



Washington
University in St. Louis

BROWN SCHOOL

Master of Social Policy

Field Instructor Handbook

Office of Field Education

2020 - 2021

Table of Contents

Welcome to Field Education	4
Master of Social Policy Program	4
Office of Field Education Faculty	4
Missions and Policies of Brown School & Washington University	5
Mission of Washington University in St. Louis	5
Vision & Mission of the Brown School	5
Overview of the MSP Internship	5
Purpose of Internship	5
Timing of Internship	5
Internship Recruitment and Selection	5
Required Credits and Internship Hours	6
Professional Behavior and Responsibilities of Students in Internship	6
What Field Instructors Need to Know Before the Start of Internship	6
Field Instructor to Student Ratio	6
Educational Learning Agreement (ELA)	6
Orientation for Students in Internship	7
Site Visit	7
Professional Liability Insurance	7
Automobile Insurance	7
Special Accommodations	7
Students' Activities in Compliance with the Principles of the Ethical Practice of Social Policy	8
Organizational Policies	8
Lobbying Activities	8
Sharing Sensitive Information	8
Internship Deliverables and Work Products	8
Safety and Security of Students in Internship	8
Policy Curriculum and Program Overview	9
Types of Internships	9

One-Semester Internship	9
Internship at Place of Employment.....	9
Out-of-State Internship	10
International Internship	10
Elective Internship/Practicum	10
Paid Internship.....	10
Internship Requirements for Students.....	10
Internship Registration	10
Educational Learning Agreement (ELA)	10
Student Self-Evaluation of Competencies and Performance	11
Internship Timesheet	11
Student Assessment of Internship Experience	11
Internship Requirements for Field Instructors	11
Weekly Supervision.....	11
Instructions and Overview of the ELA.....	12
ELA Face Sheet	12
ELA Part I: Field Experience Overview.....	12
ELA Part II: Competencies	12
Field Instructor Evaluation of Internship.....	12
Monitoring, Evaluations, and Internship Grades.....	13
Site Visit	13
Evaluation	13
Internship Grades	13
Problems in the Field.....	14
Student Behavior	14
Unanticipated Circumstances.....	15
Incident Reporting	15
Criteria for Continuation of Affiliation Partnerships	15
Criteria for Continuation as an Affiliated Internship Organization.....	15
Criteria for Continuation as an Affiliated Field Instructor.....	16
Field Instructor Benefits.....	16
Communications with the Office of Field Education	16
Appendix A: COVID-19 and Field Education at the Brown School	17

Welcome to Field Education

Dear Colleague,

Welcome from the Brown School Office of Field Education (OFE)! Field instruction at the Brown School is a required didactic component of the Master of Social Policy (MSP) program through its culminating student internship experience. The purpose of your **Master of Social Policy Field Instructor Handbook** is to provide information regarding the social policy field education requirements, policies and procedures that have been established for Internship students and field instructors affiliated with the Brown School. Please read and retain your handbook as a valuable reference and contact the MSP program or appropriate OFE staff if assistance or support is needed.

Thank you for your partnering with the Brown School to provide stellar field experiences to our students.

Master of Social Policy Program

Dan Ferris, MPA..... (314) 935-3187
Assistant Dean for Policy Initiatives
Hillman Hall 30
dan.ferris@wustl.edu

Tammy Orahood, MA.....(314) 935-2863
Director of Global Programs
Goldfarb Hall 229G
orahood@wustl.edu

Office of Field Education Faculty

Jennifer Harpring, MSW, MAPS..... (314) 935-2785
Teaching Professor, Assistant Dean, Field Education Individualized, American Indian/Alaska Native
Concentrator Brown Hall, 312
jharpring@wustl.edu

Jewel Stafford, MSW (314) 935-7849
Teaching Professor, Director, Racial Equity Fellows
Health, Violence and Injury Prevention, Older Adults and Aging Societies
Concentrator Brown Hall, 305B
staffordjd@wustl.edu

Ragini Maddipati, MSW, MPH (314) 935-4185
Assistant Teaching Professor
Brown Hall, 308
rmaddipati@wustl.edu

Barbara Levin, MSW (314) 935-6661
Teaching Professor, Social Impact Leadership
Concentrator Brown Hall, 314
blevin@wustl.edu

Erika Gonzalez, MSW.....(314) 935-4054
Assistant Teaching Professor, Children, Youth, and Families
Concentrator Brown Hall, 310
eigonzalez@wustl.edu

Alison Rico, MSW, LCSW..... (314) 935-6303
Assistant Teaching Professor, Mental Health
Concentrator Brown Hall, 305D
arico@wustl.edu

Elizabeth Fuchs, MSW, (314) 935-3456
Assistant Teaching Professor, MSP & Domestic Social and Economic Development
Concentrator
Brown Hall, 305D
e.fuchs@wustl.edu

Suzanne Maxey (314) 935-6602
Office Coordinator
Brown Hall, 305E
ofe@wustl.edu

Missions and Policies of Brown School & Washington University

Mission of Washington University in St. Louis

Washington University's mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching, and learning. Washington University creates an environment to encourage and support an ethos of wide-ranging exploration. Washington University's faculty and staff thrive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country, and the world.

Vision & Mission of the Brown School

Our Vision – To create positive social change through our path-breaking research and educational excellence.

Our Mission – To educate and prepare future leaders in areas of policy, practice, and research; to pioneer research and apply results to impact policy and practice locally, nationally, and internationally; and to collaborate with organizations to use evidence to improve access to and quality of social services, and to address social and economic justice.

Overview of the MSP Internship

Purpose of Internship

The Internship experience is an integral part of professional social policy education. It is designed to provide authentic practice situations where learning that occurs in the internship setting complements academic course work through the application of theories, concepts, and specific practice behaviors for the field experience.

The purpose of the graduate-level social policy Internship at the Brown School is threefold: 1) to provide challenging, innovative and substantive learning experiences to students, 2) to prepare students to assume responsibilities as social policy professionals exhibiting ethical and professional behavior, and 3) to ensure skilled supervision by experienced field instructors who have been affiliated with the Brown School based on demonstrated knowledge in the field. Students are required to complete a total of three (3) academic credits (equivalent to 360 hours of field work) in a social policy internship to graduate.

Timing of Internship

The 360-hour internship is completed on a full-time basis (up to 40 hours a week). Students typically complete their policy coursework prior to beginning the social policy Internship. Following the Brown School's suggested academic sequencing for the MSP program, most students begin the internship in the summer after the completion of their courses. Some Advanced Standing MSW/MSP students may elect to complete their internship mid-way during their policy coursework during the summer between their spring and fall semester.

Internship Recruitment and Selection

The OFE and MSP program do not assign students to internship organizations. The student is responsible for the selection of internship. Field advisors support students via mentoring and programming. This model allows each student to consider learning experiences that contribute to professional identity, provide a comprehensive base of theory, knowledge, and skills, and build on their own personal short- and long-term career goals.

Practicum position descriptions may be created by practicum organizations and posted to the Brown School's practicum database, called Symplicity, for students to view. All positions must be approved by OFE once submitted for posting. Once approved, positions are available for students to search for and view, and students will contact organizations based on their interest and qualification for posted positions. For more information on how to post positions, please email ofe@wustl.edu.

Field Faculty members share the responsibility for assisting students to select field experiences. This model allows each student to consider learning experiences that contribute to professional identity, provide a comprehensive base of theory, knowledge, and skills, and build on their own personal short and long-term career goals.

Required Credits and Internship Hours

MSP students are required to complete a total of three academic credits, equivalent to 360 hours of field work, with a grade of PASS in a social policy internship to graduate. The breakdown of hours worked per week is negotiated between the student and field instructor. However, students may not accumulate more than 40 work hours per week in their Internship. Students may volunteer or work at the internship organization before or after the completion of the contracted internship hours, as long as the duration and terms of continued service is agreeable to both the student and the organization.

Professional Behavior and Responsibilities of Students in Internship

Consistent with the knowledge, values, ethics, and skills of the social policy profession, students in internship are expected to adhere to the profession's values and ethics in all aspects of the field instruction experience. Responsibilities of students in internship include:

- Arranging and maintaining a schedule for weekly field supervision
- Planning, attending, and actively participating in weekly supervisory sessions
- Preparing an agenda for supervision
- Keeping a timesheet of completed Internship hours
- Assuming responsibility for demonstrating all competencies and practice behaviors through learning activities
- Communicating with the field instructor regarding the student's learning needs and interests, conflicts regarding field instruction, and challenges to develop as a policy professional
- Participating in the site visit
- Consulting with the organization about safety and liability
- Fulfilling all the obligations and expectations set forth in the student's Educational Learning Agreement
- Contacting the OFE if problems arise in the field that may need support, clarification, and resolution
- Submitting the Student Self-Evaluation of Competencies and Performance and Student Assessment of Internship Experience at the end of the field experience

Additional student responsibilities are discussed in the "Internship Requirements for Students" section and throughout this handbook.

What Field Instructors Need to Know Before the Start of Internship

Field Instructor to Student Ratio

It is strongly recommended that field instructors supervise no more than three students in Internship per semester. This field instructor-student ratio (3:1) affords the field instructor the opportunity to effectively engage and supervise a manageable number of students at any given time, so as not to infringe upon the time and availability of the field instructor to provide quality supervision to all students, and effectively attend to his or her own job duties. An exception to this policy may be made for professionals whose primary job is to supervise Internship students or volunteers.

Educational Learning Agreement (ELA)

The ELA serves as the learning agreement and guide to monitor the student's progress toward gaining competency during the field experience. Completion and submission of the ELA to the OFE is the responsibility of the student in with consultation with and support of the field instructor.

Orientation for Students in Internship

A successful Internship partnership between a field instructor and student begins with a well-planned orientation program. An effective orientation process can help a student quickly acclimate to their Internship setting, better understand their role in the organization, and clearly define their tasks, duties, and responsibilities in the Internship. The orientation of a student to their Internship organization and/or site should include:

- Adaptation to the culture and environment of the organization – tour of facility, student’s office space, review of dress code, work schedule, holiday/vacation schedules, use of phone, travel reimbursement, resources manuals, and reference materials
- Agreement on the student’s role in Internship, including boundaries of student’s involvement in projects, meetings, or committees, persons with whom the student may consult, and student’s working title (e.g., research associate intern)
- Review of the history, mission, funding sources, services and organizational chart
- Review of organizational policies and procedures, including the organization’s stance on confidentiality
- Review of the code of ethics followed by the organization or Internship site
- Review of organizational procedures for documentation, record keeping, and reporting work time
- Introduction to key administrators and staff in the organization
- Introduction to key community resources and persons outside of the Internship organization with whom the student is likely to interact
- Review of personal safety issues and training necessary to protect the well-being of the student.

Students who will be engaged in internship tasks and duties off-site from the internship organization should also be oriented in a similar manner as indicated above to the culture, operations, and policies of the work sites.

Site Visit

All Internship students are required to facilitate a site visit for a designated Brown School professional approximately midway through the student’s entire Internship experience as indicated on the face sheet of the ELA. For Internship at out-of-state or international locations, an e-mail, phone conference, or video conference may be arranged. The visit is scheduled in coordination with the student, field instructor, and field advisor. The field instructor, student, and site visitor will meet for approximately 30 minutes to discuss the student’s progress in Internship; therefore, the field instructor’s participation in this meeting is vital (see “Site Visit” in the “Internship Requirements for Field Instructors” section).

Professional Liability Insurance

Washington University carries a \$2 million insurance policy per person for its various professional fields. This program covers duly registered Brown School students for events that may occur while performing duties in their internship. Field instructors and organizations can obtain proof of coverage by contacting the OFE.

Automobile Insurance

The University does not provide automobile liability coverage to students. Students who will be using their personal vehicle or a company vehicle for organizational business should negotiate automobile coverage with the organization prior to the start of the Internship.

Special Accommodations

Students with disabilities or those requiring special accommodations in the field should discuss those needs with the field instructor and the Washington University Office of Disability Resources so that reasonable accommodations can be identified and planned for accordingly. Reasonable accommodations are tools or arrangements that facilitate or enhance the performance of a student with a disability or special needs.

Criminal Background Checks, Drug Screenings, HIPPA Certification, and Verification of Health Status

Some organizations may require screenings, certification, and verification or vaccinations from students prior to beginning Internship. Such circumstances may include, but are not limited to the following: criminal background check, drug screening for illicit drugs, vaccinations, HIPPA training/certification, and/or verification of health status. Washington University does not require or facilitate such requirements of students. The field instructor should communicate directly with the student about these requirements and compliance with organizational standards and policies. Students are individually responsible for obtaining the required background checks, screenings, required trainings/certifications, and all associated costs and fees.

Students' Activities in Compliance with the Principles of the Ethical Practice of Social Policy

The Brown School supports the policies of affiliated internship organizations. However, because internship students are not employees of these organizations, students are encouraged to pay special attention to the requirements or their internship tasks and duties in order to comply with any related codes of ethics and practice in their policy and related fields. The codes of ethics in social work, public health, and other fields provide values and beliefs which serve as the foundation for morally responsible policy practice that should guide students in their professional behavior as agents of the organization while in Internship.

** Note: Dual degree MSP/MSW students must comply with the National Association of Social Work (NASW) Code of Ethics and MSP/MPH students with the Principles of the Ethical Practice of Public Health.*

Organizational Policies

Students are required to comply with the rules and policies of the internship site, insofar as they pertain to the students' activities during internship. It is the responsibility of the field instructor to ensure that students are well-apprised of the organization's policies, consequences should violations of such policies occur, and dress and professional comportment aligned with organizational policies. Field instructors should also discuss with the student the potential for conflicts of interest regarding the policies of the organization and principles/ethics of the social policy profession.

Lobbying Activities

Students who will be engaged in formal lobbying activities as a part of the Internship experience should discuss with the Internship organization and the OFE the issue of registering as a lobbyist with the appropriate governmental entity. If the field instructor and student determine that registration is appropriate, the student must register as a lobbyist with the Internship organization and not with the University. It is the responsibility of the organization and student to comply with all laws and regulations relevant to lobbying.

Sharing Sensitive Information

The OFE will share all Internship-related information, in compliance with the Family Educational Rights and Privacy Act (FERPA), with appropriate persons including the student's academic advisor, the Internship field instructor, Assistant Dean for Academic Affairs and the Associate and Assistant Deans for Policy Initiatives. Relevant information is defined as information that may have an impact on the student's learning experience, clients, constituents, the Internship organization, field instructor, or staff. Such information, as appropriate, will be shared to enhance the learning process. Field instructors are also expected to share relevant information with the OFE. The Internship organization may require the student to sign a release of information form for some types of information.

Internship Deliverables and Work Products

While in Internship, students should operate under the following assumption: a work product produced in the course of a Internship, under the supervision, guidance, and review of a representative(s) of the organization, using the organization's data and/or resources is considered the property of the organization. An exception may exist when the student is provided with written permission from the organization stating otherwise. Compliance with all federal and state regulations governing copyright, HIPAA, etc. is the standard of conduct.

Safety and Security of Students in Internship

The safety of students in internship is a priority for the Brown School, and if not addressed, concerns about personal safety can significantly impact learning opportunities in the field. While the University does not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks.* The University and Internship organizations must partner to reduce risks to students in Internship. Therefore, field instructors and Internship organizations, when applicable should:

- Discuss safety and security matters with the student during the interview and throughout the Internship
- Relay information about the prevalence of or potential for violence while conducting Internship activities to the student
- Explain and enforce organizational safety protocols with the student, including building and office security, emergency procedures, management of violent clients and home visit safety procedures.
- Provide a tour of the surrounding neighborhood/community and address concerns the student may have regarding work in the community or area
- Allow the student to observe staff engaged in the work for which the student is preparing
- Allow the student to be observed while engaged in learning activities Provide the student with security resources (i.e., safety training and cellular phones) available from the Internship organization.

Examples of activities that warrant special concern and discussion with the student and the OFE prior to the start of Internship include, but are not limited to:

- Transportation of a client with a history of violent behavior
- Internship work when at times, the student will be alone or in volatile areas where other staff will not be present

In the event that a student is involved in an incident resulting in the risk of or experience of any personal threat or assault to themselves or others during the Internship, they must complete an Incident Reporting Form (see “Incident Reporting” section).

**Note: Students are expected to follow organizational policies, procedures, and protocols regarding the necessity of home visits, if applicable.*

Policy Curriculum and Program Overview

Students in the MSP degree program must complete the following requirements to graduate:

- 5 required courses (15 credit hours)
- 3 elective courses (9 credit hours)
- 1 internship (3 credit hours)
- 2 short courses (4 credit hours)

The MSP program consists of foundation courses in economics, politics, policy analysis, statistics, and management, short courses and electives for a minimum of 31 credit hours that includes their 3-credit, 360 hour internship. Students select from over 40 elective options ranging from building skills and analysis, gaining a deeper understanding of current issues and policy topics, and researching policy development of the past and present. A key component of the program is the culminating internship where students apply their coursework and prior field experience toward identifying and completing significant opportunities for policy analysis, implementation, and/or practice.

Types of Internships

One-Semester Internship

In consultation with the field instructor, students complete 360 hours of internship in a full-time role (30-40 hours per week) over a period of 9-12 weeks. An approved copy of the Educational Learning Agreement should be provided to the field instructor by the student. Students are required to submit only **one** Educational Learning Agreement during their Internship experience at any one organization.

Internship at Place of Employment

The OFE does not recommend that students complete Internship at a previous place of employment. An exemption from this policy may be requested by students through submission of the Petition to Complete Internship at Place of Employment Form. A student who has an offer for a new permanent full-time policy position upon completion of their coursework may work with the OFE and MSP program to explore the possibility of the opportunity to incorporate and fulfill the required elements of the internship.

Students approved to complete internship at a previous place of employment must ensure that the following conditions are met:

- The organization and field instructor must be affiliated with the Brown School
- The field instructor cannot also be the student’s day-to-day work supervisor
- The Internship is ideally in a different program/department than the one in which the student is employed
- Internship hours cannot be counted as work time, nor can work time be counted as Internship hours
- The student must be evaluated as a learner rather than as an employee
- The Educational Learning Agreement must attend to all competencies and practice behaviors as related to the Internship experience and not to the student’s regular work tasks and duties

Out-of-State Internship

Upon approval from the OFE, MSP students may complete their Internship outside the St. Louis metropolitan area in another U.S. city and state). Out-of-state organizations and professionals must meet the same criteria to affiliate as Internship organizations and field instructors that apply to local organizations and professionals. Students requesting to complete their Internship at an out-of-state location must submit the required documents, be approved for the experience, and follow the OFE's policies and requirements for out-of-state internship. **Special Note: This application requirement to do practicum at an out-of-state organization is waived during the Covid-19 pandemic.**

International Internship

An international internship is defined as a field placement that is completed at a Core Affiliated Practicum (CAP) site in a country or U.S. territory outside of the United States. International internship students are required to comply with all OFE field-related requirements, guidelines and timelines. Students will also be required to attend to mandated competencies and practice behaviors established in the ELA. Students interested in completing an international practicum must receive joint approval from the OFE and the Global Programs Office. The approval for an international practicum/internship involves a multi-step process in which students will work with faculty and staff through a **guided selection process**. **Special Note During the 2020/21 academic year, due to the COVID-19 crisis, international organizations may offer virtual, remote opportunities for students. (Students may also opt to delay an international practicum/internship until summer 2022).**

Elective Internship/Practicum

An additional one (1) credit to five (3) credits of field education experience can be taken as elective courses during the fall or spring semester separate from and in addition to summer internship requirement. These opportunities are typically time sensitive or involve work during a time limited legislative session. One elective practicum credit equals 120 hours in the field and may be completed at a prior practicum organization or at a different field site.

Paid Internship

A paid Internship may be offered at the discretion of the Internship organization. While it is appreciated when Internship organizations provide compensation to students in Internship, it is not a requirement for an organization to serve as an Internship site.* There is no minimum or maximum amount of compensation a student may receive. However, under no circumstances may the field instructor or Internship organization alter the agreed upon Educational Learning Agreement, contracted Internship hours, or Internship requirements as a condition of a compensated Internship without the approval of the Director of Field Education. In addition to the Internship Timesheet required by the OFE, field instructors may require students to complete the organization's timesheet to track and verify Internship hours in compliance with the organization's protocols.

**Note: For the consideration of offering students compensation for Internship, please note that students do incur a financial expenditure for registering for Internship as a class for which they pay. Students completing out-of-state and international Internship typically incur additional travel and lodging expenses for which they are financially responsible.*

Internship Requirements for Students

Internship Registration

Course Requirement – Internship is a course requirement, and students must register for the MSP Internship course **S70-5039** to receive credit for field work. Internship must be completed in the summer semester each academic year.

Internship Registration – In addition to registering for Internship as a course, students are required to complete and submit a Internship Registration via Symplicity no later than **two weeks prior** to the start of internship. Notification will be sent via email to the student and field instructor regarding non-acceptance of the registration with an explanation for the rejection of the internship. A student may not accumulate internship hours with a non-affiliated organization or under the supervision of a non-affiliated field instructor.

Educational Learning Agreement (ELA)

The student must meet with the field instructor to develop an ELA. The ELA serves as a contract to guide and monitor the student's progress toward gaining competency during the field experience. To receive credit for Internship hours, the student must submit a signed electronic copy of the ELA to the OFE via email for review and approval by the specified due date or

before completing 40 hours in Internship, whichever occurs first. Accumulation of Internship hours may continue while the ELA is being reviewed. Students and field instructors will be notified if revisions are required and/or when the ELA is approved. No credit for hours completed during Internship is given if an ELA is not submitted and approved according to Internship guidelines. Specifics of the ELA are described in “Instructions and Overview of the ELA” in the “Internship Requirements for Field Instructors” section.

Student Self-Evaluation of Competencies and Performance

No later than two weeks prior to the anticipated ending date of the Internship, students should complete a Student Self-Evaluation (available online). The self-evaluation is completed at the end of an entire Internship experience at any one agency. In the self-evaluation, students are asked to evaluate growth in skills and knowledge identified in their ELA based on the following five-point scale:

5 = Advanced (Consistently exceeds expectations)

4 = Proficient (Consistently demonstrates ability)

3 = Developing

2 = Beginner

1 = Does not demonstrate

Students must also provide specific examples of their Internship performance in various professional areas as indicated in the evaluation.

Internship Timesheet

Throughout the Internship, students are expected to document all hours accumulated throughout the Internship. Completion of the Internship Timesheet is governed by Brown School’s policies regarding Academic and Professional Integrity. The timesheet must be monitored by the field instructor, signed by the student and field instructor (after completion and review of the student’s self-evaluation and the field instructor’s evaluation) and submitted to the Office of Field Education at the completion of the entire Internship. Students may not accumulate more than 40 hours per week in Internship.

Student Assessment of Internship Experience

Students are required to thoughtfully and critically assess their Internship experiences by completing the Student Assessment of Internship Experience survey at the end of their Internship. Field instructors have requested this candid feedback to improve their effectiveness as mentors and to enhance the organization’s Internship experience for future students. Survey results are anonymously made available to Brown School students engaged in the Internship search process. Field instructors are also provided the results of the survey (a semester after students’ grades have been assigned) to use as feedback to evaluate, for example, their personal effectiveness as a supervisor/mentor, the organization as a learning environment, or enhancement of the Internship experience for future students.

Internship Requirements for Field Instructors

The field instructor/student relationship is critical to the development of competent social policy professionals.

Weekly Supervision

Field instructors are required to provide one hour of weekly, individualized supervision to each student in Internship. The weekly meeting should include an agenda of topics prepared by the student to discuss. Topics may include:

- Updates on the student’s progress with tasks and projects
- Challenges/problems faced by the student
- Accomplishments/goals the student has achieved
- Issues of cultural competency and diversity (within the organization and with clients/constituents)
- Processing of the organizational culture
- Identification of training opportunities for the student
- Discussion and mentoring regarding the student’s professional development and career goals
- Discussion of news and trends of social policy information relevant to the organization’s field of service, the student’s tasks/projects, etc.

Group Supervision – Organizations hosting more than one Internship student or other interns may choose to offer group supervision to students as a **supplement** to (but not in lieu of) individual supervision. Group supervision may be used to orient a group of students to the organization, allow students the opportunity to meet other interns and

coordinate student projects, or provide a forum for guest speakers and professional development for students that enhance their Internship experience.

Task Supervisor – The Brown School differentiates between an affiliated field instructor and an organizational task supervisor. A task supervisor is often a staff member who assumes specific responsibilities for the student’s Internship learning as delegated and monitored by the field instructor. A task supervisor does not replace the field instructor nor can the task supervisor substitute for the field instructor in weekly supervision* Therefore, the task supervisor is not expected to meet Brown School’s criteria for supervision and evaluation but should be informed of the Brown School’s Internship requirements and procedures. It is the responsibility of the field instructor to help the student integrate the task supervisor’s contribution into the overall learning experience.

**Note: OFE recognizes that on occasion, a field instructor may be unavailable to meet with the student for weekly supervision (e.g., field instructor is on vacation or at an out-of-town conference/meeting). In these instances, a task supervisor may meet with the student to monitor their progress and address any concerns or issues.*

However, this substitution is only acceptable for short-term situations. Field instructors who will be absent for supervision over an extended period of time must notify the OFE to discuss a plan for continuing supervision.

Instructions and Overview of the ELA

The ELA (Educational Learning Agreement) is the learning contract developed by the student in consultation with the field instructor. Essentially, the ELA serves as the student’s “job description” for Internship and should be used as a guide for developing and monitoring learning activities, goals, and objectives. A revised copy of the ELA or a written addendum specifying new tasks and duties for the student must be submitted to the Office of Field Education if substantive changes are made in the student’s primary assignments. Details and instructions on completing the ELA are following.

ELA Face Sheet

The ELA Face Sheet serves as the cover page for the ELA and provides the student, field instructor, and OFE with specific information related to the Internship, contact information for the student and field instructor, the number of credits (corresponding to contracted work hours) to be completed, the number of semesters the student intends to be in Internship at the organization, and additional information helpful to the OFE. The bottom half of the Face Sheet provides a place for signatures, which are required. Once the ELA is completed and signed, the student is responsible for emailing it to their field advisor for final approval. Students and field instructors are notified via e-mail when the ELA is approved or if revisions are required.

ELA Part I: Field Experience Overview

The Field Experience Overview is to be completed by the student in consultation with their field instructor. First, students are asked to provide a general, but thorough, description of the organization, including the structure and mission of the organization, as well as the population(s) being served. Next, students are asked to identify goals and objectives for the Internship, as well as projects or deliverables that will be created in Internship. Students are then asked to check off specific items covered during orientation to the organization.

ELA Part II: Competencies

The Competencies section allows the student and field instructor to identify 1-5 specific learning activities related to social policy skills, knowledge, and competencies. Students and field instructors should generate the list of activities together. Field instructors will then identify methods of evaluating the student on each of the competencies.

Field Instructor Evaluation of Internship

After reviewing the student’s self-evaluation, the field instructor completes the Field Instructor Evaluation of Internship, available online through a link and password that will be emailed to the field instructor, along with instructions on how to complete the evaluation. The field instructor will receive notification to complete their evaluation of the student after the student’s self-evaluation has been submitted. In the evaluation, the field instructor evaluates the student’s performance of each competency area using the five-point scale below. The field instructor also evaluates the student’s overall performance of the Internship experience, rates aspects of the student’s professionalism, and suggests a grade for the student. Field instructors should print their final evaluations for review

5 = Advanced (Consistently exceeds expectations)

4 = Proficient (Consistently demonstrates ability)

3 = Developing

2 = Beginner

1 = Does not demonstrate

Monitoring, Evaluations, and Internship Grades

Site Visit

A Brown School professional will monitor the student's progress in the field and conduct a minimum of one on-site visit per student's entire Internship experience as indicated on the face sheet of the ELA. As implied the "site visit" is to occur at the organization (unless the Internship is at an out-of-state or international location, in which case a video or phone conference will be scheduled or an e-mail will be sent).

Evaluation

Evaluation is viewed as a continuous process occurring throughout the course of the Internship experience, a necessary aspect of public accountability and, hence, a necessary part of policy practice. The Student Self-Evaluation of Competencies and Performance is completed by the student and provided to the field instructor two weeks prior to the completion of Internship hours each semester a student is in Internship. Following the review of the student's self-evaluation during supervision, the field instructor must complete and submit their evaluation of the students' performance online using the Field Instructor Evaluation of Internship. Both of these evaluations provide important feedback regarding the student's progress and professional aptitude in the Internship.

Internship Grades

Internship grades are based on the demonstration of professional competencies, and through the application of knowledge, skills, and abilities in the field.

The Office of Field Education uses the following assessment tools to assign a final grade: Education Learning Agreement, Site Visit completion, Student final self-evaluation, time sheet completion, and field instructor evaluation

The Grading Scale is:

- Pass with distinction
- Pass
- Fail

Tool	Due Dates (Non-graduating Students)	2020-21 Due Dates (Graduating Students)
Student Self-Evaluation	Two weeks before the last day of internship	Fall: November 15 Spring: April 14 Summer: August 17
Field Instructor Evaluation <ul style="list-style-type: none">• Emailed to field instructor when student completes Self-Evaluation	On the last day of internship	Fall: December 2 Spring: May 1 Summer: September 1
Timesheet <ul style="list-style-type: none">• To be completed by the student throughout internship and reviewed during the site visit	On the last day of internship	Fall: December 2 Spring: May 1 Summer: September 1

Final grades are determined by the field advisor. The following will be taken into account:

- 1) Educational Learning Agreement (ELA)
 - a. Timely submission of the ELA
 - b. Quality of the ELA
 - i. ELA is thorough and reflects a substantive Internship experience
 - ii. ELA describes student's work as they relate to identified policy skills and areas of knowledge
- 2) Student Self Evaluation
 - a. Timely submission of the Student Self Evaluation
 - b. Quality of reflection in Student Self Evaluation
 - i. Student describes their work in their Internship and how it ties to new skills and knowledge
 - ii. Student ties their Internship work to the mission of the organization

- iii. Depth of student reflection on communication, leadership, and professional growth
- 3) Field Instructor Evaluation: Grade suggested by Field Instructor
- 4) Timesheet: Timely submission of complete timesheet

Problems in the Field

There are occasions when problems arise during the Internship involving the student or that affect their Internship experience. It is crucial that any problems or concerns associated with a student's performance in the field, with a field instructor, or with the Internship organization are brought to the attention of the Office of Field Education as soon as they become apparent.

Only in this way will the student and field instructor have full opportunity to initiate timely, corrective steps to remedy a resolution, as described below.

Student Behavior

All Brown School students are expected to practice professionally, ethically, and morally during Internship. This expectation is expounded throughout the academic year in various trainings and coursework, and is mandated within the practice behaviors and professional competencies and the Education Learning Agreement. Yet, there may be times when a student's behavior (intentional or unintentional) impedes successful performance in the Internship or is detrimental to the mission and/or operations of the Internship organization. The following are examples of student behavioral issues in Internship:

- Excessive absenteeism or tardiness – excused or unexcused
- Failure to provide reasonable notice of an unscheduled absence from the Internship
- A single gross violation or repeated violations of Brown School policies and procedures around academic integrity and/or professionalism
- Gross or repeated violations of the organization's policies and/or procedures
- A sustained low level of performance that is unresponsive to corrective action
- Reporting to the Internship site under the influence of drugs or alcohol
- Evidence of severe, personal behavior problems that impeded completion of work tasks or projects
- Maintaining, after it has been addressed, a hostile, negative attitude manifested in behaviors towards clients, constituents, instructors, peers, organization staff, and/or University staff
- Failure to maintain professional boundaries and behaviors in respect to the organization's clients, constituents, and staff
- Any sexual or inappropriate relationship with a client, constituent, or staff member

When such behaviors occur, field instructors have several courses of action to remedy a solution to the situation:

Internship Support Plan (ISP) – If alerted to problems related to student behavior early in the semester, the MSP OFE Program Manager may develop an "Internship Support Plan" to assist the student with improving behavior. The support plan is completed by the field instructor and academic advisor, signed by the student, field instructor, or Brown School professional, and must contain the following information:

- Narrative of identified concern/behavior
- Description of previous attempts to address the concern, including educational feedback, increased supervision, changes in the Educational Learning Agreement, or other interventions
- Plan for resolution, including specified deadlines, clearly stated objectives for all involved parties (i.e., student, field instructor, task supervisor, etc.) and their subsequent responsibilities, and what measures of success will be utilized to determine if the support plan is successful

A copy of the plan must be provided to the student, the field instructor, and the Office of Field Education. The MSP OFE Program Manager must be kept informed of all problematic field-related instances involving the student and field instructor, and may become directly involved at any point in the process. If the student's performance remains unsatisfactory following the implementation of the PSP and it appears that a failing grade will be the resulting occurrence, communication and/or a meeting between the student, field instructor, advisor, and the MSP OFE Program Manager will be scheduled.

Student Termination from Internship – If the objectives of a Internship Support Plan (as summarized above) cannot be achieved and the student's behavior does not improve, after consultation between the student, field instructor, and field advisor, a student may be terminated from Internship. The field advisor will consult with the student and the field instructor regarding the specifics and requirements of the termination, and initiate the process. A student may also be removed or

terminated from Internship for the following reasons:

- Failure to meet academic and behavioral standards of the policies and procedures of Internship (as outlined in the Office of Field Education “MSP Field Education Student Handbook”)
- Failure to disclose critical background information on application forms or in pre-Internship and Internship interviews

Unanticipated Circumstances

Some problems that occur during Internship are due to changes beyond the student’s or field instructor’s control such as changes with the field instructor (e.g., field instructor leaves or is terminated), changes within the organization (e.g., internal restructuring or loss of funding), or changes with the student other than behavioral problems (student illness or death in the family). The field instructor or organizational representative is required to notify the Office of Field Education as soon as possible when circumstances necessitate change in supervision or if a Internship must be terminated. A student may also be removed from field due to: Decision of the Office of Field Education and/or recommendation of the site visitor that the organization is not meeting the outlined learning objectives of the Educational Learning Agreement

- The Internship organization or field instructor fails to demonstrate commitment to the Brown School field program requirements
- Failure of the field instructor in providing consistent supervision over the student’s learning experiences and activities
- Student’s personal safety is jeopardized by continuing in Internship

Change in Field Instructor – Whenever possible, the field instructor or organizational representative (in the event that the field instructor is no longer employed by the organization or otherwise incapacitated) is encouraged to explore all options that might allow the student to remain at the Internship site under different, pre-approved, supervision. If another professional from the organization is available to serve as a field instructor, students may complete a Petition to Change Field Instructor Form with the assistance of the current field instructor. The Office of Field Education will only approve a change in field instructor if the proposed field instructor is able to meet the requirements for affiliation. On a case-by-case basis, the Office of Field Education may work with the Internship organization to determine an alternative plan for supervision.

Student Requested Termination from Internship – Students may request to terminate an internship by completing the “Petition to Terminate Internship Form” which must be signed by the student, field instructor, and OFE. A review of the Internship situation is completed by the Field Advisor. A review does not end an internship experience until approval is granted. If the approval for termination is granted, the student may receive a grade for hours completed if they are equal to at least one credit (120 field hours), and work with OFE and the MSP program to identify an additional internship opportunity to complete the 360-hour requirement.

Incident Reporting

Washington University is not in a position to take action against incidents involving students that occur off site, but the School will assist students in documenting any incidences in which a student is involved (see “Safety and Security of Students in Internship” section). Students, field instructors, and/or advisors can use the Internship Incident Reporting Form to document the details of the incident and to assist in determining the action needed to be taken. The form is available for students through Brown School and available to field instructors upon request from OFE. This form should be completed in addition to reporting documents required by the Internship organization, field site, Washington University, Brown School, or other investigating officials, and in no way substitutes for the forms, policies, or procedures that are required by any parties affected by or responding to the incident. Completed forms should be returned to the OFE.

Criteria for Continuation of Affiliation Partnerships

Affiliation partnerships between the Brown School, field instructors and organizations are the hallmark of successful Internship experiences for our students. To ensure the synergism of the partnership is supported, the Office of Field Education requires field instructors and Internship organizations to continue to meet the criteria of the affiliation as outlined in the affiliation application process and below. Partnerships of affiliation are granted for a period of three years and must be renewed every three years. However, the Office of Field Education, the field instructor, or the organization may request to terminate or suspend an affiliation partnership at any time. Such requests should be made in writing.

Criteria for Continuation as an Affiliated Internship Organization

- Currently employ an affiliated field instructor
- Commitment in philosophy, policies, values, ethics, and practice as applicable of the public health, social work, and policy professions
- Ability to provide graduate-level learning opportunities that are consistent with the student's educational development and the organization's social policy mission and services
- Competent staff (including at least one affiliated field instructor) sufficient to maintain program services without relying on students
- The ability to provide the resources necessary for students to carry out assignments, (e.g. telephone, desk, computer, administrative support, etc.)
- Willingness to invest necessary resources in student learning, including adequate release time for field instructors to attend School-sponsored meetings and to supervise students (defined as sufficient time for adequate review of the student assignments and learning goals; the requirement is at least one hour of individual supervision per student per week).
- Commitment to social policy, public health and/or social work education, ability to provide quality learning opportunities for students as measured by quality and scope of assignments, diversity of clients/partners, service to underserved populations, and other appropriate criteria
- Clear differentiation between the student's role as employee and the student's role as a graduate-level learner if student is employed at the site
- Organization must have existed for a minimum of one year and have received an affiliation site visit by an Office of Field Education staff member, when feasible

Criteria for Continuation as an Affiliated Field Instructor

- Demonstrated competence in supervision
- Provision of one hour per week (per student) regularly scheduled supervision meetings
- Provision of graduate-level practice experiences in keeping with individual student needs/abilities
- Demonstrated commitment to the construction of the Educational Learning Agreement
- Willingness to share expertise, time, and professional experiences with student(s)
- Willingness to meet with student(s) informally via unscheduled conferences and meetings (as needed)
- Participation in site visit during student's Internship experience
- A pattern of positive interactions with students, advisors, and Office of Field Education staff
- Timely and appropriate communications with the Office of Field Education as needed
- Timely submission of evaluations and other Internship documents
- Continued employment in "good standing" with the Internship organization
- Demonstrated professionalism in conduct and character

Field Instructor Benefits

Brown School field instructors are provided the following benefits:

- Continuing Education Units (CEUs)
 - Three CEUs are granted each academic year to active field instructors
- Continuing Education and Professional Development events (at a reduced cost)
 - Access to the Professional Development Series
- Opportunity to audit Brown School courses
 - Ability to audit courses, with instructor approval, at the Brown School
- Evidence-Based Resources
 - Access to online Evidence- Based Practice (EBP) Resource Area

Communications with the Office of Field Education

When situations arise that necessitate the need for consultation or sharing information, field instructors should initiate communication with the OFE. Timely communication is critical. Circumstances may include but are not limited to:

- Outstanding student performance in practicum
- Inquiries regarding policies and procedures
- Student behavioral issues or concerns in practicum
- Requests to terminate practicum
- Requests to terminate or suspend the practicum affiliation
- Incident reporting

- Organizational changes (downsizing, restructuring, facility closing, address, telephone number, email address, etc.)
- Changes in contact information for the field instructor or organization

Appendix A: COVID-19 and Field Education at the Brown School

COVID-19: Field Education Information & Resources

Field education information is rapidly changing to adapt to the current situations in St. Louis City, County and Illinois. Throughout all these changes, the health of students and of the community is of utmost importance. The Office of Field Education has been working with both students and organizations to develop plans that meet the needs of all parties.

Practicum site vs. Remote Work

We recommend students continue to work remotely if possible. There is still a risk of spread and infection from COVID-19. Students are not required to return to the site simply because a shelter-in-place order is not in effect. **If both student and site agree that in person work is necessary, student and field instructors should communicate their plan in the ELA.** The following will be assessed:

- The scope and nature of the learning activities student will be involved in in-person and if it is essential
- The organization's plan to minimize the spread of COVID-19
- Provision and proper use of PPE
- Social distancing at the site
- Other preventative measures

Students will be responsible in helping to prevent the spread of COVID-19 including:

- Monitoring symptoms daily using the most up to date symptom monitoring checklist provided by the Brown School, and staying home if they have any symptoms
- Reporting exposure at the site to the school
- Reporting exposure to the site
- Limiting activities that expose student to COVID-19

Students will need to adhere to any organizational, local, state, or federal policies regarding travel restrictions. They will need to monitor shelter-in-place orders and be prepared to complete internship activities remotely.

Adjustments in Internship Hours

In alignment with flexibilities provided for social work and public health practicum students, students who encounter difficulties in their internship in relation to the COVID-19 may request an exception to complete reduced (300) hours for Summer 2021 to be approved by their field faculty and MSP program.