Instructor to discuss clients. Students are required to receive 1 hour of supervision (either individual or group) for every 20 hours worked at the site. Most students find it helpful to meet with their supervisor on a weekly basis.
2. Group supervision – (sometimes referred to as a “staffing”) group supervision occurs when you meet with your supervisor and other therapists to discuss cases as a group. Students are required to receive 1 hour of supervision (either individual or group) for every 20 hours worked at the site.
3. Staff meetings – Staff meetings are not clinical in nature and typically focus on the business aspects of the facility; employee issues or concerns may be discussed in these meetings. Please note that you CANNOT record supervision time in this category.
4. In-service trainings – students frequently attend trainings within the facility to learn how the process works at that particular agency (i.e., training on how to complete progress notes, HIPPA regulations, CPR/first aid, etc.). This time is considered an “in-service” training because it is conducted within the facility.
5. Conferences – attending conferences is an important aspect of professional development. Conferences are typically voluntary, so they do not automatically count towards your hours for field experience. However, sometimes the agency will request that students attend a conference as part of their field experience training. If attendance is a requirement of the field placement, these hours count towards the total number.
6. Treatment Planning & Development – treatment planning is a critical aspect of working with clients. Agencies require that a treatment plan be developed for each new client, based on his/her unique strengths and needs. Any time spent on developing and writing the treatment plan is counted towards total number of field experience hours for the course.
7. Progress notes – progress notes are completed after client sessions and should refer back to progress made in the treatment plan.
8. Client Preparation – Preparing for clients can take extra research or clinical direction from a supervisor. Any time spent on preparing for a client is counted towards the total number of hours.
9. Organizational Structure - understanding how the organization is managed and its policies.
10. Communities – the population and surrounding areas that the organization provides services to.
11. Other – this category is reserved for any indirect work that is not covered in the preceding categories. (ex. Legislative Days at the Capitol, Social Work Job Fair. The Other category should rarely be utilized)

## Lopes Activity Tracker (LAT)/ Thunder Time Documentation Requirements

Lopes Activity Tracker /Thunder Time (LAT) is an application especially designed for students and their record keeping needs. This application will be available to you in your student portal when you start an internship course.

- In LAT, record the number of hours you are present at your internship each day.-
- If a mistake is made on the logs, make the corrections prior to submitting to your Field Instructor for approval.
- Verify that your entries are accurate in LAT. Once your Field Instructor has verified and approved of your hours, changes will have to be made through the college.
- You are encouraged to download your hours as electronic files, for your own records.
- ALL hours must be approved by the Field Instructor by 11:59pm on the last date of the field experience course. Failure to have hour approval could result in a non-passing grade.
- Contact hours should be recorded as direct or indirect with specified activity.

| Year           | Direct Hours% | Indirect Hours% |
|----------------|---------------|-----------------|
| Foundation     | 50%           | 50%             |
| Specialization | 65%           | 35%             |

### Student Field Supports

The students entering their Field Experience are expected to be an active learner in the process of field education. It is also expected that they uphold the standards of the NASW code of ethics and professional dispositions. However, it is understandable that there may be challenges or difficulties that occur. Students are encouraged to have open communication with their Field Instructors if there is any confusion or disagreements. The student and Field Instructor should also inform their Field Liaison, as early as possible, if they are having any difficulties that they are unable to address themselves. The Field Liaison will intervene and provide assistance and guidance if they feel they can address the issue. If the Field Liaison is unable to resolve the concerns of either the student or Field Instructor, they will notify the Field Education Coordinator and OFE.

### Membership to Professional Association

GCU requires affiliation with a professional social work association as part of the Master of Social Work program. Membership in a professional association provides support and protection to students working in the social work field. It is required that students take the initiative to establish contacts and gain membership to a professional social work organization, as well as purchase the required liability insurance. Some professional organizations offer liability insurance as part of their membership and/or offer student discounts. This coverage is not facilitated by GCU.

National Association of Social Workers (NASW) - <https://www.socialworkers.org/>  
National Christian association of Social Workers - <https://www.nacsw.org/>  
International Federation of Social Workers - <https://www.ifsw.org/>  
School Social Work Association of America - <https://www.sswaa.org/>

### **Student Insurance**

Students are required by Grand Canyon University to obtain individual liability insurance coverage prior to the beginning of field experience. All students are required to purchase and maintain professional liability insurance before they are allowed to enter field experience- there are no exceptions to this policy. The minimum coverage specified by GCU for its Master of Social Work students is \$1,000,000 per claim and \$3,000,000 aggregate. No student will be allowed to begin field experience without this coverage. An insurance affidavit or confirmation of coverage must be submitted to the Office of Field Experience to include copies of pages specifying coverage limits, dates of coverage, and limits of liability. These documents are submitted through your student portal.

The following organization may offer professional membership and/or insurance at student discount rates:

National Association of Social Workers (NASW) - <https://www.socialworkers.org/>

Some professional organizations offer liability insurance as part of their membership and/or offer student discounts. This coverage is not facilitated by GCU.

### **Absences**

Students are responsible for notifying their Field Instructor immediately if they will absence from their field internship. They will be responsible for rescheduling appointments or making up any trainings. The student is expected to make up any hours lost by being absence. If there is a prolonged absence, the Field Liaison should be contacted to ascertain if any adjustments need to be made to meet the needs of the student and the agency.

### **University Holidays**

MSW students are not expected to participate in Field Education hours during GCU or the Field Agencies recognized holidays. Students are not expected to make up any hours due to holiday absences. Students are permitted to observe religious holidays but must make their Field Instructor aware of such circumstances in advance. These hours are not counted towards their field hours required to complete program.

### **Transportation**

MSW students are required to provide their own transportation to and from their field education placement. Students should not transport clients in their own vehicles. Students should not be utilizing agency vehicles unless given proper authorization and orientation from the Field agency. The agency will be responsible for indicating if driving company vehicles may be necessary prior to the accepting the student to make certain the student meets the driving requirements.

- The University is not responsible for managing any requirements or auto insurance coverage as part of the social work field internship.



## **Safety and Risk Management**

The Office of Field Education (OFE) establishes an agreement between the University and each field placement agency assuring that safety protocols are in place. It is a responsibility of the Field Instructor and field agency to ensure a safe work environment by presenting safety information to the student as a portion of orientation to the field site. Support of student safety is reinforced in the Field Orientation training that is required for all Field Instructors. Additional monitoring is done by the Field Experience Counselor, Field Liaison, and by the Field Education Coordinator when interacting with students.

## **Evaluation of Agency**

The field agency effectiveness is continuously evaluated through the interactions of the student and field liaison. The Field Liaison submits an assessment of the field setting's effectiveness after each contact. The Field Education Coordinator reviews and addresses any concerns identified by the student or Field Liaison. At the end of the internship, the student also submits their evaluation of the field placement which is then reviewed by the Field Education Coordinator. At any point, if the field setting is deemed incapable of meeting the safety or educational needs of the student, OFE and the Field Education Coordinator will assist the student in obtaining an alternative field placement.

## **General Guidelines for Graduate Field Experiences**

The following guidelines provide graduate students in the College of Humanities and Social Sciences the information they need to complete their field experience requirements. Information contained in this document is to be used in conjunction with the policies outlined in the University Policy Handbook and the Academic Catalog. This document's purpose is to accompany those documents and provide more information on the processes for the Master of Social Work graduate program.

## **Student Professional Expectations**

One important aspect of the experience here at Grand Canyon University is the fulfillment of professional expectations—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas, CHSS lists the following key expectations. When students fail to demonstrate these professional expectations, they jeopardize their program continuation. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in the field of social work. These statements do not replace the University Code of Conduct.

## **Communication Skills**

- Demonstrate appropriate, professional, respectful verbal communication
- Demonstrate appropriate, professional respectful written communication
- Demonstrate a disposition toward inquiry and problem solving
- Work collaboratively with students, faculty, and professionals
- Demonstrate consistently positive attitudes toward learning and/or teaching
- Accept responsibility for decisions and actions
- Establish maintain mutually respectful interactions

- Demonstrates understanding of university/program organizational chart by communicating “need to know information” to individuals according to the chain of command

### **Work Ethic**

- Demonstrate regular attendance
- Demonstrate punctuality
- Complete work in a timely manner
- Demonstrate organizational skills
- Know and observe all pertinent policies and procedures
- Demonstrate a disposition toward personal ownership of learning and professional development

### **Professionalism**

- Demonstrate a commitment to work with constituents, consumers/clients, and their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- Express and demonstrate interest in and enthusiasm for teaching/learning
- Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
- Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- Project an appropriate professional appearance in professional settings
- Project an appropriate professional and respectful demeanor
- Be open to leadership and opportunities for growth
- Understand and practice professional ethical values, principles and standards
- Recognize personal at-risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- Acts overall in a manner that furthers the interests of others (enlightened self-interest)
- Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding field experiences or documents contained in a client record
- Seek supervision whenever you are uncertain about a situation. In an emergency with the client in your office, make every attempt to contact your supervisor or other on-site licensed social worker before acting with that client. If your supervisor cannot be reached, contact

one of the other Field Instructors. You may consult informally with experienced social workers at your site, but your Field Instructor **MUST** be kept abreast of all emergencies.

- Students must advise their Field Instructor of all-important changes in a case. The results of new assessments must be reviewed with your supervisor at the earliest opportunity to confirm treatment planning. Any changes to the treatment plan must be reviewed with your supervisor **BEFORE** they are presented to the client. Consult with your supervisor about case closures in advance of closing the case, including the implementation of strategies that may result in a client deciding to terminate treatment.
- Keep your supervisor informed about clients who are suicidal, homicidal, or threatening harm to others. Notify your supervisor about clients who are involved in child custody disputes, disability determination assessment, or any other matters that affects the client's legal status. Under Federal law you have a duty to warn and a duty to protect.
- Maintaining client confidentiality is ethically and legally mandated by state and federal regulations. This includes information that any individual is in fact a client at the site as well as any identifying information. Access to client information should only be attempted with the explicit permission of supervisors, and only as needed for facilitation of treatment.
- Students will not engage in dual relationships with clients; students will not under any circumstances participate in a dual relationship with a client, nor will they provide services to clients they know from other context, such as friends or acquaintances. If someone you know is being seen at the agency, you are expected to remove yourself from situations where the client's treatment and progress are being reviewed. It is your responsibility to alert your supervisor to such situations.
- Students are responsible for ensuring that all clients are informed of the supervised nature of the work of the student, and of the ultimate professional responsibility of the supervisor.
- Field experience students must adhere to the code of ethics of social workers that pertains to their program:
  - National Association of Social Workers (NASW) Code of Ethics

### **Social Work Student Dispositions**

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The Grand Canyon University Social Work Program's dispositions adhere to the university's mission statement, as well as to the established social work profession code of ethics. The Grand Canyon University Social Work Program has adopted the following dispositions for its students derived from the National Association of Social Workers (NASW) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by social work students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

12 Dispositions based on the NASW Ethical Values, Principles, and Standards of Social Work Practice:

#### *1. Value: Service*

*Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

## 2. *Value: Social Justice*

*Ethical Principle: Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

## 3. *Value: Dignity and Worth of a Person*

*Ethical Principle: Social workers respect the inherent dignity and worth of a person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

## 4. *Value: Importance of Human Relationships*

*Ethical Principle: Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

## 5. *Value: Integrity*

*Ethical Principle: Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

## 6. *Value: Competence*

*Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## 7. *Standard: Social Workers' Ethical Responsibilities to Clients*

Commitment to clients, self-determination, informed consent, competence, cultural awareness and social diversity, conflicts of interest, privacy and confidentiality, access to records, sexual

relationships, physical contact, sexual harassment, derogatory language, payment for services, clients who lack decision making capacity, interruption of services, referral services, termination of services.

*8. Standard: Social Workers' Ethical Responsibilities to Colleagues*

Respect, confidentiality, interdisciplinary collaboration, disputes involving colleagues, consultation, sexual relationships, sexual harassment, impairment of colleagues, incompetence of colleagues, unethical conduct of colleagues.

*9. Standard: Social Workers' Ethical Responsibilities to Practice Settings*

Supervision and consultation, education and training, performance evaluation, client records, billing, client transfer, administration, continuing education and staff developments, commitments to employers, labor management disputes.

*10. Standard: Social Workers' Ethical Responsibilities as Professionals*

Competence, discrimination, private conduct, dishonesty, fraud and deception, impairment, misrepresentation, solicitations, acknowledging credit.

*11. Standard: Social Workers' Ethical Responsibilities to the Social Work Profession*

Integrity of the profession, evaluation and research.

*12. Standard: Social Workers' Ethical Responsibilities to the Broader Society*

Social welfare, public participation, public emergencies, social and political action.

**Professional Practice Committee**

When students have violated dispositional values, expected classroom decorum, university standards and/or National Association of Social Workers (NASW) code of ethics, they will be referred to the social work program Professional Practices Committee. Students can also be referred to the committee when students display deficits in social work skills. Instructors (FTF, OETF and/or Adjunct), Office of Field Experience staff and program administrators may file referrals to the committee for review.

Students at risk for College-level sanctions will be contacted by the Professional Practices Committee and offered the opportunity to provide a Written Statement and documentation on their own behalf to the Professional Practices Committee. Students have the option to provide a Written Statement within the allowed timeframe but are not required to present information. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- **Warning and Coaching:** If the Professional Practices Committee issues a recommendation for coaching, the student will be notified within 72 hours with information about the assigned coach and directions for contact. Coaching will be provided by program faculty for 4 weeks. Students receiving a warning or a coaching assignment will not be suspended or dismissed from classes, the program, or field experience. These activities are to enhance or strengthen the student’s understanding of their profession and the NASW code of ethics and to safeguard the social work field as prescribed by the National Association of Social Workers Code of Ethics (NASW Standard Codes 1.0, 4.01, & 5.01).
- **Failure of Assignment Grades and/or Courses:** The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, violating ethical codes or removal from the field practice site.
- **Suspension from Clinical Practice:** A Corrective Action Plan (CAP) may be put in place for unprofessional behavior and conduct, as defined by the National Association of Social Workers (NASW) codes of ethics.
  - Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from field experience courses and asked to participate in a mandatory four-week coaching session. If administratively withdrawn, students will be issued an “F” as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual field experience course, the field experience hours completed during this time will not be counted for that course.
  - To resume field experience, students must successfully complete the terms of their corrective action plans, which include mandatory coaching, within the allotted four-week period. Students will not earn credits or field experience hours for completing corrective action plans.
  - If students are administratively withdrawn from a field experience course as part of a corrective action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC).
  - Students may not participate in corrective action plans more than twice. Students who do not successfully complete their corrective action plan will not be able to graduate with a social work degree.
- **Program Removal:** The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student’s program, and referred to the University’s Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

### **Policy on Diversity and Non-Discrimination**

The Master of Social Work program mirrors the efforts of the university to provide a learning environment that models affirmation and respect for diversity through the Statement of Non-

Discrimination and Diversity Statement found in the *University Policy Handbook* (UPH), (Volume 3, pp. 194) as well as the *Employee Handbook*. In accordance with the university, the Master of Social Work program strives to promote a diverse environment through the hiring of faculty and staff and follows the Equal Employment Opportunity statement as well as the Anti-Harassment Policy in the *Employee Handbook*. The statements are as follows:

*Notice of Non-Discrimination (University Policy Handbook)*

Grand Canyon University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. Title IX regulations require non-discrimination on the basis of sex or gender, which includes unlawful discrimination based on pregnancy and/or disability discrimination based upon complications related to pregnancy. As a religious institution, Grand Canyon University expressly reserves its rights, its understandings of, and its commitments to Christian principles, and reserves the legal right to hire and employ individuals who support the values of the University.

*Diversity Statement (Employee Handbook)*

Grand Canyon University is a Christian institution that embraces a biblical world-view which outlines a responsibility to fulfill the Great Commandments which simply stated, are ‘to love God and to love our neighbor’. We are a community of people who value the pursuit of truth and find great understanding in the convergence of viewpoints, backgrounds and ideas. Therefore, we will provide an environment where learners can openly discuss and debate to gain understanding.

We welcome students and employees from all walks of life which has contributed to a growing diversity within our population. Our diversity encompasses a multitude of dimensions, including age, disability, national origin, race, color, religion, gender, veteran status and more. We believe that all people, without exception, bear the image of God and have been designed to reflect His love and creativity.

Our Christian perspective compels us to treat every individual equally with respect and compassion. All community members deserve a comfortable space to express their feelings, so that every voice is heard. All members of the university community will be welcomed, valued, and provided safety in this community.

Finally, diversity not only enriches the educational endeavor, it is critical to it. It will help prepare us for the varied world in which we reside. Maintaining a diverse environment requires a measure of tolerance and understanding commensurate with the dignity and value of all human life. In sum, GCU values diversity because it values every student and employee entrusted to its care.

*Equal Employment Opportunity / Reasonable Accommodation (Employee Handbook)*

Grand Canyon University is an Equal Opportunity Employer that complies with all applicable state and federal laws. As an educational institution and an employer, the University values equal employment opportunity with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment

during employment. Furthermore, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission.

The University, while reserving its lawful rights where appropriate to take actions designed to ensure and promote the Christian principles that sustain its mission and heritage, is committed to providing equal opportunity employment and prohibits unlawful discrimination on the basis of age, disability, national origin, race, ethnicity, color, religion, sex, pregnancy, veteran status, genetic information or any other classification protected by applicable law, in its employment practices. It is the purpose of the University to pursue the very highest employment standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith. While faculty and staff may represent diverse religious backgrounds, the University reserves the right to seek, hire and promote persons who support and embody the Christian mission of the institution, as allowed by Title VII of the Civil Rights Act of 1964 and as protected by the Constitutions of the State of Arizona and the United States of America.

Consistent with Grand Canyon University's commitment to EEO principles, the University recognizes that employees who suffer from a disability as recognized under the law may be entitled to a reasonable accommodation that will enable them to perform the essential functions of the job. Employees who believe they are entitled to such an accommodation should consult with their manager and the HR Service Center. Such requests will be considered on a case-by-case basis and consistent with applicable state and federal law. The University may request documentation from an employee's treating medical provider substantiating the existence of a medical condition and need for the requested accommodation. The University will engage in an interactive process in an effort to identify a reasonable accommodation that will enable an employee to perform the essential job functions without creating an undue hardship on GCU. Requests for accommodations will be treated as strictly confidential and any medical documentation shared with GCU will be maintained in a separate medical file.

Employees who believe they have been subject to discrimination or have disability-related issues are encouraged to first contact the HR Service Center regarding disability-related issues at [hr@gcu.edu](mailto:hr@gcu.edu) or 602-639-6549. If an employee believes he or she has been subjected to discrimination on the basis of disability (or is unsatisfied with accommodations provided by Human Resources), they may file a grievance. The University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Education regulations implementing the Act. The full grievance procedure, including the formal process and how to appeal a decision, can be found under the Compliance section of LopesNet.

Employees with questions or concerns about equal employment opportunities are encouraged to bring them to the attention of the HR Service Center or any manager. Suspected violations of the University's EEO policy should be immediately reported in accordance with the Complaint Procedures described below. The University does not tolerate any form of retaliation against individuals who raise issues of equal employment opportunity.



*Nondiscrimination and Anti-Harassment Policy and Complaint Procedure (Employee Handbook)*

Grand Canyon University, while reserving its lawful rights where appropriate to take actions designed to ensure and promote the Christian principles that sustain its mission and heritage, prohibits unlawful discrimination, including any form of harassment and/or retaliation, by employees, faculty, students, contractors, or agents of the University and by anyone participating in a University sponsored activity against an individual based on age, disability, national origin, race, ethnicity, color, religion, sex, pregnancy, veteran status, genetic information, or any other classification protected by applicable law. It is the purpose of the University to pursue the very highest employment and academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith. All employees are responsible for taking proper action to end those behaviors described herein. This policy also complies with the Title IX requirements related to non-discrimination.

This policy applies to:

- All University employees in all aspects of their employment relationship with the University, regardless of their position or seniority;
- All University students in their admission to and participation in the University's educational programs and activities; All persons participating in or accessing University sponsored programs, activities, or facilities;
- Vendors, contractors, visitors, customers, students or anyone else who comes in contact with University employees while they are engaged in GCU business.

All University policies and program content, goals, and policies related to diversity are implemented and enforced across both evening cohort and online program options.

### **State Board Regulations and Licensing**

Please be aware that state legislatures make periodic changes to licensing rules, including the number of field experience hours required for licensure. It is recommended that you review the state licensing board website no less than quarterly to keep up with any changes that may affect your ability to obtain licensure/certification. Failure to do so could affect your application for licensure or certification. It is highly recommended that you obtain any additional hours required by your state prior to graduation.

As we take the steps in seeking accreditation through the Council on Social Work Education (CSWE), it is suggested that you time your course completion with the cycle of the accreditation process for licensing eligibility purposes. You may not be eligible for licensure upon graduation if you choose to complete your program prior to GCU's anticipated achievement of accreditation from CSWE. However, you will be eligible for licensure if accreditation is obtained. We have designed our program to be completed in 31 months coinciding with the accreditation candidacy cycle. The option is available to complete the program within 2 years. If you choose to complete your program prior to reaching full accreditation status, you may have to delay your application for licensure. It is recommended that you consult your state licensing board for details about their licensing rules and regulations.

Below are links that may help you find your state's licensing and certification requirements:

National Association of Social Workers (NASW) – <https://www.socialworkers.org>  
Association of Social Work Boards (ASWB) – <https://www.aswb.org>

### **Right to Change Requirements**

The University reserves the right to make changes of any nature to the information set forth within this manual whenever they are deemed necessary or desirable. This field guide sets forth academic and other requirements that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide students with respect to the requirements, students ultimately bear the responsibility of following the requirements.