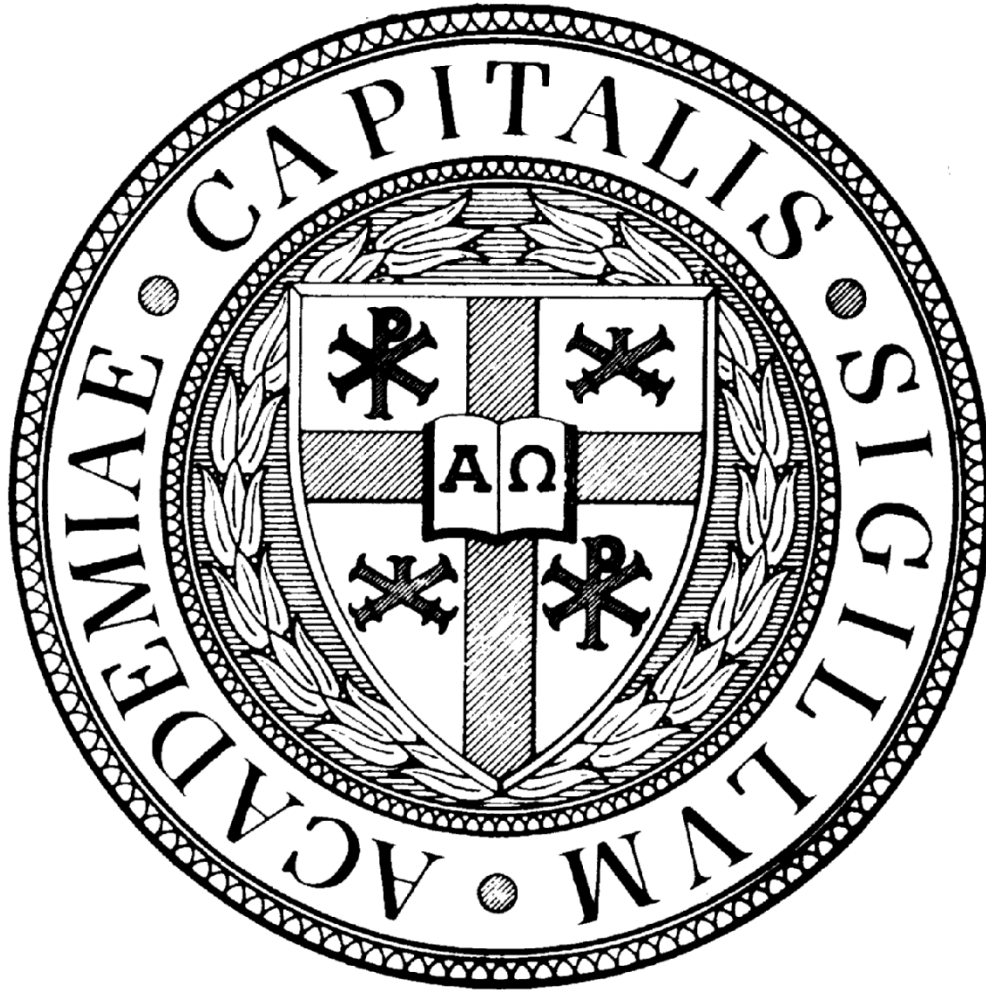


Capital University
Social Work Field Education Program



Field Education Manual

(DF April 2024)

Field Education Manual

Table of Contents

PREFACE	5
GENERAL PROGRAM INFORMATION	6
HISTORY OF THE SOCIAL WORK DEPARTMENT	6
DEPARTMENT OF SOCIAL WORK MISSION STATEMENT	6
BSW PROGRAM MISSION STATEMENT	6
MSW PROGRAM MISSION STATEMENT	6
BSW/MSW COMPETENCIES	7
FIELD EDUCATION PROGRAM DESCRIPTION	7
FIELD EDUCATION PURPOSE	7
FIELD PLACEMENT RESOURCES AT CAPITAL UNIVERSITY	8
BSW FIELD EDUCATION PROGRAM OVERVIEW	8
BSW PROGRAM GOALS	8
BSW PROGRAM CURRICULUM	8
BSW FIELD EDUCATION REQUIREMENTS AND ELIGIBILITY	9
BSW FIELD HOURS	10
MSW FIELD EDUCATION PROGRAM OVERVIEW	11
MSW PROGRAM GOALS	11
MSW PROGRAM CURRICULUM	11
MSW FIELD EDUCATION PROGRAM REQUIREMENTS/ELIGIBILITY	12
MSW FIELD HOURS	12
FIELD PLACEMENT CRITERIA: ROLES, RESPONSIBILITIES AND EXPECTATIONS	13
<i>Student</i>	13
<i>Field Instructor</i>	14
<i>Task Instructor</i>	14
<i>Faculty Field Liaison</i>	15
<i>Field Education Director</i>	15
FIELD PLACEMENT INFORMATION	16
FIELD PLACEMENT SELECTION PROCESS	16

CRITERIA FOR SELECTION OF FIELD PLACEMENT AGENCIES	16
CRITERIA FOR SELECTION OF FIELD INSTRUCTOR	18
TRAINING AND PARTNERSHIP OPPORTUNITIES FOR FIELD INSTRUCTORS.....	18
<i>Field Instruction Orientation</i>	18
<i>Field Instructors' Workshops</i>	18
<i>Informal Discussion</i>	18
FIELD PLACEMENT PROCESS	19
BSW FIELD EDUCATION PROGRAM.....	19
PREREQUISITE REQUIREMENTS:	19
MSW FIELD EDUCATION PROGRAM	19
PREREQUISITE REQUIREMENTS:	19
<i>Acceptance into the MSW Program</i>	19
FINDING YOUR FIELD PLACEMENT	19
<i>Step One: Application for Student's Field Placement</i>	19
<i>Step Two: Field Placement Interview with Field Education Director</i>	19
<i>Step Three: Finding a Field Placement</i>	20
<i>Step Four: Malpractice Insurance</i>	20
<i>Step Five: Preparing for the Field Placement</i>	21
DURING THE FIELD PLACEMENT	21
<i>Documentation of Field Placement Hours—Time Sheets</i>	21
<i>BSW Required Hours</i>	22
<i>MSW Required Hours</i>	22
<i>Supervision Logs</i>	22
<i>Weekly Supervision Meetings</i>	22
<i>Field Education Learning Agreement and Evaluation—The Learning Agreement (LA)</i> 22	
<i>Learning Agreement and Evaluation Competencies of the BSW/MSW program</i>	23
<i>Learning Agreement and Evaluation</i>	24
<i>Some guidelines for each End-of-Semester Evaluation</i>	24
<i>End of Placement Student Evaluation of Field Experience</i>	25
ADDITIONAL POLICIES REGARDING FIELD PLACEMENT.....	25
SOCIAL WORK TRAINEE LICENSE-SWT (MSW PROGRAM ONLY).....	25
<i>Employment Based Field Placement</i>	25
<i>Paid Field Placements</i>	26

<i>Offer of Employment during the Field Placement</i>	26
<i>Changing Field Placements</i>	27
<i>Termination from Field Placement</i>	27
<i>Exemptions from Field Placement</i>	28
<i>Field Placement during Semester Breaks and Federal/State Holidays</i>	28
<i>Field Placement Scheduling, Absences, Emergencies, and Illnesses</i>	28
<i>Student Safety during Field Placement</i>	28
<i>Grievance Policy and Procedure for Field Placement</i>	30
NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS	36
JOB SEARCH SKILLS	36
AFFILIATION AGREEMENT	37

PREFACE

Field Placement is fundamental in Social Work education. This experience integrates the knowledge, skills, and values learned both in the classroom and at social service agencies. This Manual provides essential information to students, faculty, and Field Instructors about the policies, procedures, and expectations of the Capital University Field Education Program. All students in the Social Work Program will be required to fulfill their internship under qualified, Social Work Field Instructors credentialed, trained, and affiliated with Capital University's Department of Social Work.

The Social Work Program appreciates the ongoing commitment and support given by local social service agencies. Exemplars of Social Work because they give back to the profession, Field Instructors strengthen its future with every student they mentor. Thus, we thank all of our agency-based Field Instructors for their time, effort, and energy contributing to the success of our Field Education Program.

Every effort will be made in providing the assistance needed to have a productive Field Education experience for the students, the Fieldwork Instructors, and the Placement Agencies.

The contents of this Field Manual are regularly reviewed and updated. Users should familiarize themselves with the content to insure they use the most current version available. Students and Field Instructors can obtain the Field Manual online under the Field Experience tab on our website:

<http://www.capital.edu/Academics/Majors-and-Minors/Social-Work/>.

Inquiries, suggestions, and/or recommendations concerning information in this *manual* should be directed to

Debbie Fournier MSW, LISW-S
Field Education Director
CVMC 241 (614) 236-6439
dfournie@capital.edu

Renda A. Ross, PhD., LISW-S
Chair and BSW Program Director
Associate Professor of Social Work
CVMC 243 (614) 236-6229
ross@capital.edu

Tracy Roberts
Program Associate
CVMC 242 (614) 236-6315
troberts@capital.edu

GENERAL PROGRAM INFORMATION

Welcome to Field Education! In addition to the student handbook, [social-work-student-handbook.pdf \(capital.edu\)](#), BSW and MSW students approved for field education are responsible for reading and complying with policies and procedures described in the **Field Education Manual**. The manual begins by providing our history, mission, program goals, and outcomes. Understanding roles and responsibilities supports a successful and meaningful experience. Further, this manual summarizes your field agency selection process and the step-by-step field education process.

History of the Social Work Department

Capital University began offering courses in social work in the 1960s. The Council on Social Work Education Commission (CSWE-COA) granted accreditation to Capital's Social Work Program in 1970, and successful reaffirmation has maintained accreditation since 1970. Social Work achieved Department status in 1974 and has experienced steady growth. Both traditional and non-traditional, many who have earned their Associate enroll in our program. Students are taught by full-time, tenured, and adjunct professors. The social work department's implicit and explicit curriculum is informed by a Community Advisory Committee (CAC) made up of community professionals, most of whom are alumni and field education instructors.

Department of Social Work Mission Statement

The Capital University Department of Social Work is committed to the provision of excellent educational preparation for generalist and advanced social work practice with individuals, families, groups, organizations, and communities. Consistent with the mission of Capital University the Social Work program transforms the lives of students through an inclusive and supportive learning community. They learn the knowledge, skills, and practice behaviors that support their work with diverse populations, cultures, and practice settings.

BSW Program Mission Statement

The Social Work Baccalaureate Program at Capital University mission is to provide a high quality social work education that prepares students for generalist practice with individuals, families, groups, organizations, and communities. Through a liberal and professional education, students learn foundational knowledge about social problems, policy, and service delivery through multiple lenses that are theory and research based. The BSW program prepares them to engage in critical thinking, self-reflection, with a commitment to human rights, equity, and systemic change.

MSW Program Mission Statement

The Social Work Department Master of Social Work Program at Capital University's mission is to provide a high quality advanced social work education that prepares students for multi-level practice informed by critical perspectives of theory and research. Faculty mentor students' mastery of evidence-based and critical practices that empower and respect diversity within and among individuals, families, groups, communities,

organizations, and global societies. Graduates are champions of social work's dedication to human rights, equity, systemic change, and the elimination of poverty.

BSW/MSW Competencies

The overall competencies/objectives of the BSW program are to (CSWE-EPAS 2022)

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

Field Education Program Description

Field Education is the signature pedagogy of the social work curriculum and allows social work students to use knowledge acquired in social work courses to develop practice behaviors within the context of the agency placement. The **Field Education Director** administrates the Field Education Program, working closely with field coordinators/liaisons and field instructors. As mentors, models, and experts in social work, **Field Instructors** guide students, helping them build professional skills and achieve practice competencies. Students are required to attend field seminar concurrent with agency work, which enables the integration of knowledge and values into practice. **Field Liaisons** are responsible for teaching seminar courses and acting as intermediaries between students and Field Instructors. Students integrate course content as they practice in their agencies and are guided by agency Field Instructors and supported by the Social Work Program at three levels—Field Liaison, the Field Education Director, and the program itself. Thus, a richer learning outcome will occur as knowledge becomes practice competencies.

Field Education Purpose

Field Education presents each student with fieldwork opportunities that

- Increase knowledge of social work and practice behaviors as they engage in daily learning experiences during the internship.
- Enhance the integration of classroom information/knowledge with live practice opportunities.
- Increase their professional identity and ethical skills as they interact with various diverse populations, professions, and other social work professionals.
- Socialize students as social workers, practicing across micro, mezzo, and macro practice levels.

The courses supporting Field Education are designed to progress in an interactive and integrative manner by building upon each student's field education experience. Students

will be able to operationalize and internalize (CSWE) core competencies that guide our professional practice and regularly demonstrate these competencies as professional behaviors.

Field Placement Resources at Capital University

Various resources are available to students, Field Instructors, and the agencies supporting field education experiences. Our location in the Columbus, Ohio metro area provides a rich and diverse community with many opportunities for students to be placed at an agency matching their interests and strengths. We also have many students complete their field education experience in their home community outside of the Columbus Metro area. A positive reputation and the presence of Capital alumni provides students with a receptive and supportive network of placement agencies. University support includes access to our library resources for participating agencies, the consultative presence of our Social Work faculty, and fee waivers to each agency providing our students with field education experiences through their graduation. Working with students affords the agencies more and diverse learning opportunities.

The Social Work program provides ongoing training twice each year for the placement agencies and community professionals. Alcea Software's Intern Tracking Program (Ipt) offers students, Field Instructors, Faculty Field Liaisons, and the Field Director faster access to relevant student documents. It provides information about each student's progress in all areas of competencies, conveying a clearer picture of how well the program delivers knowledge and trains its students. Ipt also allows for data collection and reporting outcomes as per CSWE accreditation.

BSW FIELD EDUCATION PROGRAM OVERVIEW

BSW Program Goals

1. Prepare students for generalist practice in both rural and urban settings with individuals, families, groups, organizations, and communities.
1. Prepare students with a foundation for lifelong learning, including graduate education and an awareness of their responsibility to continue their professional growth and development.
2. Prepare students with a broad liberal arts foundation emphasizing the development of knowledgeable, independent, critical thinkers.
3. Prepare students to practice within the values and ethics of the social work profession with an emphasis on service to vulnerable populations and the promotion of social and economic justice and empowerment worldwide.
4. Prepare students to understand a scientific, analytical, and ethical approach to building knowledge and incorporating technological advancements into their practice.

BSW Program Curriculum

Capital University is a private institution instilling a strong liberal arts educational foundation by requiring a range of general education courses. These University Core

requirements are outlined in the Capital University Bulletin found at <http://www.bulletin.capital.edu>.

The BSW major course work requirements are grouped into four levels:

1. **General Introduction to Social Work**
SWK 200—Introduction to Social Work and Human Services
SWK 227—Diversity in a Global Society
2. **Social Work Core Classes**
SWK 335—Human Behavior in the Social Environment I
SWK 336—Human Behavior in the Social Environment II
SWK 352—Contemporary Social Welfare Programs
SWK 353—Social Welfare Policy
SWK 370—Social Work Practice I, with individuals
Students must complete all courses from sections 1 and 2
3. **Social Work Practice I**
SWK 460—Social Work Practice II, with groups and families
SWK 462—Senior Field Instruction I
SWK 463—Senior Field Seminar I
4. **Social Work Practice II**
SWK 461—Social Work Practice III, macro practice
SWK 464—Senior Field Instruction II
SWK 465—Senior Field Seminar II

Students must also complete four supporting courses:

- SOC 115—Principles of Sociology
- PSYCH 121—General Psychology
- Or PSYCH 120—Introduction to Psychology
- SOSCI 210—Social Science Statistics
- SOSCI 220—Social Science Research Methods

Any student planning on continuing into an Advanced Standing Alternative Plan Master of Social Work program MUST receive a minimum of “B” in all of the above listed courses.

BSW Field Education Requirements and Eligibility

Requirements

Field education is the signature pedagogy of the BSW curriculum and represents a minimum required 210 hours/semester in both the fall and spring of a student’s senior year. The intent of a field placement is for students to apply knowledge acquired in previous and concurrent Social Work courses into practice competencies within the contexts of their agency placement. Field instructors are the mentors, models, and experts in social work who guide students in this process.

Eligibility

- The student must have a 2.5 GPA to begin field placement. Should this be an issue, the student should see their social work advisor.

- Successful completion of all required social work coursework. That is completion of, 200, 227, 335, 336, 352, 353, and 370. You must also have taken Social Sciences 210 and 220.
- Successful completion of required field education pre-placement process.

BSW Field Hours

All students in the BSW program are required to complete 420 field hours during their field education year. The BSW Field Education Program is offered in a yearlong format consisting of Fall/Spring. There are no field education opportunities during the Summer Semester.

All students must take the seminar course concurrent to their field course.
(SWK 460 and SWK 461)

SWK 462 F Senior Field Instruction I	Fall
SWK 463 Senior Field Seminar I	Fall
SWK 464 Senior Field Instruction II	Spring
SWK 465 Senior Field Seminar II	Spring
Semesters in Field Placement	Fall and Spring
Total Hours in Agency	420
Per semester	210
Per week (14 weeks)	15

MSW FIELD EDUCATION PROGRAM OVERVIEW

The Ohio Department of Higher Education (ODHE) and Higher Learning Commission (HLC) have approved Capital's MSW application, needed prior to pursuing CSWE accreditation. The MSW Program is currently in the process of attaining pre-candidacy status by the Council on Social Work Education's (CSWE) Board of Accreditors (BOA) which has not yet been reviewed by the BOA or verified to be compliant with the Educational Policy and Accreditation Standards (EPAS).

MSW Program Goals

The accreditation policy from CSWE requires programs to also articulate program goals that derive from program mission. These goals are related to but distinct from program learning outcomes. The Social Work Department MSW Program Goals are:

- To provide students a practice foundation that includes social work values and ethics, principles of justice, and cultural humility;
- To prepare students with the knowledge and skills for generalist social work practice in service of individuals and families, groups and communities, and institutions and societies;
- To further students' generalist knowledge and skills for advanced practice with individuals and families, groups and communities, and institutions and societies; and
- To make contributions through program graduates, collaborations, and scholarship.

MSW Program Curriculum

MSW I- Fall Semester

MSW 500 (3) Introduction to Social Work Values and Ethics

MSW 510 (3) Theories of Human Development & Diversity

MSW 520 (3) Theories & Models for Generalist Practice, Individuals & Families

MSW 530 (3) Social Welfare in the United States

MSW 535 (1) Field Pre-Placement Seminar

MSW I – Spring Semester

MSW 540 (3) Theories & Models for Generalist Practice with Groups

MSW 550 (3) Theories & Models for Generalist Practice: Communities and Organizations

MSW 560 (3) State-Level Advocacy and Social Policy Analysis

MSW 570 (3) Research Methods in Social Work

MSW 580 (3) Generalist Field Placement

MSW 585 (1) Generalist Field Placement Seminar

MSW I - Summer Electives

MSW 620 (1) Writing for Social Work Practice

MSW 625 (2) Crisis Intervention and Trauma

***ASAP students required**

- *MSW 600 (3) Ethics & Values
- *MSW 610 (3) Social Justice & Human Rights

MSW II/ASAP

Fall Semester

- MSW 630 (3) Theories & Models for Advanced Practice, Individuals & Families
- MSW 640 (3) Theories & Models for Advanced Practice with Groups
- MSW 650 (3) Practice and Program Evaluation I
- MSW 660 (3) Advanced Field Practice I
- MSW 665 (1) Advanced Field Seminar I

Elective options-Hybrid (choose minimum of 1 practice area):

- MSW 631 (2) Evidence Based Practice I
- MSW 633 (2) Substance Use and Behavioral Healthcare I
- MSW 641 (2) Social Action & Advocacy I

Spring Semester

- MSW 670 (3) Theories & Models Advanced Practice, Communities & Organizations
- MSW 680 (3) Fed-level Advanced and Policy Analysis
- MSW 690 (3) Practice and Program Evaluation II
- MSW 700 (3) Advanced Field Placement II
- MSW 705 (1) Advanced Field Placement Seminar II

Elective options- Hybrid (choose the same practice area(s))

- MSW 632 (2) Evidence Based Practice II
- MSW 634 (2) Substance Use and Behavioral Healthcare II
- MSW 642 (2) Social Action & Advocacy II

MSW Field Education Program Requirements/Eligibility

Field education is the signature pedagogy of the MSW curriculum and requires a minimum required 900 hours. All students admitted to the MSW program are eligible for field education and the field education pre - placement process.

MSW Field Hours

All students in the MSW program are required to complete 900 field hours for their field education experience. Those students in the 2 yr. MSW program will complete 224 hours in their MSW I year and 680 hours in their MSW II year. Those students in the ASAP program will complete 680 hours.

	MSW I	MSW II/ ASAP
--	-------	--------------

Semesters in Field Placement	Spring	Fall and Spring
Total Hours in Agency	224	680
Per semester	224	340
Per week	16	24

Field Placement Criteria: Roles, Responsibilities and Expectations Student

All students who enter field placement are *first* expected to actively participate in obtaining their placement. *This action is a vital opportunity to experience “asking,” which mimics the experience of clients, while also investing them more deeply in their choice.* They will take an active role in planning and implementing their learning experiences in the Field Placement. By accepting a placement at an agency, each student enters into an agreement to learn social work practice skills and provide Social Work services to clients in a professional manner. Students are also contracting their participation in a teacher-student relationship at the placement agency.

The following responsibilities, though not exhaustive, are required for active participation in the learning process:

- Follow established procedures for finding a Field Placement agency.
- Familiarize themselves with and abide by agency policies and regulations, including HIPPA regulations where applicable.
- Perform in a responsible and professional manner, including completing commitments to the agency, Field Instructor, clients, the Faculty Field Liaison, and the Field Education Director.
- Take the initiative in seeking advice, consultation, or help from the agency Field Instructor or the Field Liaison.
- Use the relationship with the Field Instructor to integrate theory and practice while increasing knowledge and self-awareness.
- Communicate educational needs and interest to the Field Instructor, including communicating about the volume of work and any interest in other services which their Field Placement agency offers.
- Discuss with the Field Instructor and, as needed, the Faculty Field Liaison, areas of disagreement, dissatisfaction, confusion, or dispute in respect to any part of the field placement experience.
- Participate with the Field Instructor and Faculty Field Liaison in developing the learning goals/competencies and final evaluation conferences.
- Notify the Field Instructor of any allotted vacation plans, unavoidable absences, and anticipated lateness, as is expected of a Social Work professional in any setting.
- To learn and apply the NASW Code of Ethics (www.socialworkers.org), including client confidentiality when required to present case study material from the Practicum in a classroom setting. See www.hipaa.org for specific confidentiality requirements.
- Complete all course requirements, field related forms, and field education evaluations within specified deadlines.

Note: Students give permission for the exchange of information between their Field Instructor, Faculty Field Liaison, Field Director, and Program Chair when they sign their field education application.

Field Instructor

All Field Instructors must hold a BSW or MSW from a CSWE-accredited program, and have at least 2 years of practice experience after receiving a social work degree. This level of professional education and accomplishment supports properly socializing students into the profession and operationalizing ethics. Should an approved Field Instructor not hold a CSWE-accredited social work degree or does not have the required 2 years' experience, the Capital University Social Work Program assumes responsibility for reinforcing a social work perspective by assigning a Social Work Faculty Field Instructor to complete weekly supervision with the student which includes all of the responsibilities identified in the Field Instructor Roles, Responsibilities, and Expectations regarding supervision.

The responsibilities of the Field Instructor are to:

- Attend the program orientation sessions held by the Field Education Director or negotiate an alternate learning process. Also attend any other required workshop/training indicated as necessary by the Field Education Director.
- Provide the student with an orientation to the agency and a suitable workspace.
- Create with the student a Learning Agreement reflecting the learning competences and how to achieve and measure each by the end of the respective semester.
- Provide supervision a minimum of one hour per week in order to provide feedback, mentoring, and instruction to the student. This supervision must include:
 - Structured assignments to help the student learn a broad range of Social Work interventions common to generalist Social Work practice.
 - Ongoing evaluation throughout the placement aimed at monitoring the student's progress toward meeting the LA learning goals.
 - Participation in a minimum of one per semester three-way conference with the student and the Faculty Field Liaison throughout the Field Placement.
 - Completion and submission of requested field-related materials, including signing the Time Sheets, Learning Agreement and Evaluation, and Supervision Logs on a timely basis.
- Notify the Faculty Field Liaison of any issues, concerns, or questions as soon as any become evident in order to optimize agency and student interests and outcomes.

Task Instructor

A Task Instructor is often utilized at agencies in which the Field Instructor is not in a direct practice role and/or is not with the student daily. *This role is an optional role that is not utilized at all field placements.* The Task Instructor is usually assigned to guide the student through the learning process within a specific program or population. The Task Instructor does not need to have a degree from a CSWE accrediting institution. The Task Instructor will have access to Ipt to assist in the evaluation process of the student.

- Complete the Task Instructor Information Form.
- Complete the training in Ipt.
- Participate in at least one supervision with the Field Instructor and student each month.
- Participate in Fall/Spring Field Visit

Faculty Field Liaison

Faculty Field Liaisons require a CSWE accredited Masters' degree and are licensed with a minimum two years post-masters professional experience.

The responsibilities of the Faculty Field Liaison are to:

- Help Field Instructors plan and individualize learning experiences for their student in accordance with the objectives of Field Education.
- Meet with the Field Instructor at least once a semester during the Field Placement. The Faculty Field Liaison will be available for additional meetings as needed throughout the academic year.
- Be reasonably available as a resource person for the student.
- Be reasonably available as a consultant for the Field Instructor.
- Maintain communication with the Field Instructor throughout the academic year in order to remain informed regarding the development of each student's learning experience.
- Consult with the students and their Field Instructors regarding field-related issues, as needed.
- Assist students with any problems concerning their fieldwork learning. The Faculty Field Liaison will advocate for the student in resolving any fieldwork problems.
- Assign each student's grades through consultation with that student's Field Instructor.

Field Education Director

The Field Education Director is responsible for the administration of the Department's undergraduate Field Education Program. These responsibilities will include:

- Collaborating on the development of the policies, procedures, goals, and core competencies of the Field Education Program.
- Maintaining an on-going communication with Social Work practitioners concerning Field Education policies, procedures, requirements, standards, and any other issues affecting the Field Education component of the BSW Program.
- Evaluating and assessing the Field Education Program and recommending policy changes to the full faculty in the Social Work Department.
- Orienting new Field Education faculty to the Program and their responsibilities, which includes course preparation, design, textbook information, and implementation of Field Education goals.
- Planning, scheduling, and conducting Field Instructor orientation sessions and collaborating on continuing education programs for the Field Instructors.
- Coordinating the development of undergraduate Field Placements and maintaining all Field Placement agency contact information.
- Planning and facilitating interview process for students with prospective Field Placement agencies.

- Revising the BSW Field Education Manual and all field-related forms regularly and making recommendations to the Social Work Department.
- Planning and coordinating the Annual Field Instructors Appreciation Luncheon.

Note: Students give permission for the exchange of information between their Field Instructor, Faculty Field Liaison, and the Field Director (the whole program) when they sign their fieldwork applications

FIELD PLACEMENT INFORMATION

Field Placement Selection Process

The selection of agencies for field education is an important part of the Social Work Program. The Field Education Director will determine an agency's suitability for student internships and will work closely with all interested agencies in this process. Potential field placements may be identified in a number of ways.

- The Field Education Director may reach out to prospective agencies to develop partnerships.
- Agencies may reach out to the Department or Field Director to develop a partnership.
- Students, faculty members, alumnus, or a members of the Social Work Community Advisory Committee may recommend an agency to the Field Director for potential opportunities.

Approval will be given when:

- The Field Education Director can verify an agency's interest,
- The Field Education Director establishes the availability of a qualified agency representative.
- The Field Education Director ascertains appropriate potential social work experience opportunities.

Annually reviewed, re-approval will consider student and agency reports—quantitatively with students and qualitatively with agencies, per agency and Field Liaison feedback. Approval may be re-considered, withdrawn, and re-approved with demonstrated changes.

Criteria for Selection of Field Placement Agencies

The following criteria will be used in the selection of agencies:

- The ethics and values of Social Work should be demonstrated through the agency's policies, program design, and delivery of services. Mission statement, funding, presence of social workers, their credentials, and the agency credentials will be considered.
- The agency's student field placement must be compatible with the Social Work Program's educational objectives. The agency's orientation and objectives must be educational rather than "volunteer" or "apprenticeship" in nature.

- A correlation between the agency and the Social Work Program's practice perspective must be evident to provide an integrated class-field curriculum and a consistent learning experience for the student.
- The agency must provide descriptions of its relevant programs, examples of potential student assignments, and the availability of other learning opportunities. This criterion may be achieved through listings with a community's ADAMH board or other non-profit programmatic listings.
- The agency will regularly provide staff time for student supervision and professional learning, including participation in Field Education Orientation, Field Instruction workshops, and Field Liaison visits. A minimum of one hour a week for student supervision will be required. The agency should provide a range of assignments on an ongoing basis that are appropriate to the student's education needs. The student workload should reflect opportunities for involvement in varying modalities of service and exposure to a diversity of people. The agency will agree to provide the required hours needed for both the BSW and MSW student. (see page number 21-Field hours section) The agency must provide the necessary space and facilities for the student.
- The agency must complete an [AFFILIATION AGREEMENT](#) at the beginning of the partnership. This agreement must be renewed every 3 years.

Criteria for Selection of Field Instructor

Field Instructors are primarily responsible for the task of educating students. This process requires thought, planning, and creativity. Field education may include a combination of individual conferences, consultation, group and peer supervision, student seminars, agency staff meetings, and in-service training. These teaching methods will be tailored to the individual learning styles and needs of the student and the needs and demands of the agency. Assignments will be influenced by the service demands of the agency and the time schedules of both the student and the agency. Field Instructors are responsible for providing opportunities that help students move toward increasing autonomy as learners, developing accountability as professionals, and taking responsibility for their own learning.

A BSW degree with at least 2 years of experience in a social work setting is the minimum requirement for the supervision of an undergraduate student. An MSW degree with at least 2 years of experience in a social work setting is the minimum requirement for the supervision of a graduate student.

The approved Field Instructor may, in some instances, assign another agency worker to supplement day-to-day supervision of the student. This would be entitled the *Task Instructor*. In these cases, the approved Field Instructor agrees to maintain responsibility for the student's instruction, documentation, and supervision in addition to the supervisory consultations provided by the agency *Task Instructor*. (See page 14-Task Instructor section)

Training and Partnership Opportunities for Field Instructors

To enrich the student's learning experience, Field Instructors participate in the Field Education Orientation and other educational sessions. Capital University's Social Work Program is committed to its partnership with the Field Placement agencies and shows its appreciation by providing ways to help the Field Instructors fulfill their responsibilities.

Field Instruction Orientation

Field Instructors new to Capital's Social Work Program are expected to attend this orientation session focused on curriculum, fieldwork policies and practices, and supervising students.

Field Instructors' Workshops

Each year all Field Instructors are invited to seminars, conferences, or workshops relating to Fieldwork Supervision and/or Social Work Practice. Continuing Education (CE) hours toward licensure will be available upon completion of the workshop(s). These are regularly included as an extension after orientations and Field Instructor Appreciation events.

Informal Discussion

Informal discussion sessions are offered as requested to share ideas and support with other Field Instructors.

Field Placement Process

BSW Field Education Program Prerequisite Requirements:

- Complete pre-placement process during Fall semester of the pre-placement year
- All students will be enrolled in the Capital University Field Education Canvas Course in their cohort

MSW Field Education Program Prerequisite Requirements:

Acceptance into the MSW Program

- Successful completion of required courses and admission into the program
- Attend Pre-Placement Orientation. (ASAP or SWK 535)

MSW I	Fall of MSW I year (SWK 535)
MSWII	Spring of MSWI year
ASAP (advanced standing program)	Summer

FINDING YOUR FIELD PLACEMENT

Step One: Application for Student's Field Placement

The student must complete and turn in the Application for Field Placement form. This form can be found in the database lpt.

- BSW Field Education Program Applications are due by December of the fall semester prior to the student starting field placement.
- MSW Field Education Applications are due as noted below:

MSW I	Application Due September of Fall Semester (SWK 535)
MSWII	Application Due January of Spring Semester
ASAP	Application Due Prior to Program Start

Step Two: Field Placement Interview with Field Education Director

- The Field Education Director will review all completed applications and set up interviews with students to discuss field placement options.
- The Field Education Director will then determine if the student is approved to move onto step three.
- Should the student not be approved to move onto the next step in the field placement process, the Field Education Director will meet with respective

chair of the program (BSW or MSW) and academic advisor to mitigate barriers and determine next steps.

Step Three: Finding a Field Placement

- During Step Three, all students will receive access to a list of current agencies with Affiliation Agreements with Capital University. This list is not inclusive of all possible field placements but a starting point for exploration. Students may also look at other agencies in their communities that meet their interest. This option is particularly useful to students living some distance from Capital's main campus.
- These agencies must meet the requirements noted in the field manual (page 16-Agency section) for both Agency and Field Instructor roles and Responsibilities. Approval by the Field Education Director is necessary to initiate a Field Placement that does not currently have an Affiliation Agreement.
- Students should attend the annual Fall Field Fair to meet with prospective agencies
- Students should then reach out to at least 2 prospective agencies by email or phone. Student must use Capital email for all field related communications. The agency selections will vary with each student's needs
- Each student will complete interviews at agencies approved by the Field Education Director.
- Once a student has found a Field Placement with the requirements for both the Agency and the Field Instructor, the student must provide the potential Field Instructor the *Field Instructor Information Form*. This form can be found in [lpt](#).
- Once the Field Instructor has completed the *Field Instructor Information Form*, it should be returned to the student to upload it to [lpt](#).
- The Field Education Director will review the Field Instructor Information Form and approve or deny field placement.

Final matching and approval of all placements is the responsibility of the Field Education Director, after contact with the student and reviewing knowledge of the agency.

Step Four: Malpractice Insurance

- Capital University, in addition to the Social Work Program, require all students to carry malpractice insurance for the period of their field placement (a minimum 1 million per incident 3 million aggregate, as per university policy). A link for one option for Malpractice Insurance through NASW can be found in [lpt](#). Students may use whatever provider they would like as long as it meets the requirements listed above. **Failure to obtain malpractice insurance will result in withdrawal from the Field Education Program including practice courses, Field Placement and Field seminar.**

NOTE: A background check may be required by some agencies. Conducting these background checks will be the responsibility of the field placement agency or the student as a prerequisite to placement.

Step Five: Preparing for the Field Placement

- Students will attend Pre-placement Orientation to review upcoming field placement.

DURING THE FIELD PLACEMENT

Documentation of Field Placement Hours—Time Sheets

Student must properly document their field placement participation and attendance. Without this documentation, the student will not accrue the needed hours and will not complete this placement.

The **Time Sheet** will document these hours. This form can be found online in Ipt for both the student and the Field Instructor.

The student will be responsible for completing the **Time Sheet** in Ipt. The Field Instructor will review weekly and sign the form documenting the student's completed hours at the end of each semester. Faculty Field Liaisons and The Field Education Director will always have access to this document to ensure completion of hours and appropriate documentation.

BSW Required Hours

Semesters in Field Placement	Fall and Spring
Total Hours in Agency	420
Per semester	210
Per week (14 weeks)	15

MSW Required Hours

	MSW I	MSW II/ ASAP
Semesters in Field Placement	Spring	Fall and Spring
Total Hours in Agency	224	680
Per semester	224	340
Per week	16	24

Supervision Logs

There is a required weekly **Supervision Log** that the student will complete in Ipt. In the **Supervision Log** the student identifies the weekly competencies they addressed as well as answer a weekly prompt found in their Seminar coursework. The Supervision Log is signed by the student, Field Instructor, and Faculty Field Liaison at the end of the semester.

Weekly Supervision Meetings

- Each week the student will meet with their Field Instructor for a minimum of one hour.
- The purpose of this meeting is to use the Learning Agreement (LA) and the weekly **Supervision Logs** to give structure and focus to the student's acquisition of knowledge, skills, and values. Weekly activities and evaluations of these outcomes will be directly addressed in these meetings.
- An ongoing evaluation and assessment of a student's progress and self-assessment is built into the supervision by the Field Instructor. The weekly supervision meetings will use the structure provided by the LA to continually assess the student's needs and challenges in gaining the desired competencies

Field Education Learning Agreement and Evaluation—The Learning Agreement (LA)

The Field Education's foundational goal is developing effective working relationships between the student, Field Instructor, Faculty Field Liaison, and Field Education Director. A student's Learning Agreement helps provides the structure for the central task of helping a student integrate classroom learning into practical experience. A well-thought-out agency orientation provides the student with enough information to develop an individual plan-of-learning for the field placement experience. The broad overall core

competencies for the Field Seminar courses provide a common framework that students can use to develop strategies for meeting and evaluating those competencies based on their personal goals and the opportunities provided by each field placement agency. The individualized *Learning Agreement and Evaluation (LA)* can be found in Ipt. It provides an important guide for the Field Education experience and must be created through a joint effort by the student, the Field Instructor, and the Faculty Field Liaison. The LA will help the student and the Field Instructor define what the student will learn, and consequently, the specific experiences that will be part of the Field Placement. Since there are definite time limits involved in the field experience, the LA needs to clarify how that time will be best used by indicating on the *Target Date* section of the LA. Both the Field Instructor and the student must build a clear idea of where they are going (specific competencies), how they will get there (specific strategies or tasks), and how they will know when they have arrived (the monitoring or evaluating of each competency). The competencies should be considered a working document, subject to review as a part of the weekly ongoing supervisory conferences. It is important that both the student and the Field Instructor review the competencies and objectives for the field education course to understand the process before and during the Field Education experience. The student will initiate the preparation of the LA with their Field Instructor.

The following are helpful suggestions in individualizing the LA to the specific student:

- Discussions with the Field Instructor.
- The student must add at least one additional objective for each of the competencies in the space provided in the LA form.
- The student reviews and discusses the LA with the Field Instructor and the Faculty Field Liaison in seminar.
- The student and the Field Instructor, after discussing and implementing feedback, sign the LA in Ipt.
- The LA is finalized by the Faculty Field Liaison signature in Ipt.

A copy of the Learning Agreement will be retained in Ipt for use by the Field Instructor, the student, and the Faculty Field Liaison in supervising and evaluating the competencies.

Learning Agreement and Evaluation Competencies of the BSW/MSW program

(CSWE-EPAS 2022)

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

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Learning Agreement and Evaluation

- The Field Instructor will meet with the student to complete the evaluation portion of the LA, after which both will sign the evaluation electronically on Ipt. The Faculty Field Liaison will review the signed LA and confirm evaluation with a signature in Ipt.
- The Field Instructor will summarize the student's performance at the placement agency for each competency in the **Learning Agreement and Evaluation** found in Ipt. This evaluation process will be used, in part, to help determine whether the student's self-perceptions are congruent with those of the Field Instructor and whether the Field Instructor's efforts in giving ongoing feedback have been effective.
- Both students and Field Instructors may be concerned about evaluations. The most effective way to deal with this concern is a frank discussion at the beginning of the Field Placement about the Field Instructor's approach to performance evaluation and expectations. Regularly referring to the LA to reflect task progress and completion during each term will also help alleviate some of these concerns.
- This is required for both Fall and Spring Semesters in the BSW/MSWII/ASAP programs and in the Spring semester for the MSWI program.

Some guidelines for each End-of-Semester Evaluation

- Schedule time to review the Learning Agreement and Evaluation, answer questions, and deal with the reactions to the evaluations together.
- The evaluation conference should be held in a place where privacy is assured.
- Try to avoid scheduling the conference at the end of the day and allow a full hour or more, as necessary.
- Discuss the implications of the evaluation for the future—planning for the second semester or feedback for future workplaces.
- Be open to making changes in the evaluations based on the discussion when there is mutual agreement to make said change.
- A grade for each semester will be assigned based upon assessment of the student's classroom performance, field education experiences, and completion of co-competency goals.
- Periodic evaluation of the student's progress at the Placement agency is usually conducted informally on an on-going basis in supervision. Using the LA as a guide to the Field Experience is a helpful way to keep track of what has been accomplished, how well it has been done, and what is yet to be accomplished. The formal evaluation required by the Social Work Department will also help to define and determine the student's progress.
- When the evaluation has been completed, both the student, the Fieldwork Instructor, and the Faculty Field Liaison will have signed acknowledgement of comments regarding the student's performance and outcome evaluation.

End of Placement Student Evaluation of Field Experience

- The purpose of this evaluation is to give the student an opportunity to evaluate the field experience -which includes the agency and field instructor. This document is completed in Ipt. It is reviewed by the Field Liaison and The Field Director to assist in evaluation for future student field experiences.
- This document is completed at the end of the Field Placement.

ADDITIONAL POLICIES REGARDING FIELD PLACEMENT

Social Work Trainee License-SWT (MSW program only)

All MSW students (without an LSW) should obtain the Social Work Trainee License (SWT) prior to beginning their field placement. The Ohio Counselor, Social Worker, and Marriage and Family Therapist (CSWMFT) Board <http://www.cswmft.ohio.gov> has approved the registration of master's level social work students who are in a field education/internship practicum course as Social Worker Trainees (SWT). Per Ohio Administrative Code "Social worker trainee" means an individual who is a graduate student seeking voluntary registration per section [4757.10](#) of the Revised Code and rule [4757-19-05](#) of the Administrative Code and is currently enrolled in a master's level practicum, internship or field work course in a social work education program accredited by the "Council on Social Work Education" (CSWE) or an educational institution in candidacy for accreditation by the council. [Ohio Laws and Administrative Rules](#). This license can only be used at the Field Placement and never in a work experience. Students must apply for the SWT through the CSWMFT Board.

Proof of SWT license will be added to Ipt Student Information.

Note: Students with an LSW do not need to apply for the SWT.

Employment Based Field Placement

- Students are allowed to pursue their field placement at their current place of employment, if the agency meets the following guidelines:
- The student is employed in an agency with different divisions or learning assignments that will provide the student with practice experience different from her/his current job description. **Field education hours must occur in a different skill or program area than the student's paid work at the agency.**
- The agency has a qualified Field Instructor who is not the student's regular supervisor and is willing to fulfill the role and responsibilities of Field Instructor for this student. (See page-13 Field Instructor)
- The student and the agency document clearly how the agency employment function will be separate and distinct from the Field Education experience.

- The student completes the *Employment Based Field Placement Application Form* in addition to all forms by the due date as scheduled for consideration.
- The Field Instructor is responsible for ensuring that the hours submitted by the student on the Time Sheet are distinct from those submitted on the student's employee timesheet.

Of note- if a student is offered employment by the agency in which they are completing their field placement during their field placement, the same rules apply.

Paid Field Placements

The Field Education Program recognizes students have many responsibilities when completing their Field Placements. We recognize the financial impact of getting a higher education. With that in mind, the Field Education program will consider the possibility of a paid field placement on a case-by-case basis. If this is a paid field placement at the student's place of employment the student must follow the Employment Based Field Placement Rules listed in the Field Manual. If the student takes a paid experience at their field placement during their field placement, the student must follow the Employment Based Field Placement Rules listed in the Field Manual

Should a student have this opportunity these policies must be followed.

- Student email to the Field Director explaining their opportunity with details about the field placement and Field Instructor.
- Letter from Agency Director stating that the student will be classified as a "paid intern".
- See Employment-based field placements for requirements should the agency be unable to classify the student as a "paid intern".

Offer of Employment during the Field Placement

If a student receives an offer of employment at the agency in which they are doing their field placement they have 2 options:

- Complete their field hours and then begin their employment. This will involve a discussion with the Field Liaison and Field Instructor about an acceleration of the timeline to complete the required field hours in order to allow the student to begin employment prior to completing the program.
- Completion of the Employment Based Field Placement Application and Process (see Employment Based Field Placements in the Capital University Social Work Field Manual)

Changing Field Placements

(Exception needs approval of Field Education Director)

- Students normally remain in the same placement for the entire year. However, unusual circumstances may arise which will necessitate a change in agency placement.
- A request for a change may be initiated by the Fieldwork Instructor or the student. If a student feels the placement needs to be changed for any reason, the student must discuss this with their Faculty Field Liaison.
- The Faculty Field Liaison will then speak with the Field Education Director to discuss the possible initiation to the change of placement if deemed necessary.
- The Field Education Director will be responsible for approval of any new placement and stipulating the requirements for the student in that new placement, including the required hours and any issues to be addressed in the student's new Learning Agreement.
- Documentation of the extenuating circumstances needs to be presented (by student or agency) to support this change to the Field Education Director in order to gain a change approval.

If the decision is to place the student in another agency, the student and Field Liaison, in consultation with the Field Education Director, will discuss the requirements for a new agency placement.

- Agencies with experienced Field Instructors will be identified for the student to interview.
- Information from the previous field placement may be shared with the prospective Field Instructors; the student will be involved in deciding what information will be shared.
- Following the interview, based on feedback from the student and the prospective Field Instructor, the Field Education Director will stipulate the requirements for the new placement, including the required hours and any issues to be addressed in the student's new Learning Agreement.

Termination from Field Placement

When a student's fieldwork at an agency is terminated by a Faculty Field Liaison at the agency's request, the decision whether or not to place the student in another agency will be made by the Field Education Director in consultation with the Chair of the Social Work Department. Students may be terminated from Field Education for a number of reasons, including the student's failure to meet established standards, function professionally, acquire the necessary social work skills, or for a violation of professional or ethical behavior.

When a student's internship is terminated and the decision is made not to place the student at another agency, the student, the student's Academic Advisor, the Field Instructor, Faculty Field Liaison, and the Field Education Director will be notified. The

decision will be discussed with the Chair of the Social Work Department. A meeting with the student, the faculty, and the appropriate University resources (including academic affairs, counseling, and grievance procedures) will be accessed as needed.

Any decisions about the termination of a field placement will come after the initiation and completion of the Field Placement Action Plan (FPAP). Please see Appendix A for attachments.

All field placement documentation is located in Ipt.

Exemptions from Field Placement

There is no exemption from fieldwork based on prior work or life experience. The Accreditation Standards of the Council on Social Work Education specifically state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field placement or of the courses in the professional foundation areas.

Field Placement during Semester Breaks and Federal/State Holidays

Capital University does not require students to do fieldwork during holidays; however, an agency may request that a student work during these periods. The nature of the field placement will determine the student's responsibility to the clients and/or agency during these periods. Students and Field Instructors will negotiate the number of hours the student needs to work each week, and the students will be responsible for informing their Field Instructor of their availability for the semester and scheduling their field placement hours. A determination if the student needs to be present during the holiday periods should occur as soon as possible. All scheduling needs to be negotiated ahead of time and reported to the Faculty Field Liaison, as needed. Should the student need to not attend field placement during a holiday, the student is still responsible for the required hours as per syllabus.

Field Placement Scheduling, Absences, Emergencies, and Illnesses

Students are expected to perform their field placement responsibilities with the same degree of accountability as in any paid position, being present at the agency as scheduled. Changes to schedules should be negotiated ahead of time. In the case of emergencies, Field Instructors should be notified DIRECTLY as early as possible. Because a successful field placement relies on the student becoming an integral part of the agency and assuming professional responsibilities, each student must realize that any absences will have effects in the quality of service rendered to the agency's clients. Repeated absences will affect the student's field performance, evaluations, and final grade.

Student Safety during Field Placement

Students and agencies must consider creating a safe field placement environment. These issues need to be addressed in the agency's orientation as well as during the weekly supervision. Guidelines for prevention and for any taking of risks must be discussed, and the

student will need to be conversant with the agency's crisis/safety plans in case of any emergency. Safety will also be addressed in the seminar classes.

ACCESSIBILITY SERVICES

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT

Yochum Hall

614-236-6904

titleIX@capital.edu

<https://www.capital.edu/about/title-ix-and-sexual-harassment/>

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, and all University faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct of the Title IX Coordinator, Deanna Wagner. Reporting options (including anonymous options), campus resources, confidential support contact information, supportive measures and community resources can be found here: <https://www.capital.edu/about/title-ix-and-sexual-harassment/>. Please contact titleix@capital.edu with any questions.

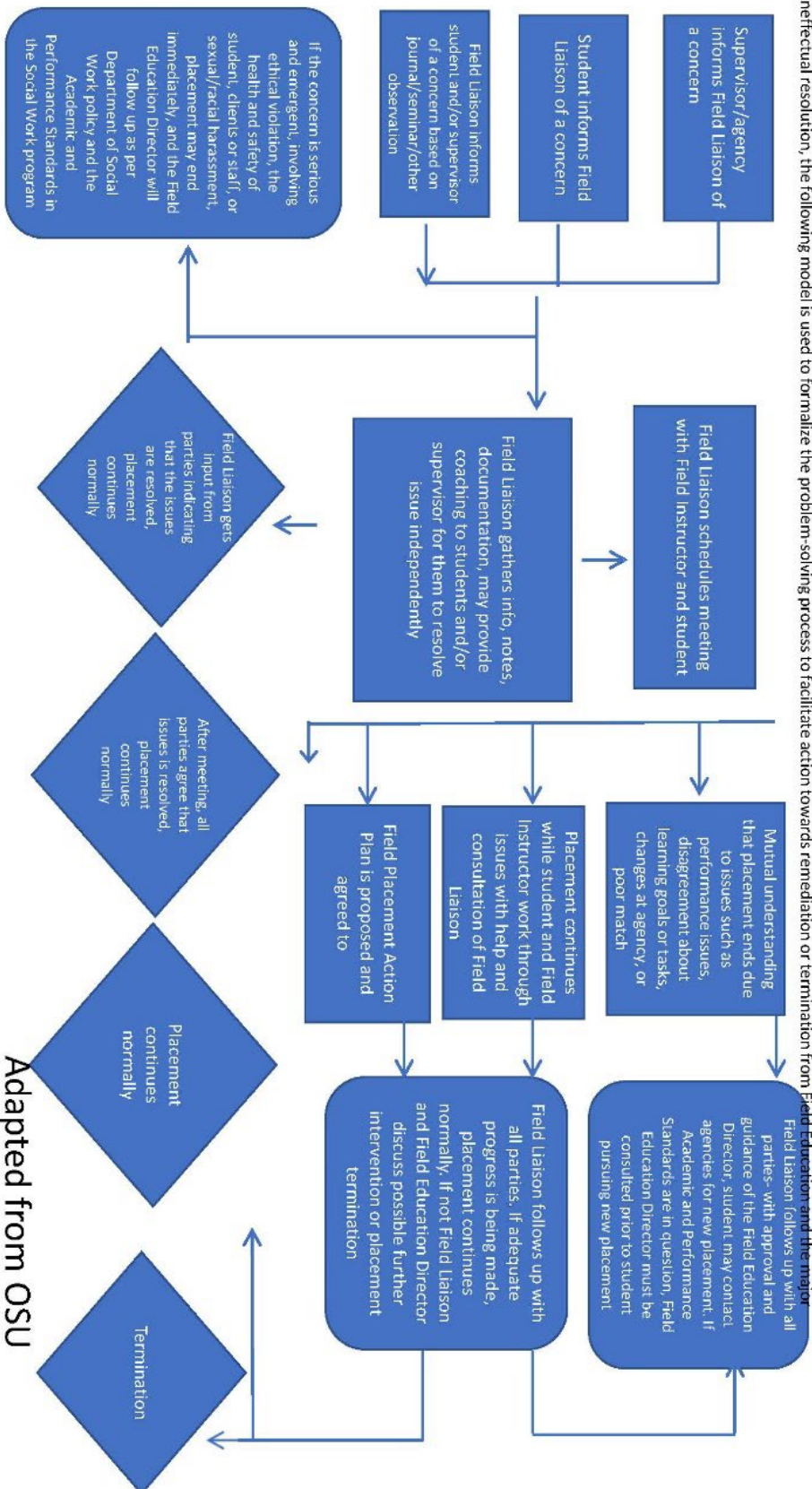
Grievance Policy and Procedure for Field Placement

The following procedure will be used to address grievances in any aspect of the Social Work Program:

- Complaints will be taken seriously and investigated in a manner that provides equal access and responsiveness to all parties.
- Respect for all involved parties will be communicated throughout the process, including validation of feelings.
- A win-win solution will be sought wherever possible to create a solution that provides validation and positive outcomes for all parties involved.
- See attached problem solving flow chart.
- Field Placement Action Plan may be utilized at any point to address student or agency concerns.
 - The *Field Placement Action Plan* was designed to provide a framework to address placement disruptions early and mitigate barriers for the student and agency. This action plan formalizes feedback to students and provides specific steps that the student, agency, and department can take to improve performance at the field placement

Problem Solving Flow Chart

The Field Education program is delivered in a block where students take Field Education with concurrent seminar and Practice course over two semesters. If an emergent issue is identified and ineffectual resolution, the following model is used to formalize the problem-solving process to facilitate action towards remediation or termination from Field Education and the major



Adapted from OSU

SOCIAL WORK DEPARTMENT

Field Placement Action Plan (FPAP) instructions

The *Field Placement Action Plan* was designed to provide a framework to address placement disruptions early and mitigate barriers for the student and agency. This action plan formalizes feedback to students and provides specific steps that the student, agency, and department can take to improve performance at the field placement.

1. **Formal discussion between student and Field Instructor.** This discussion will address concerns identified at the field placement. If the concerns are not resolved, the development of a formal action plan begins.
2. **Schedule a meeting with the student, Field Instructor and Field Liaison.**
 - a. Completion of the *Problems/Issue Identification* section of the FPAP by the Field Instructor and Field Liaison
 - b. Identify potential *Action Steps* prior to the meeting
3. **Meeting with student, Field Instructor, and Field Liaison.** This meeting will review the problems/issues section and develop a plan to mitigate these issues by completing the *Action Steps* to resolve/improve the student's performance. In this meeting there will be a discussion of possible outcomes for the placement (continue, or disrupt and end placement) and the scheduling of a follow up meeting in no more than 3 weeks to determine outcome. All parties must sign the action plan to indicate agreement with the action plan.
4. **Completion of Action Steps in the FPAP by the student.**
5. **Review meeting with student, Field Instructor, and Field Liaison to determine a final outcome.** There are 3 possible outcomes for the student:
 - a. Successful completion of the *Action Steps* and continuation of the placement.
 - b. Unsuccessful completion of the *Action Steps* and termination of the placement.
 - c. Conditional completion of the *Action Steps* with an extension of possible outcomes that could include continuation or termination of placement. If this outcome is chosen, then the next meeting must be within 2 weeks with a final disposition at that time.

SOCIAL WORK DEPARTMENT

Field Placement Action Plan

Date: _____

Student Name: _____

Agency: _____

Field Instructor: _____ Task Instructor: _____

Field Liaison: _____

Problem/Issue Identification

Area of Concern-identify those that apply:

Professionalism

- Personal awareness/insight
- Boundaries
- Attendance/Timeliness
- Dress, Appearance, Hygiene
- Time management
- Acts contrary to agency policy
- Resistant to learning opportunities
- Use of supervision
- Response to feedback
- Working with colleagues

Ethics

- Personal values override professional ethics
- Unethical/illegal behavior
- Navigation ethical dilemmas

Critical Thinking

- Integrating theory and practice
- Analyzing necessary information
- Documenting
- Communicating with clients

Engage, Assess, Intervene, Evaluate

- Prepare for client contact
- Develop therapeutic alliance
- Organizing & collecting client data
- Assessing strengths & limitations
- Identifying appropriate interventions
- Helping clients resolve problems
- Facilitating referrals
- Facilitating transitions & terminations
- Evaluating practice/program

- Personal Issues impacting performance*

Diversity

__ Biases towards diverse groups

__ Resistant to expanding cultural knowledge

__ *Other*

Description of areas of concern with student performance: _____

Description of the impact of student's performance on clients, employees, other students, agency: _____

Description of previous attempts to address the areas of concern, including dates: _____

Action Steps

	Description of Action	Person Responsible	Due date
1.			
2.			
3.			
4.			

Possible Outcomes

- 1. (optional) If the identified behaviors change according to the action steps, then:
 - a. _____
 - b. _____

- 2. If the identified behaviors of concern do not change, then:
 - a. Consequence: _____
 - b. Consequence: _____

Follow up meeting recommended 1-3 weeks after development of Action Plan

Date: _____

Signatures

I have participated in the development of this Action Plan and understand my responsibility in meeting its objectives as well as the consequences for continued unsatisfactory performance.

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Task Instructor: _____ Date: _____

Field Liaison _____ Date: _____

Field Education Director: _____ Date: _____

Outcome of Action Plan Meeting

National Association of Social Workers Code of Ethics

The NASW Code of Ethics serves as a guide for the everyday professional conduct of Social Workers. This Code includes four sections: a “Preamble” summarizing the Social Work profession’s mission and core values; “Purpose of the NASW Code of Ethics” providing an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in Social Work practice; “Ethical Principles” presenting broad ethical principles based on the core values that inform Social Work practice, and “Ethical Standards” detailing specific ethical standards to help guide a Social Worker’s conduct and to provide a basis for adjudication.

Students agree to follow this code of ethics when they apply formally to the program, and again when they apply to field education. They are expected to follow this code at all times when in a professional capacity, whether in the agency, classroom, or with colleagues.

Job Search Skills

The Field Education Program will assist Social Work students as they move into the job market by providing information tailored to a Social Work career, assisting them in developing networks in the Social Work community, and offering information and guidance about employment possibilities. Details of employment possibilities will be discussed in the Field Seminar class. Capital University’s Career Development can aid students in hunting for employment, including resume services, interview practice, and searching job listings. Contact information will be provided in seminar and is listed on Capital’s website.

<https://www.capital.edu/academics/services-and-programs/career-development/career-development/>

Capital University

SOCIAL WORK DEPARTMENT AFFILIATION AGREEMENT

BETWEEN

CAPITAL UNIVERSITY

AND

Agency: _____

This Agreement creates an affiliation between CAPITAL UNIVERSITY, located in Franklin County, Ohio, hereinafter referred to as the "University", and _____ located at _____ hereinafter referred to as the "Agency". The Bachelor of Social Work Degree offered by the Capital University Social Work Department is accredited by the Council on Social Work Education.

WHEREAS, Capital University, an Ohio nonprofit, private higher educational institution, through its Social Work Program provides an educational program in social work, and

WHEREAS, the Capital University Social Work Program, hereinafter called the "Program", is desirous of and responsible for conducting a social work field practicum that affords its students a breadth of opportunities for social work study and experience in social work services programs that enhance the educational experience, and

WHEREAS, The Agency provides services related to social work, and is agreeable to providing educational opportunities for students, as may hereafter be agreed to and reviewed yearly.

NOW, THEREFORE, in consideration of the promises and of the mutual advantages to each of the parties herein designated, it is understood and agreed that:

1. **The facilities of the Agency are made available**, as may hereafter be agreed to, for study and field practicum experiences for social work students of the Program.
2. **The University and the Agency agree that students are not considered to be employees of the Agency**, but as individuals in the training phase of a professional education. The staff of the Agency will remain responsible for the provision of agency services when a student is assigned. Students will not replace staff or act in a service capacity, apart from their educational goals.
3. **The number of students assigned, the dates and times for the experiences, and goals and objectives for the experiences sought are to be reviewed yearly** by faculty representatives of the Program and the Agency. In keeping with the Agency's responsibility for meeting its

mission, the Agency will retain final authority in the determination of the number of students placed within it.

4. **In regard to communication and cooperative relationships:**

- a. In matters of major policy, such as determination of guidelines and limitations of functions of students, the official channel of communication shall be between the Head/Director of Field Education of the Program and the Superintendent of the Agency;
- b. In matters of student scheduling and educational experience, the official channel of communication shall be between Program faculty and Agency personnel;
- c. The parties agree to a mutually beneficial sharing of materials and programs related to the function of each.

5. **Privacy and Confidentiality:**

a. **The Family Educational Rights and Privacy Act (FERPA):**

To the extent the Agency generates or maintains educational records related to students participating in field experiences pursuant to this Agreement, the Agency agrees to comply with the Family Educational Rights and Privacy Act (FERPA), to the same extent as such laws and regulations apply to the University and shall limit access to only those employees or agents with a need to know. For the purposes of this Agreement, pursuant to FERPA, the University hereby designates the Agency as a school official with a legitimate educational interest in the educational records of the participating students to the extent that access to the University's records is required by the Agency to carry out these field experiences.

b. **Health Insurance Portability and Accountability Act (HIPAA):**

To the extent that the Health Insurance Portability and Accountability Act (HIPAA) applies to the Agency, students participating in field experiences pursuant to this Agreement are members of the Agency's workforce for purposes of HIPAA within the definition of "health care operations" and therefore may have access to patient information as provided for in the Privacy Rule of HIPAA. Therefore, additional agreements are not necessary for HIPAA compliance purposes. This paragraph applies solely to HIPAA privacy and security regulations applicable to the Agency and, as stated in paragraph 2 above, does not establish an employment relationship.

6. **Field Faculty Requirement:**

Each Field Instructor shall hold a degree from an CSWE accredited program -Baccalaureate (BSW) or Master of Social Work (MSW) and have at least two years of experience. Licensure of LSW, LISW, or LISW-S preferred but not required.

7. **In regard to instruction and supervision of students:**

I. **The PROGRAM is responsible to:**

- a. Determine the students to be placed in the Agency;

- b. Familiarize the Agency with the Philosophy and Learning Goals of the Program;
- c. Provide the Agency with the Manual that includes Guidelines for Field Instruction;
- d. Teach a concurrent seminar series, SWK 463 Field Seminar I & SWK 465 Field Seminar II, to assist students in further integrating the field experience with Social Work Theory for practice, knowledge, skills and values;
- e. Designate a Field Liaison with responsibility to facilitate the student learning experience through a supportive relationship with the Field Instructor, student and Field Seminar instructor;
- f. Arrange with the Agency such meetings between student, Field Instructor and Field Liaison as may be necessary to facilitate administrative, educational or other problem solving matters;
- g. Review reports, records and Field Instructor evaluations of student progress in their field learning;
- h. Determine in cooperation with the Field Instructor the student grade for each semester.

II. The AGENCY is responsible for:

- a. Providing qualified Social Work Field Instructors for the instruction and supervision of students in the Agency;
- b. Maintaining a student/Field Instructor ratio of not more than three (3) students per Field Instructor;
- c. Providing Field Instruction as stated in the Philosophy and Learning Goals of the Program, and outlined in the Field Manual and in accordance with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE);
- d. Ensuring regular ongoing supervision of the student on a weekly basis;
- e. Making available to students the space, equipment, personnel and other assistance necessary to learning, including, but not limited to, space and time suitable for didactic experiences, workshops, institutes and other appropriate experiences to meet learning goals;
- f. Providing an Agency environment and practice committed to the values and ethics of the Social Work profession as set forth in the Code of Ethics of the National Association of Social Workers (NASW Code of Ethics);
- g. Arranging for Field Instructor attendance at the annual Orientation to the Field provided by the Program prior to each Fall semester to outline Learning Goals and evaluation tools utilized in the field setting;
- h. Being available to the Field Liaison and/or Program Field Director for meetings with the Field Instructor and student during the semester as required;
- i. Participating actively in evaluation of student performance in the field;

- j. Informing the Program promptly if student performance or behavior is unsatisfactory;
- k. Completing all necessary forms as requested by the Program such as timesheets, student evaluations, etc.
- l. Assuming responsibility for providing training for students to Agency's applicable rules, regulations, policies, procedures, and protocols, as well as all applicable state federal and local laws regarding the confidentiality and client/patient information and records (including Health Insurance Portability and Accountability Act of 1996 (HIPAA), and mandated reporting laws as applicable by Agency.
- m. Be responsible for the Agency's health and safety plans, protections and procedures, as required by law or other regulatory provision, including OSHA, and shall inform and apply them to students where appropriate.

III. The STUDENT is responsible for:

- a. Spending a minimum of 210 contact hours per semester for two consecutive semesters (420 hours total) at a Field Agency. The beginning and end of each semester is determined by the University calendar;
- b. Keeping field hours as agreed upon by the student and Field Instructor. Time off for illness or holiday schedules must be cleared with the Field Instructor;
- c. Contacting the Field Instructor to report absences at any time during the semesters, and make up absences as agreed with the Field Instructor;
- d. Attending and participating in the Integrative Seminars I & II (SWK 463 & SWK 465);
- e. Meeting with the Field Liaison for individual or group conferences at the scheduled time as indicated.
- f. Contacting the Field Instructor immediately in the event of problems, concerns or incidents;
- g. Maintaining a weekly record of hours spent in the field;
- h. Maintaining a journal of activities and learning experiences in the field, including both subjective and objective perspectives and analyses of the process of professional growth;
- i. Engaging with the Field Instructor in mid- and end-of-term evaluations for each semester, and ensure their timely submission to the Field Seminar Faculty as required;
- j. Performing learning assignments as indicated by the Field Instructor;
- k. Developing with the Field Instructor a Learning Contract outlining goals for new learning, tasks and activities to meet the goals and evaluation methods to document successful goal attainment;

- l. Providing one's own transportation to and from the Agency and other sites where learning may occur. Under no circumstances may clients of the Agency be transported in the student's own vehicle;
 - m. Ensuring conduct is guided by the NASW Social Work Code of Ethics, and the Agency's policies, procedures, rules and regulations.
 - n. Maintaining student liability insurance (almost all students go through NASW for this coverage) which is mandated before a student can go into Field Placement.
8. **In regard to termination of a student from the Agency:**
- a. The University may require termination of a student from the Field Placement at the Agency for violations of University policy or if the placement no longer promotes the educational objectives of the student's learning experience;
 - b. The Agency, in carrying out its responsibility to assure safe and adequate service, may suspend and may terminate the student from the Field Placement at the Agency for violation of Agency rules or ethical tenets. Agency shall immediately notify the Field Liaison of such action;
 - c. No student shall be withdrawn from an Agency for any reason, which is illegal under applicable federal, state and local law;
 - d. Termination of a student from a field placement shall be in accordance with the following procedures located in the Field Placement Action Plan (FPAP) and found in the Capital University Field Manual:
 - (i) Notification must be in writing, must include the reason(s) for withdrawal, and must be copied to the student, the Field Liaison and the Director of Field Education;
 - (ii) The Field Liaison confers with the student and separately with the Field Instructor to assess the situation. A conference between student, Field Instructor and Field Liaison may be indicated at this time to explore problem resolution;
 - (iii) If resolution cannot be achieved, a termination meeting of student, Field Liaison, Director of Field Education, Field Instructor and an Agency representative will be convened;
 - (iv) Termination of a student from an Agency will be recorded in the student record and in the records of the Director of Field Education.
9. **In regard to liability:**
- a. Each party to this Agreement (University and Agency) shall be responsible for all damages and costs arising from acts and omissions of its own employees and agents under this Agreement; Capital University is only liable for damages caused by students to the extent of their mandated malpractice insurance.

- b. Each party to this Agreement (University and Agency) agrees to furnish on request by the other party evidence of comprehensive liability and professional malpractice insurance;
- c. The Agency shall have no obligation to provide Worker's Compensation or any other form of insurance to students or faculty;
- d. Students of the University shall not be deemed to be employees, agents or independent contractors of the Agency while they are participating in the Agency's programs as a part of the Program's planned educational program and under the supervision of the Field Instructor;
- e. It is the responsibility of the student to carry accident and/or hospitalization insurance;
- f. It is mandatory that the student be insured in a Social Workers Professional Malpractice and Personal Liability Insurance plan;
- g. Students of the University shall, if necessary, be required to have appropriate immunizations including (COVID-19, hepatitis B, measles, rubeola and rubella, poliomyelitis, tetanus, tuberculosis skin test (with follow-up treatment if test results are positive) prior to beginning the Program's planned educational experiences in the Agency;
- h. The Agency will provide only emergency care for students as available. In all other cases, the Program shall be notified. Any emergency care provided to a student by the Agency will be at that student's expense.

10. **Tuition Waivers:**

The University will provide tuition waivers for personnel of the Agency in accordance with all governing University policies that the time a tuition waiver certificate is issued.

11. **Modification of Agreement:**

It is understood and agreed that the parties hereto may revise or modify this Agreement by written amendments whenever the same shall be mutually agreed upon.

12. **Renewal of Agreement:**

This Agreement shall remain in effect for three years and may be renewed for an additional three years by written agreement of the parties.

13. **Termination of Agreement**

Either party may terminate this Agreement by giving thirty (30) days written notice of intention to terminate to the other party. Such termination shall not become effective until all students currently engaged in the Social Work Field Practicum at the above named Agency under this Agreement have completed their training in the Agency as previously agreed.

No prior representation, warranty, condition or agreement of any kind or nature shall be binding upon the parties unless incorporated in this Agreement. This Agreement contains all the terms and conditions agreed upon by the parties.

Agency Name: _____

Agency Address: _____
City, State, Zip

Agency E: Mail: _____ Agency Phone: _____

Executive Director Name (please print): _____

Signature: _____ Date: _____

CAPITAL UNIVERSITY: 1 College and Main, Columbus, OH 43209

Director of Field Education _____ Date _____

Debbie Fournier, LISW-5

University Provost: _____ Date: _____

Jody S. Fournier, Ph.D.



SOCIAL WORK DEPARTMENT

Field Instructor's Background Information

Student Name: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Field Instructor's Name: [Click or tap here to enter text.](#)

Agency Name: [Click or tap here to enter text.](#)

Agency Address: [Click or tap here to enter text.](#)

Agency Phone: [Click or tap here to enter text.](#)

Field Instructor's E: Mail: [Click or tap here to enter text.](#)

Field Instructor's Job Title: [Click or tap here to enter text.](#)

Full-time Part-time

LICENSED SOCIAL WORKER?

Yes [Click or tap here to enter text. License #](#)

No

Level of Licensure:

Licensed Social Worker

Licensed Independent Social Worker

Licensed Independent Social Worker-S

Other (Explain): [Click or tap here to enter text.](#)

UNDERGRADUATE EDUCATION:

Name of College: [Click or tap here to enter text.](#)

Location: [Click or tap here to enter text.](#)

Major: [Click or tap here to enter text.](#) Minor: [Click or tap here to enter text.](#)

Year of Graduation: Degree: [Click or tap here to enter text.](#)



SOCIAL WORK DEPARTMENT

Task Instructor's Background Information

Student Name: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Field Instructor's Name: [Click or tap here to enter text.](#)

Agency Name: [Click or tap here to enter text.](#)

Agency Address: [Click or tap here to enter text.](#)

Agency Phone: [Click or tap here to enter text.](#)

Task Instructor's Name: [Click or tap here to enter text.](#)

Task Instructor E: Mail: [Click or tap here to enter text.](#)

Task Instructor's Job Title: [Click or tap here to enter text.](#) Full-time Part-time

LICENSE?

- Yes [Click or tap here to enter text. License #](#)
- No

Licensure type:

Explain: [Click or tap here to enter text.](#)

UNDERGRADUATE EDUCATION:

Name of College: [Click or tap here to enter text.](#)

Location: [Click or tap here to enter text.](#)

Major: [Click or tap here to enter text.](#) Minor: [Click or tap here to enter text.](#)

Year of Graduation: Degree: [Click or tap here to enter text.](#)

Capital University

SOCIAL WORK DEPARTMENT Employment Based Field Placement

Students are allowed to pursue their field placement at their current place of employment, if the agency meets the following guidelines:

- The student is employed in an agency with different divisions or learning assignments that will provide the student with practice experience different from her/his current job description. . **Field education hours must occur in a different skill or program area than the student's paid work at the agency.**
- The agency has a qualified Field Instructor who is not the student's regular supervisor and is willing to fulfill the role and responsibilities of Field Instructor for this student. (See page-13 Field Instructor in the Field Manual)
- The student and the agency document clearly how the agency employment function will be separate and distinct from the Field Education experience.
- The student completes the *Employment Based Field Placement Application Form* below in addition to all forms by the due date as scheduled for consideration.
- The Field Instructor is responsible for ensuring that the hours submitted by the student on the Time Sheet are distinct from those submitted on the student's employee timesheet.

Of note- if a student is offered employment by the agency in which they are completing their field placement during their field placement, the same rules apply

Student Name: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Capital E-Mail: Click or tap here to enter text.

Agency Name: Click or tap here to enter text.

Agency Address: Click or tap here to enter text.

Street

City

State

Zip

Phone: Click or tap here to enter text.

Website: Click or tap here to enter text.

Executive Director Name: Click or tap here to enter text.

Phone: Click or tap here to enter text.

E-Mail: Click or tap here to enter text.

Employment Supervisor Name: Click or tap here to enter text.

Phone: Click or tap here to enter text.

E-Mail: Click or tap here to enter text.

Student's Length of Employment at agency (must be greater than 6 months): Click or tap here to enter text.

Student's Present Job Description: Click or tap here to enter text.