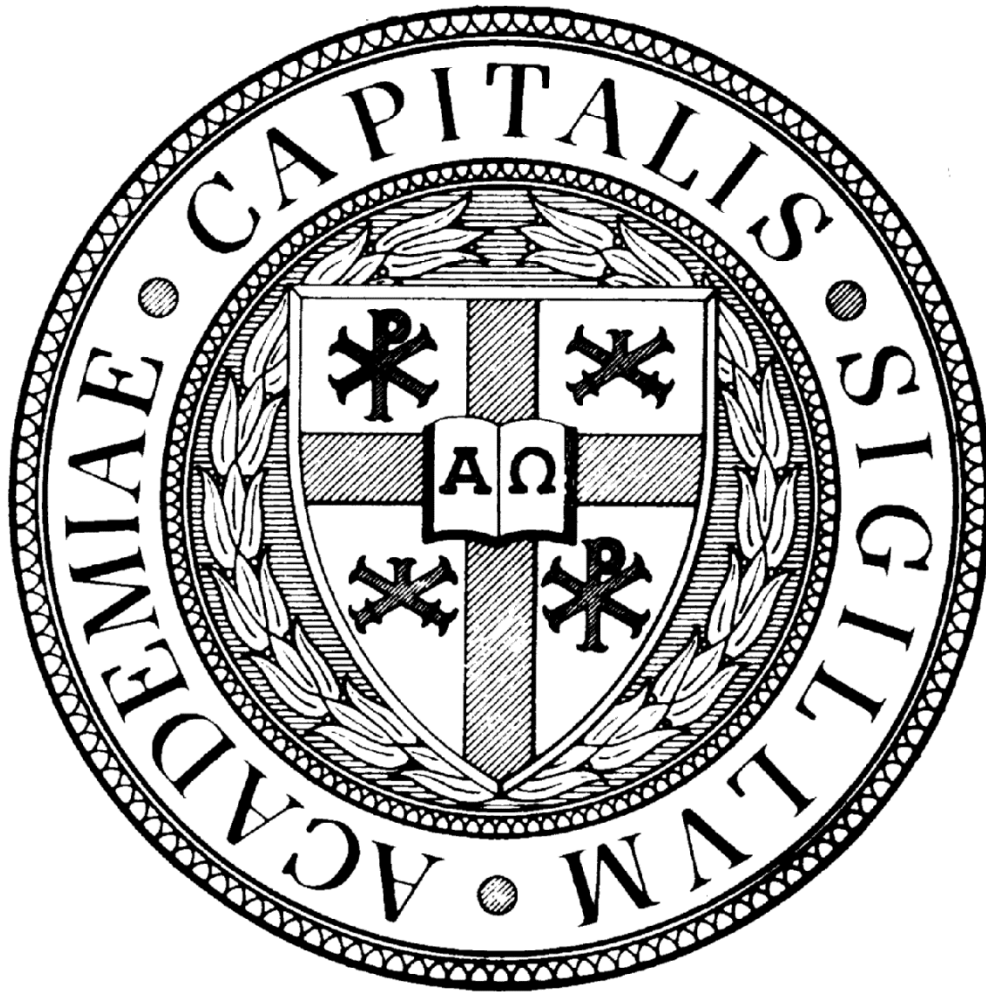


**Student Field Education for the
Bachelor of Social Work Program (BSW)
at Capital University, Columbus, Ohio**



Field Education Manual
Academic Year: 2019-2020

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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 Bachelor of Social Work (BSW) fieldwork experience. 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/>.

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1. GENERAL PROGRAM INFORMATION

Introduction

This ***Field Education Manual*** (FEM) contains information on the Social Work Department's history; its field education goals; the BSW curriculum requirements; the roles, standards, and responsibilities required of each student, Field Instructor, placement agency, Field Liaison, and Field Education Director; the selection criteria for fieldwork agencies and Field Instructors; and the step-by-step field work completion process.

History of the Social Work Department

Courses in social work began being offered in the 1960s. The Council on Social Work Education (CSWE) approved Capital's Social Work Program in 1970. Department status was achieved in 1974 and has experienced steady growth. Enrollment now includes traditional and adult students taught by full-time tenured and adjunct professors.

Mission of the Social Work Program

The Social Work Program at Capital University is committed to the provision of the excellent educational preparation of students for generalist practice with individuals, families, groups, organizations, and communities. Consistent with the mission of Capital University, the Social Work Program prepares students to become critical thinkers, lifelong learners, and inspires them to be morally reflective, spiritually alive, and civically engaged in an increasingly diverse society. The Social Work Program is grounded in liberal education and focused on celebrating learning through student-centered professional practice to uphold the advancement of human rights and empowerment to people beyond borders.

BSW Educational Goals and Competencies

Goals:

The overall goals of the BSW Program aim to

1. Prepare students for generalist practice in both rural and urban settings with individuals, families, groups, organizations, and communities.
2. Prepare students with a foundation for lifelong learning, including graduate education and an awareness of their responsibility to continue their professional growth and development.
3. Prepare students with a broad liberal arts foundation emphasizing the development of knowledgeable, independent, critical thinkers.
4. 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.
5. Prepare students to understand a scientific, analytical, and ethical approach to building knowledge and incorporating technological advancements into their practice.

Competencies/Objectives:

The overall competencies/objectives of the BSW program are to (CSWE-EPAS 2015)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
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

BSW 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 100—Professional Development, Values, Ethics, and Justice
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 and have senior status by starting section

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 Generalist Practice

The Council on Social Work Education (CSWE www.cswe.org) requires all undergraduate BSW programs to train students in generalist practice. This means that a BSW-trained social worker is expert in general, foundational Social Work skills and has been prepared to use problem-solving processes and evidence-based intervention models to intervene with micro, mezzo, and macro systems while assessing person-in-environment with an ecological approach and a strengths orientation (Miley, O'Melia & DuBois, 2009; Johnson & Yanca, 2010).

2. FIELD EDUCATION INFORMATION

Field Education Description

Field Education is the capstone of the BSW curriculum, fulfilling the 200 hours per semester requirement for a student's senior year. Completing these hours at one agency enhances the learning experience and typically occurs between the end of August and the following April.

Field Education allows senior BSW students to turn knowledge acquired in previous and concurrent Social Work courses into practice competencies within the contexts of their agency placement. As mentors, models, and experts in social Work, Field Instructors will guide students through this process, helping them build professional skills and competencies. Students will attend a concurrent seminar designed to help this integration of knowledge and values into practice. Field Liaisons are responsible for teaching the seminar course and acting as intermediaries between students and Field Instructors. The Field Director will oversee and mediate between the overall Field Education program and the BSW Program.

Students will take classroom knowledge into the field at an agency, guided by the Field Instructors from that agency 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;
- and help build comfort in the use of generalist practice across micro, mezzo, and macro practice levels.

The courses supporting Field Education (SWK 462, 463, 464, and 465) are designed to progress in an interactive and integrative manner by building upon each student's fieldwork experience. Students will be able to internalize (CSWE) core competencies that guide our professional practice and regularly demonstrate these competencies within their professional behaviors.

Field Placement Resources at Capital University

Various resources are available to students, Field Instructors, and the agencies supporting fieldwork 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. A positive reputation and the presence of Capital BSW alumni in the area 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 fieldwork experiences through their graduation. Working with students also 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. RUNIPT, an online program introduced in 2019 offers students, Field Instructors, Faculty Field Liaisons, and the Field Director faster access to all relevant forms. 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. A better and

tighter delivery of knowledge and the ability to integrate this with the fieldwork experience will be realized for everyone.

Field Placement Goals and Competencies

The Field Education goals are to

1. Train culturally competent social workers at the baccalaureate level prepared to meet the needs of diverse populations.
2. Ensure that Social Work graduates have developed skills in addressing the range of practice methods at the micro, mezzo, and macro practice levels.
3. Develop social workers who promote social and economic justice for all people.
4. Provide an educational environment that optimizes student learning outcomes.
5. Enhance Social Work practice effectiveness within the professional community through seminar and training opportunities for both students and practicing clinicians.
6. Prepare students with the foundation for lifelong learning, including graduate education, and an awareness of their responsibility in continuing their professional growth and contributing toward the field of practice.
7. Prepare students for Social Work practice within the values and ethics of the profession.

See CSWE (2015 EPAS) for further clarification of field education goals transformed into competencies.

Field education goals, seen as outcomes, i.e. **competencies**, are specified in the Student Learning Contract (LC) section. These outcomes will guide all expected student activities and behaviors.

Field Placement Criteria: Roles, Responsibilities and Expectations

A. 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 a contract to learn skills in generalist practice 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:

1. Follow established procedures for finding a Field Placement agency.
2. Familiarize themselves with and abide by agency policies and regulations, including HIPPA regulations where applicable.
3. 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.
4. Take the initiative in seeking advice, consultation, or help from the agency Field Instructor or the Field Liaison.
5. Use the relationship with the Field Instructor to integrate theory and practice while increasing knowledge and self-awareness.
6. 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.
7. 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.
8. Participate with the Field Instructor and Faculty Field Liaison in developing the learning goals/competencies and final evaluation conferences.
9. 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.
10. 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.
11. Complete all course requirements, field related forms, and fieldwork evaluations within specified deadlines.

B. Field Instructor

All Field Instructors must hold a BSW or MSW from a CSWE-accredited program, a Social Work credential (i.e. a license), 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

1. 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.
2. Provide the student with an orientation to the agency and a suitable work space.
3. 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.
4. 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.
5. 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.

C. 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

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

Capital University requires the Field Director to be full-time social work faculty member with independent licensure and supervisory designation

D. Field Education Director

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

1. Collaborating on the development of the policies, procedures, goals, and core competencies of the Field Education Program.
2. 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.
3. Evaluating and assessing the Field Education Program and recommending policy changes to the full faculty in the Social Work Department.
4. Orienting new Field Education faculty to the Program and their responsibilities, which includes course preparation, design, textbook information, and implementation of Field Education goals.

5. Planning, scheduling, and conducting Field Instructor orientation sessions and collaborating on continuing education programs for the Field Instructors.
6. Coordinating the development of undergraduate Field Placements and maintaining all Field Placement agency contact information.
7. Planning and facilitating interview process for students with prospective Field Placement agencies.
8. Revising the BSW Field Education Manual and all field-related forms regularly and making recommendations to the Social Work Department.
9. 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

3. FIELD PLACEMENT INFORMATION

Field Placement Selection Process

The selection of agencies for fieldwork 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. Agencies may request a student or may be suggested by a student, faculty member, alumnus, or Social Work Community Advisory Board member. Approval will be given only after verifying an agency's interest, establishing the availability of a qualified agency representative, and ascertaining appropriate potential generalist 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.

A. Criteria for Selection of Field Placement Agencies

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

1. 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.
2. 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.
3. A correlation between the agency and the Social Work Program's practice perspective must be evident so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
4. 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.
5. The agency will regularly provide staff time for student supervision and professional learning, including participation in BSW Program orientation, field instruction workshops, and Field Liaison visits. A minimum of one hour a week for student supervision will be required.
6. 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 a minimum of 14 hours per week.
7. The agency must provide the necessary space and facilities for the student, including desk and file space, privacy for interviewing, and clerical assistance.

B. Criteria for Selection of Field Instructor

Field Instructors are primarily responsible for the task of educating students. This process requires thought, planning, and creativity. Fieldwork teaching 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.

In order to meet the Council on Social Work Education Accreditation Standards and Curriculum Policy Statement requirements, the Field Instructor must meet the following qualifications:

- The Field Instructor may be a Licensed Independent Social Worker (LISW) or a Licensed Independent Social Worker-Supervisor (LISW-S) with no other requirements.
- The Field Instructor may be a Licensed Social Worker (LSW) with a Social Work degree (BSW, MSW, or equivalent from CSWE-accredited program). In exceptional cases, a MSW with multiple years of experience may be suitable. Field Instructors must demonstrate education in Social Work, with a MSW degree

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*.

C. Training and Partnership Opportunities for Field Instructors

In order 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 Education 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 luncheons.

Informal Discussion

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

4. Field Placement Process

Prerequisite: Acceptance into the Social Work Program

The student must show documentation of prior acceptance into the Social Work Program, which involves an application and an interview, and completion of the sections 1 and 2 of the BSW Curriculum.

Step One: Application for Student's Field Placement

The student must complete and turn in the Application for Field Placement form See form: Application for Field Placement form.

Applications are due by December of the fall semester prior to the student starting field placement (the student's junior year).

Step Two: Student Field Placement Choices/Interviews with Agencies

Each student will select at least one agency of interest, then plan and complete an agency interview with the goal of exploring the goodness of fit between the agency and the student's interests, learning style, and needs, as well as the available opportunities at said agency.

Agency Field Instructors will provide clear descriptions of the opportunities and expectations in their agencies and to convey to the students their own style and manner of supervision and practice.

Students will list their preferred agencies and submit this list to the department. Agencies will be asked to submit their student preferences. Students will then be expected to choose what is acceptable to them.

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 Three: School-initiated and Student-initiated Field Placement Options

The agency selections will vary with each student's needs. Students participate in this process in the Fall/Winter of their junior year and begin placement their senior year. Each student will complete

interviews on-site at agencies approved by the Field Education Director, or a student may pursue an Independent Placement with an agency that does not appear on the Social Work Program's Opportunities List. This option is particularly useful to students living some distance from Capital's main campus. Approval by the Field Education Director is necessary to initiate an Independent Placement. A student who wishes to explore the possibility of placement within their current employment should refer to the guidelines below. Students need to be aware that some field agencies have additional screening procedures—such as completing additional application forms, interviews, criminal background checks, and drug screenings. Students will be expected to comply with all of the chosen agency's requirements above and beyond the University requirements at their own expense.

Step Four: Student Field Placement at the Place of Employment

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.
- The student and the agency document clearly how the agency employment function will be separate and distinct from the Field Education experience.
- The student submits 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.

Step Five: 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 pass this placement.

Students' Field Placement as indicated by CSWE requires a minimum of 400 hours of agency experience over two semesters (SWK 462 and 464). Students are required to schedule 14-16 hours of fieldwork per

week at their agency throughout each semester. The **Time Sheet** will document these hours. This form can be found online in RUNIPT for both the student and the Field Instructor, and will always be available for the Field Liaison to review.

The student will be responsible for completing the **Timesheet** in RUNIPT. 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 will always have access to this document to ensure completion of hours and appropriate documentation.

Step Six: Weekly Supervision with Field Instructor

Weekly supervision with the Field Instructor using the Learning Agreement (LA) and the weekly **Supervision Logs** located in RUNIPT will 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.

Step Seven: 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 provide 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 RUNIPT. 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 and will be responsible for arranging conferences with the Field Instructor and the Field Liaison. An initial supervisory conference needs to clarify what the student hopes to get out of their Field Education experience and what end goals the Field Instructor plans for the experience. The following are helpful suggestions in individualizing the LA to the specific student:

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

A copy of the Learning Agreement will be retained in RUNIPT 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 program
(CSWE-EPAS 2015)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
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

Step Eight: 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 RUNIPT. The Faculty Field Liaison will review the signed LA and confirm evaluation with a signature in RUNIPT.

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. There is a required weekly **Supervision Log** that the student will complete in RUNIPT. In the **Supervision Log** the student identifies the weekly competencies they addressed as well as answer a weekly prompt found in their SWK 462 coursework. The Supervision Log is signed by the student, Field Instructor, and Faculty Field Liaison at the end of the semester.

At the end of the first semester and the placement experience, the Field Instructor will summarize the student's performance at the placement agency for each competency in the **Learning Agreement and Evaluation** found in RUNIPT. 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.

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.
- The student and the Field Instructor will complete and sign *The Learning Agreement and Evaluation* in RUNIPT. The Faculty Field Liaison will then review and sign the form in RUNIPT. A grade for that semester will be assigned based upon assessment of the student's classroom performance, field education experiences, and completion of 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.

Some additional guidelines for Field Instructors

- Please remember that students are learners and not yet Social Workers. Feel comfortable with this status and take advantage of any and all educational opportunities possible. Decreasing the pressure to perform or succeed "for grades" will help emphasize learning instead.
- Be honest in evaluating the work. Feedback is essential to learning. Model a strengths-based approach.
- Field Instructors might share their own personal experiences in the field to help students realize that Field Instructors are not infallible, that they were beginners once, and that they are still learning and indeed committed to lifelong learning

Step Nine: 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 initiate 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.

Step Ten: 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.

NB: All field placement documentation is located in RUNIPT. RUNIPT is the field placement management system. All Students, Field Instructors, Field Liaisons, Field Education Director and Faculty have access to RUNIPT.

5. Miscellaneous Policies Regarding Field Placement

A. 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.

B. Field Placement during 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 fieldwork 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. Since the student generally follows the academic calendar, this will be at the ethically appropriate, yet minimum level. All scheduling needs to be negotiated ahead of time and reported to the Faculty Field Liaison, as needed.

C. 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.

D. Field Placement Malpractice Liability Insurance

Capital University, in addition to the Social Work Program, require the student to carry malpractice insurance for the period of their field placement (a minimum 1 million per incident 3 million aggregate, as per university policy). For more information and a listing of insurance companies please visit the NASW website (www.socialworkers.org) or contact the Field Education Director. Failure to obtain insurance will result in withdrawal from the Field Education Program including practice courses, Field and Field seminar.

Some agencies may ask students to be responsible for providing a car for use in field placement. These students must carry additional liability insurance. This will be the student's choice, and Capital is in no way responsible.

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.

E. 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.

F. Sexual Violence and Harassment

Title IX – Sexual Harassment, Discrimination, and Misconduct:

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, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University’s Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

If a student believes that they have been subject to sexual harassment by anyone in their field placement agency, they should **report the incident to their Field Instructor (if appropriate) and Faculty Field Liaison as soon as possible. Faculty Field Liaisons will follow Capital University policy in handling the matter.**

G. Grievance Policy and Procedure for Field Placement

The following procedure will be used to address grievances during Field Placement. See the **Student Handbook** for definition of standards of professional behavior for which BSW students are responsible [BSW Program Student Handbook](#) (Pages 15-27).

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.

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

Diversity

- Biases towards diverse groups
- Resistant to expanding cultural knowledge

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

—

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: _____

H. 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 fieldwork. They are expected to follow this code at all times when in a professional capacity, whether in the agency, classroom, or with colleagues.

I. Job Search Skills

The Field Education Program will assist Senior 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.