

**AULTMAN COLLEGE
SOCIAL WORK
FIELD MANUAL**



**AULTMAN
COLLEGE**

STUDENT CENTERED. HEALTH CARE FOCUSED.

2021-2022 Edition

Dear Social Work Field Student,

Welcome to your Social Work Field Practicum at Aultman College!

Your field placement is your chance to put into practice the knowledge, skills and values you have been learning and developing in the classroom. It's also the place to see theory in action and learn, firsthand, how theory, policy, research and practice intersect with one another. Field work is exciting, yet challenging. Your field experience is necessary to prepare you to become an ethical and competent professional social worker.

One of the goals of the Bachelor of Social Work Program at Aultman College is to challenge students to learn the skills and knowledge necessary for social work practice in addition to teaching you how to problem solve and conduct yourself as a professional. To accomplish this goal, the social work program at Aultman College partners with community agencies to offer you a hands-on educational experience. There are several field placement options available, from healthcare to substance abuse, infants to seniors and everything in between.

This manual will be your guide as your progress through your field placement. The manual and social work field program at Aultman College follows the structure and recommendations provided to the school by the Council on Social Work Education (CSWE). Any questions concerning policies outlined here should be directed to the Department of Foundational Education and Health Professions at Aultman College.

On behalf of the social work program, we hope you take full advantage of this service-learning experience. We are committed to your success in the program and your future contributions as a professional social worker.

Best Wishes,

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FORWARD

This manual is a guideline for undergraduate social work field education for the Social Work Program at Aultman College. The purpose of this manual is to:

1. orient students, agency Field Instructors, and new faculty to the structure and process of the field education experience; and
2. outline the policies and procedures of participating field placement agencies, Field Instructors and the Field Coordinator relative to their roles, responsibilities, and expectations in providing an educationally productive field experience for undergraduate social work students.

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INTRODUCTION

SOCIAL WORK PROGRAM MISSION

The Bachelor of Social Work (BSW) program serves a diverse set of students in a community-based environment. It is committed to promoting basic human rights, advocating for social and economic justice, and providing leadership by empowering social systems as change agents to individuals, groups, and communities in diverse populations and settings.

SOCIAL WORK PROGRAM VISION

The vision of the BSW program is to provide collaborative, interdisciplinary generalist education within the vast local and national sectors of social work through community partnerships and adherence to the values and diversity of northeast Ohio community systems and agencies.

GENERALIST PRACTICE

The Aultman College Baccalaureate Social Work Program defines "*generalist practice*" as: the application of knowledge, values, and skills of the general method of problem-solving, which spans the processes of engagement, data collection, assessment, intervention, evaluation, and termination. Preparation within the program focuses on the application of the method to individuals, families, groups, communities, organizations. Key to this problem-solving approach is its applicability to multi-cultural contexts, focusing on the strengths inherent in clients/consumers' and systems. At the core, the ethics and values of the social work profession guide this practice.

SOCIAL WORK PROGRAM GOALS

1. Prepare students for beginning social work practice in a generalist setting. This includes meeting licensure requirements and developing self-awareness and responsibility to pursue lifelong learning through professional development, coursework, advisement, and other programming (e.g., undergraduate research, student organizations, etc.).

2. Encourage students to recognize their own heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.
3. Practice in accordance with the National Association of Social Work (NASW) Code of Ethics per the principles, values, and ethics that guide the social work profession and utilize those practices to effectively advocate for social and economic justice within the communities served.
4. Develop understanding of the layers of social services and how various disciplines within social service agencies intersect with one another as well as how to use client setting resources in practice to network and provide effective client interventions.

COMPETENCIES AND PRACTICE DIMENSIONS

Council on Social Work Education (CSWE) 2015 Educational Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a

culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and

global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

FIELD EDUCATION

PURPOSE OF FIELD

The purpose of the field experience for Social Work at Aultman College is to provide students with an opportunity to apply concepts and theories learned in the classroom with real practice in the community within the service orientation of the student's choosing. The Social Work program at Aultman College utilizes the urban communities of Stark County, as well as surrounding urban areas, to assist students in understanding generalist social work practice in various practice settings. The field internship program emphasizes training students to practice skills acquired within the classroom setting from both the foundational level and the core social work curriculum in providing effective person-centered care and resource referral within the environment they are practicing in. To promote student learning, the field education environment and experiences are systematically developed and supervised by competent practitioners and then coordinated and evaluated to promote student achievement of Social Work competencies. The program aims to prepare entry-level generalist social workers that recognize client strengths, resilience, and resources to empower those served toward optimal functioning within their environment. By the end of the field placement, field students should be ready to assume the responsibilities of an entry-level social work position.

OVERALL AIM OF FIELD EDUCATION

1. Field education is designed to promote professional competence which build on the student's prior social work coursework. As the signature pedagogy, field placements are to provide field students with supervised generalist practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people.
2. Field placements must provide field students with opportunities for the development of an awareness of self in the process of intervention.
3. Field placements are designed to help field students integrate knowledge of social work practice to actual work situations that help to foster the integration of empirical and practice-based knowledge. This segment of the curriculum is designed to facilitate the integration of classroom knowledge (including but not limited to: human behavior, human development, diversity, social justice, interviewing skills, assessment skills, intervention skills, etc.) and theoretical discussions with the actual delivery of social work services with individuals, families, groups, organizations, and communities. Field placement learning experiences are likely to be specific to the respective agency but should also be generalizable to the entire social work profession.
4. The social work student should gain an understanding of the agency's formal organizational structure, its functions, and its methods of operation. This includes the social problems treated, characteristics of clients served, source of agency's funds, its relationship to other agencies in the community, and the community forces which affect the agency's organization and operation. If possible, it is desirable for students to observe and gain an understanding of some of the informal dynamics of the decision-making processes at work. This might include salary negotiations, how agency's policies to benefit clients (or staff) are changed, and how to influence political decision-makers and the broader community.
5. Field students should gain an initial understanding of the community and how it is affected by sociological, economic, and political variables. Students should gain a deeper understanding of the impact of social problems (e.g. delinquency, inadequate housing, family breakdown, and mental illness) upon individuals, families, and communities. Students need experience with,

and exposure to, as great a diversity of clientele as possible. This means that the student should be provided the opportunity to work with clients and staff representing different cultural, ethnic, and racial groups. Additionally, to the extent possible, students should have the opportunity to work with a wide variety of oppressed groups, including those characterized by gender, sexual orientation, race, and ethnicity.

6. The field student should gain an understanding of the role of a generalist social worker in the social agency, including the methods of change intervention used and the social worker's responsibilities and tasks.
7. The field student should create and develop a professional, respectful relationship with both clients and agency staff to test and develop techniques and skills necessary for practice in the social work field. These include observing, assessing, interviewing, organizing, counseling, planning, reporting, and evaluating his/her impressions both in written and oral form. The student should also assess his/her own practice and employ this insight in demonstrating professional growth. The social work student should be given case responsibilities including the opportunity to develop in-depth working relationships with clients. Skills and techniques developed through forming professional relationships are the core of social work practice and are generalizable to most other social work practice areas.
8. Field students should become aware of and analyze their own value orientations and feelings about clients, client populations and their issues.
9. Field students should engage in research in which they assess the effectiveness of their own interventions. Field students should also be involved in other research activities within the agency.
10. The field student should be able to assess his/her own potential as a professional social worker. This includes insight into their own satisfactions and dissatisfactions as well as professional motivations and frustrations.
11. Field students should be provided opportunities for critical assessment, implementation, and evaluation of agency policy within ethical guidelines.
12. Field students are required to have professional supervision (from the agency and from our social work department) to enhance learning.
13. Field students should be provided opportunities to use oral and written professional communication(s) which are consistent with the terminology of the practicum setting and of the profession.

By the end of the field placement, field students should be ready to assume the responsibilities of a beginning level social work position. Prior to that time, whenever a limitation or obstacle to this goal is recognized, the Field Instructor and the Field Coordinator should develop a performance improvement plan with the student designed to rectify the limitation.

OVERVIEW OF FIELD

Through field education and field placement, students will demonstrate basic knowledge and application of all nine (9) social work competencies evident in specific behaviors measured in field. Students will perform an assigned field placement in one agency. Each senior student will complete a field placement constituting of 15 hours per week for 14 weeks (two semester format) OR 30 hours per week for 14 weeks (block format). Students should work with their field agency site to schedule to most convenient

time for learning. Hours may vary week to week, however, each student must obtain **420 hours total**. (See “Placement Format” for more information about format options)

1. Students are to spend approximately 15 hours per week in field as a part of the two-semester format, and 30 hours per week in field as a part of the block format. Per above, hours can vary based on agency’s needs, as well as the students. However, students are expected to adhere to a regular schedule and provide that schedule to the Field Instructor prior to the beginning of each week.
2. Students must follow the academic calendar regarding breaks and are **NOT** permitted to accrue field hours while on academic break. Additionally, if the school closes due to weather, the student should contact the field site and inform them of the closure and arrange with the field site to make the time up.
3. When a student is unable to report to the agency as scheduled (illness or emergency), they are to contact the field site to relay the information. Frequent absences by a student will be part of the student’s rating of professionalism on their evaluation, so students should proceed with caution when utilizing absences.
4. Students are held accountable for practice per the NASW Code of Ethics and the Ohio State Code of Professional Conduct (OH Adm. Code 475-7-5-01). Failure to comply will potentially result in disciplinary action. Potential consequences include:
 - a. Reduction of Grade
 - b. Failure of Field Placement
 - c. Delayed Graduation
 - d. Dismissal from Aultman College Social Work Program.
5. Students are required to follow agency policies and procedures, which includes company dress code. Field Instructors reserve the right to send a student home if observed to be in violation of the dress code. Violation of certain agency policies and procedures may result in termination of the field placement (See “Termination” for more information).

POLICIES

LIFE EXPERIENCE CREDIT POLICY

The field experience is of central importance to the educational development of the social work student. However, life and prior work experience by itself cannot be considered “field experience.” The process in which the experience is gained is important to the social work education that a student will obtain through the program. A key element of the field experience is supervision, as well as learning to work amongst members within another group. **As a result, the Social Work Program at Aultman College will not accept academic credit for past life work experience unless that experience is part of an academic credit awarded by a social work program accredited by the Council of Social Work Education (CSWE).**

STUDENTS WITH FELONY CONVICTIONS

Please be aware that felony convictions may limit where you can be placed for field work, where you can ultimately work as a social worker, and whether you can obtain a license to practice social work in the State of Ohio. Decisions are often made on a case-by-case basis with consideration to when the felony took place and the level of the conviction/charge. Students should make a full disclosure on their field application. Students should be aware that it is at the field agencies discretion to request the student

submit to a criminal background check and/or drug screen prior to field placement at their agency. Please feel free to discuss your situation with the Field Coordinator or the Program Director if you have any questions.

FIELD PLACEMENT FORMATS

Two options exist for field placement; and each requires that students complete a total of 420 hours in the field practicum. These options include:

BLOCK FIELD PLACEMENT

A block field placement is a one-semester placement in which a student spends three to four full days at an agency (30 hours per week) earning 6 credits that semester (total hours required: 420). When completing a block placement your midterm evaluation (please see the “Field Evaluation Form” located in the Appendix) is scheduled when you reach approximately 210 hours. Final evaluation will take place during the last weeks of your placement.

TWO-SEMESTER FIELD PLACEMENT

A two-semester placement in which the student spends two days (14-16 hours per week) at an agency earning 3 credits/semester. Days of the week are flexible at an agency (total hours required upon completion of both semesters: 420, students need to complete 210 hours each semester). Completing a two-semester placement makes it possible for students to take classes during the semester; however, students are reminded that ALL required social work classes must be successfully completed (with a grade of “C” or above) before you can do a field placement. When completing a two-semester placement the midterm evaluation will take place during your first semester. During your second semester, your final evaluation will be scheduled during the last weeks of your placement.

CRITERIA FOR ADMISSION INTO FIELD

1. All social work courses must be completed with a grade of a “C” or better.
2. All social work students must have a 2.0 overall grade point average before they can begin the field placement. There are no exceptions to this rule. If you have an incomplete in a social work course, the student will need to complete it **prior** to starting their field placement.
3. Students must apply for field by completing the “Application for BSW Field Placement” which includes a checklist for eligibility to enter field and submission of the student’s resume. The checklist will indicate if the student has met all criteria/courses to enter field.

STUDENT ORIENTATION TO FIELD PLACEMENT

1. Students begin their orientation to field placement the semester prior to entering the field. At this point, the Field Coordinator meets with students at the Field Orientation meeting during Social Work Practice I: Micro Lab (SWK 405L) to explain the entire practicum process. Students are provided information on expectations held by all parties. This includes the students reading the Code of Conduct/NASW Code of Ethics section of the manual (also listed on the “Application for BSW Field Placement” form) which outlines the expected professional and ethical behaviors of students while in their placement. In addition, students are required to review all forms that can be found in the field manual.
2. Students are oriented to the placement process, the experiences available in each agency, liability issues, and other professional matters. It is ideal for students to review the Field Roster and begin

to consider three (3) agencies or areas of interest at this time. Students are encouraged to explore the agencies they are interested in, related to their specialization, by going on the internet or setting up a time (if the agency agrees) to job shadow for a day. Students discuss their interests further with a faculty liaison to see if it's a "good fit". Once the student and field coordinator have agreed upon an agency, the liaison contacts that agency to explore its interest in having a placement. After an agency agrees to pursue the possibility further, the student has an interview with the prospective field instructor. All students are required to complete, at minimum, two (2) potential field site interview. This interview helps orient the student to the placement and to identify his/her specific interests and learning objectives. An interview satisfactory to both parties usually results in a placement in the succeeding semester or summer.

PROCESS TO SECURE A FIELD AGENCY PLACEMENT

1. Field students are required to begin the placement process while in the Social Work Practice Lab I class.
 - a. Students are not to set up field placements on their own; all field placements are set up by the social work department.
 - b. Students need to wait until their Social Work Practice I: Lab class to start the field placement process.
2. The Field Coordinator will provide an orientation to the field experience (which will occur during the Practice I: Lab course – SWK 405L). Additionally, the Field Coordinator will provide support during the field placement application process. It is an expectation that the student remains professional during the field placement process.
3. The field student will be required to complete the "Application for BSW Field Placement" form.
 - a. It is important to include any reasonable modifications that the student may need to be successful in their field placement. This may include any supports they may have received from the Student Success Center that may also be helpful in successfully completing their field placement.
 - b. Students are required to share any current, pending, or past criminal charges. It is important to know this legal information to ensure the success of the field placement process.
 - c. The field student must notify the Field Coordinator on the Application for BSW Field Placement form if the field placement is going to be a block OR two-semester placement.
4. The Field Coordinator and Director of the Social Work program will review the Application for BSW Field Placement and begin working to secure a field placement if all criteria have been met and application has been approved.

***The student is not permitted to look for field agencies on their own, including calling or talking with field agencies (or having someone else call agencies on the student's behalf, without prior permission of the Field Coordinator).**
5. Once the application is approved, the Field Coordinator will notify the student and schedule a meeting to discuss areas of interest. The Field Coordinator and student will work collaboratively to determine the best field placement site for the field student based on the service areas desired, and the agency preference list.

- a. Students should identify three areas/field of social work (ex: child welfare, geriatric, economic support, etc.) and potential agencies. The Field Coordinator works hard to find students field placements in one of the students preferred areas.
 - i. Students need to be aware that faculty cannot ensure a placement at those sites. It is also important to note, that when a student lists a specific agency, the student is committing to a placement at the agency if one comes open. Therefore, it is important for students to thoroughly research placement options.
6. The field student is responsible to be in constant, respectful, and professional communication with the Field Coordinator including checking emails (sent to your Aultman College email address) and phone messages daily, and returning communication within a timely manner.
7. The Field Coordinator contacts the prospective agency Field Instructor to determine if the agency is interested in interviewing one or more students for the upcoming semester. Students are required to complete, at minimum, two (2) interviews with different field sites.
 - a. If the agency is interested in a potential student, the student is asked to call the potential Field Instructor to arrange for an interview.
8. The field student should attend the scheduled interviews and communicate with the Field Coordinator by use of the “Field Agency Interview Form” which will indicate approval or denial of placement within the agency. It will be up to the student to make a final agency choice if accepted at both agencies.
9. Some field placement sites may request additional requirements for the field placement process (for example completing an application, completing a background check, providing documentation of medical records, providing references, or completing a drug screen). It is the responsibility of the student to complete and be financially responsible for the additional requirements requested for the field placement.
10. When the field placement is confirmed, the field student will fill out the “Field Agency Acceptance Form” and have it signed by the Field Instructor. The Field Instructor, student and the Field Coordinator all must sign off on this form.
11. Once the student decides on an agency, the “Agency Selection Form” will need to be completed by the student indicating what field site he/she is choosing.
 - a. This form must be completed as soon as possible once the placement is set so we can ensure there is a current contract with the agency and that the Field Instructor gets the appropriate materials before the field student begins their placement.
12. The Field Coordinator will then notify the field sites of the student’s decision and then confirm placement with the student. Once the field agency is secured, it is the student’s responsibility to contact the field site to determine further agency requirements (i.e. background checks, drug screen, physical, etc.) for the field student.

FIELD EXPERIENCE AT CURRENT PLACE OF EMPLOYMENT

Aultman College recognizes that the personal economic situation of some students makes it necessary for them to explore field placement opportunities in their places of employment. It is recognized that professional activity and learning are not inconsistent, but there is a difference between the goals of educational development and those of employment. The focus of the field placement must be on the student’s learning.

Students interested in an employment-based placement must submit their request via the “Request for Field Placement at Place of Employment” form to the Field Coordinator in addition to the “Application for BSW Field Placement” and a resume when applying for field.

For a student’s field experience to occur at their place of employment, the following conditions must be met:

1. The agency has a qualified Field Instructor (BSW minimum), who is **NOT** the student’s regular supervisor, and who is willing to fulfill the responsibilities of Field Instructor.
2. The agency must meet Aultman College’s Social Work field site guidelines.
3. The agency agrees to the terms of Agency/University Agreement furnished by the Field Coordinator.
4. The agency and student must clearly outline the difference in role(s) between his/her current employment position and the role(s) as a field student on the “Request for Field at Place of Employment” form.

In developing a field placement at the place of employment, it is expected that the student will take the initiative by making the proposal to the Field Coordinator and coordinating the administrative requirements of the agency. These steps are to be followed:

1. The student must submit the “Request for Field at Place of Employment” form along with the “Application for BSW Field Placement” and an updated resume to the Field Coordinator.
2. The Field Coordinator and Director of Social Work will review “Request for Field Placement Agreement at Place of Employment” form, assess applicability, and indicate a recommendation (approve, modify, or disapprove) to the Field Coordinator for final decision.
3. Once a determination is made, the field student will be notified by the Field Coordinator whether the field placement is acceptable and/or whether any modifications will be necessary.
4. Copies of the approved placement plan will be sent to the student, and the Field Instructor by the Field Coordinator. If the field placement in the place of employment is found to be unacceptable, the student must then agree to find another placement approved by Aultman College.
5. The Field Coordinator may visit the agency to discuss with the administrator and/or Field Instructors how the program’s educational objectives will be met during the placement.
6. It will be the responsibility of the Field Coordinator to determine that the placement remains consistent with the program’s educational objectives and the proposal made by the student. Deviations from the placement plan may result in the student’s field placement being terminated.
7. Students who are terminated from their Place of Employment in their non-field placement role, will be terminated from their field placement with the agency. (See “Change of Field Placement/Termination” section for further details).

RESPONSIBLE PARTIES IN FIELD

FIELD COORDINATOR

The following are the expectations of the Field Coordinator:

1. Administrative oversight of field placement site relationships with Aultman College and Department of Social Work; includes oversight of logistics to maintain relationships as well as work with legal department and risk management to reduce college, department, and student liability.
2. Recruitment and development of field placement sites.
3. Development and maintenance of appropriate records and communication with field agencies.
4. Collaboration with faculty to plan and implement Field Instructor training.
5. Development of field education resources.
6. Assessment and evaluation of student and program outcomes.
7. Adherence to and integration of field education accreditation requirements as mandated by Council on Social Work Education (CSWE).
8. Represent the social work department, as approved by department chair at professional conferences and trainings targeted toward field education.
9. Supervise student project assistant(s) assigned to support Field Coordinator.
10. Provide orientation and field instruction training to field agencies and Field Instructors.
11. Develop policies regarding field placements in an organization in which the student is also employed.
12. Participate in the process of having students interview for field placement assignments. The Field Coordinator is a “facilitator” and an “information provider” to students and agencies in this process.
13. Orient students and agency Field Instructors to the expectations and mechanics of the field placement program.
14. Promote three-way open communication between field students, Field Instructors, and the Field Coordinator related to such areas as exploring innovative suggestions for improving aspects of the field experience, and to dealing with issues and conflicts associated with the field placement.
15. Monitor the progress of the student in his/her field placement through Time/Task Logs and supervision summaries by giving feedback, telephone contact with the agency Field Instructor, and individual meetings with the field student as viewed necessary.
16. If a field student has a limitation that needs attention within the field placement, the Field Coordinator and the agency Field Instructor should jointly develop a program with the field student designed to meet this limitation.
17. Be present at the agency and participate in the midterm evaluation meeting of the field student (in person).
18. Participate in the final, in-person, evaluation meeting of the field student.
19. Provide support for the Field Instructor and field student during the field placement to include scheduling additional in-person meetings or phone conferences as needed.
20. Be informed of any situations with which the field student or the Field Instructor may need additional support.

21. Be informed of and involved in any change of field placement, Field Instructor or student concern and/or termination process.
22. Review the merits and/or shortcomings of each field placement with students and Field Instructors at the middle and end of each field placement; explore suggestions for improving field placements.
23. Provide a grade to each student at the end of the semester. The final grade is based upon the Field Instructor's evaluation, the logs filled out by the student, meetings held with the student during the placement, and the integration assignments written by the field student. The grade is also based on the student's demonstration of skills, application of knowledge, and satisfactory display of professional social work behavior.
24. If a student continually struggles in placement with personal/performance issues, that student should be reviewed further by the field coordinator.
 - a. Students who unsuccessfully complete placement at the designated agency will work with the Field Coordinator to secure an alternate placement. The Field Coordinator is only obligated to assist the student with securing **one** alternate placement.

FIELD INSTRUCTOR

The Department of Social Work counts on the Field Instructor to provide a variety of learning experiences for their students. This process will be enhanced if the Field Instructor will:

1. Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with:
 - a. the functions, policies, and goals of the agency
 - b. the clientele served
 - c. the relationships of the agency to the community and other agencies
 - d. the agency's expectations of the student
2. Afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing and other social work tasks).
3. Arrange for the field student to attend staff and board meetings whenever possible. The student should be encouraged (when appropriate) to participate in such meetings.
4. Select the work load of the student so that it is in harmony with the setting, taking into consideration the student's capacity, interests, past experiences, life patterns and program competencies of the Department of Social Work whenever possible. "Busy work" is not appropriate for the field student. The jobs assigned need to be meaningful in which he/she contributes to the agency while learning, and which represent a broad exposure to social work roles and responsibilities.
5. Give the field student an opportunity to work directly, in-person contact, with individuals, families, groups, and in the community. Appropriate research assignments are also expectations of field placement, especially those that help foster integration of empirical and practice-based knowledge.
6. The Field Instructor is to arrange for a (at minimum) one (1) hour weekly supervision session when the field student is present at the field setting. These meetings will be documented weekly on a "Supervision Summary Form" by the student. Field Instructors are to sign off on these forms

as well as the student. Among the various topics covered in conference, attention should be given to:

- a. Helping the student prepare for, and participate in, these conferences.
 - b. Explaining the purpose and process of documenting where it is necessary.
 - c. Emphasizing the student's application of basic social work concepts, values and skills in the field assignments.
 - d. Raising the student's awareness of the steps, skills and knowledge that he/she has used in performing each assignment, and the attitudes and feelings experienced during that time and afterwards.
7. Be proactive in addressing any concerns about a student's performance. If there is a large concern, violation or issue with the student, the Field Instructor is required to meet with the student and address these concerns in attempt to come to a resolution.
 - a. It is a good idea to document this discussion if able, including date(s) and outcome(s) of the discussion
 8. If no resolution is found through meeting with him/her. The Field Instructor is required to submit a "Field Agency Concern Form" and submit to the Field Coordinator.
 9. Participate in any necessary Performance Improvement Plan developments and/or terminations.
 10. Participate and complete midterm and final evaluations of the field student.
 11. Evaluate the student in accordance with the "Student Field Evaluation".
 12. Evaluate, in conjunction with the Field Coordinator, the field placement itself based on consistency with the program competencies.

FIELD STUDENT

The expectations for students in field placements are:

1. Dress appropriately according to the nature of the field setting.
2. Be prompt for field placement.
3. Demonstrate professionalism in all correspondence (phone, email, face-to-face contact) with field setting.
4. Participate fully in planned activities including conferences, seminars, work assigned, etc.
5. Use initiative and creativity within their field placement.
6. Call the agency if unable to report to work. Plans for making up the time must be made with the agency Field Instructor within two weeks of the absence. Good attendance is an expectation for students. Frequent absence/tardiness can result in the student losing their placement.
7. Holidays: College holidays and vacations will normally be observed. Students are **NOT** to participate in field on college observed holidays, vacations or if the college is closed.
8. Complete and submit Time/Task Logs and Supervision Summaries the Field Coordinator on a weekly basis.
9. Ask questions of the agency Field Instructor in a timely manner when uncertain, confused, or frustrated.

10. Become involved in social work educational experiences.
11. Students are expected to assume new responsibilities. We all learn by trying new things. Field placement provides students a unique opportunity to further develop their social work skills and techniques.
12. Follow confidentiality guidelines established by the agency and adhere to professional ethics. To ensure a safe learning environment, the use of audio or digital recording of any part of your placement is strictly prohibited. Students who violate confidentiality, intellectual property policies, or video/audio recording rules will be removed from their placement and referred to the Field Advisory Council for appropriate action.
13. Actively participate in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
14. Attend and participate in periodic field seminar. The time spent in field seminars does count towards the student's required 420 placement hours.
15. Write the integration assignments and submit them to the Field Coordinator.
16. Remember that a successful placement (in grades and learning) is a result of the skills and behaviors you exhibit, the knowledge you employ, and the initiative the student demonstrates.
17. Be aware of the agency's mission, function, and purpose prior to beginning placement. (Review and get to know organizational chart/job descriptions, if available.)
18. Adhere to all agencies policies, procedures, and expectations.
19. No personal use of computers (e.g. searching the web, Facebook, or emailing) unless approved by your agency Field Instructor.
20. Appropriate use of cell phones and electronic devices (this means not taking personal phone calls or texting while at your placement) unless approved by your agency Field Instructor.
21. Stay away from office politics/turf wars, interdepartmental conflicts, and office romances.
22. Sick days are not to be counted towards your 420 hours. All sick days or changes in scheduling need to be approved by your agency Field Instructor.
23. If you wish to take off during the semester for personal reasons such as a vacation, you need to get this approved by your agency Field Instructor.
24. Obtain a copy of the Field Manual prior to field placement and review the contents, paying close attention to expectations.
25. Schedule and complete, at minimum, two (2) field site interviews at different agencies.
26. Students must have reviewed the Social Work Field Code of Conduct listed within this manual and within the "Application for BSW Field Placement" which outlines the behaviors and ethics/standards of practice students in the field are expected to adhere to. This document must be signed off stating the student acknowledges these standards.
27. Keep the Field Coordinator apprised with any issues/concerns regarding the field agency.
28. Meet with and address any issues/concerns about the field experience/field agency with the Field Instructor.

- a. If the meetings do not resolve the student's issue/concern and the student wishes to change agencies, he/she must submit a "Request for Change of Field Agency" to the Field Coordinator.

29. Complete, participate, and give a copy of a Midterm and a Final Evaluation to the Field Coordinator. The student will receive an "Incomplete" for the field placement until the Midterm and the Final Evaluations are complete and copies are given to Field Coordinator. This incomplete could result in the failing of the field placement if the Midterm and the Final Evaluations are not completed.

SOCIAL WORK FIELD PLACEMENT CODE OF CONDUCT

Social Work field students are expected to adhere to the standards/ethics of the profession advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to the student's field placement, they are asked to review the entire NASW Code of Ethics. Additionally, students are required to sign off stating they acknowledge the Code of Conduct listed below as a part of the application process prior to field. What follows are some of the major standards for practice in the field. The following link will take you directly to the NASW Code of Ethics.

<http://www.naswdc.org/pubs/code/code.asp>

Please Note: *If at any time during your field placement a student should find him/herself in a situation in which he/she may have questions/concerns about a potential ethical dilemma, they are strongly encouraged to contact the agency Field Instructor or the Field Coordinator.*

Commitment to Clients (1.01)

Social workers' primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflicts of Interest (1.06)

- a. Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- b. Social workers should not take unfair advantage of any professional relationship.
- c. Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained during professional service, except for compelling professional reasons. In addition, to ensure a safe learning environment, the use of audio or digital recording of any part of your placement is strictly prohibited. Students who violate intellectual property policies, confidentiality, or video or audio recording rules will be removed from their field placement and referred to university administration for appropriate action.

Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Dishonesty, Fraud, and Deception (4.04)

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment (4.05)

- a. Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- b. Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Reasonable Modification Requests: Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Center for Student Success. Upon referral to the Center for Students with Disabilities, the student must:

- a. Sign a request for services based on the presence of a disability;
- b. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
- c. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability. (There is an opportunity to list such on the "Student Field Application").

Center for Student Success arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

STAGES OF FIELD PLACEMENT

At this present time, there are three stages to the educational program for all agency instructors who supervise students. At the beginning of the semester, the Field Coordinator orients each of the Field Instructors regarding expectations and individual student needs. (Much of this orientation is accomplished by the orientation meetings for Field Instructors). There is periodic visitation by the Field Coordinator during the semester in which student strengths and deficiencies are discussed. At the end of the semester, the field student and the Field Instructor meet with the Faculty Field Liaison to discuss positive learning experiences, shortcomings (as seen by either student or Field Instructor), avenues for further growth of skills, and to explore suggestions for improving field placements.

1. PREPARING STUDENTS FOR FIELD PLACEMENT

The process of preparing students for placement is as follows:

- Advisement for field placement begins early. Students are urged by faculty advisors, when they select social work as a major, to focus and shape their curriculum to provide both a broad generic base in the liberal arts, and to select courses that will enable them to understand the issues and processes of intervention. However, students are not allowed to set up a field placement on their own. All students must wait until the conclusion of Social Work Practice I: Micro Lab class to set up field placements or must work with the Field Coordinator if there are extenuating circumstances.
- In addition, students are encouraged to plan financially for their placements. Placement is a six (6) credit hour course total (3 hours per semester for two-semester format). Students who want to complete placements in the summer need to talk with financial aid to ensure they will have financial aid available.
- During the semester prior to their field placement, students attend a field orientation meeting, which is held during the Social Work Practice I: Micro course. During this orientation, students are informed of the expectations of field placement and their role as students. It is expected that the field placement will provide a simulated work experience under the close supervision of an agency practitioner. Students are reminded of professional ethics, client confidentiality, work responsibility, and attitudes and expected dress appropriately for the particular type of placement. Grades and the evaluation of student performance are also discussed. Other aspects of placement are reviewed.
- Students are briefed about the role and activities of social workers at the various agencies and about their roles as field students.

2. PLACING AND MONITORING STUDENTS

When a placement is arranged (the interview has been completed and the agency agrees to take the student), the student is then assigned to a specific agency staff member who will serve as the Field Instructor. The Field Instructor will provide direct supervision. The Field Instructor must hold a BSW or higher. In the cases of a new agency placement or a new agency Field Instructor, a prior meeting will usually have been held for orientation purposes and to review the role responsibilities of the agency Field Instructor, of the Field Coordinator, and of the student.

Students will complete a learning agreement with their agency Field Instructor within the first two weeks of their field placement. This will be submitted to the Field Coordinator.

The progress of students is monitored through reading student logs, emails, telephone calls, on-site visits and evaluations.

If at any time there is concern about student progress, the Field Instructor is advised to reach out to the Field Coordinator to schedule a meeting to discuss concerns and develop a plan of action. A student may be placed on a Performance Improvement Plan at any time during the student's field placement as deemed necessary.

If, at any time, the student has concerns about the level of Field Instructor supervision, the student is to reach out the Field Coordinator. The Field Coordinator is to process these concerns and schedule a meeting as needed.

3. EVALUATION OF STUDENT LEARNING AND FIELD SITE EFFECTIVENESS

During the placement, the Field Coordinator meets jointly with the student and Field Instructor to review progress toward explicit learning objectives set by the program. This process is repeated twice each semester and augmented by telephone contacts, review of logs, and field seminar meetings (held twice per semester). In addition, each Field Instructor is given the freedom to structure student activities and assignments they feel will promote the student's professional growth and learning agreement.

The purpose of each meeting is to review the student's progress. Through the placement, by moving from simple to more complex assignments, the student gradually experiences a greater involvement in the life of the agency. It is also an opportunity to link academic and field learning, identify areas needing attention, and reinforce positive achievement and strengths.

At the middle and end of the placement, students are evaluated using the "Student Field Evaluation" form. This evaluation instrument is systematically designed and based on the program objectives and is outcome based. It is the criteria by which students demonstrate achievement of program objectives. It also allows for identification of specific strengths and areas that need attention for each student.

Field sites are continually being monitored for effectiveness. The Field Coordinator will determine if any new field sites are appropriate. If, at any time, the student has concerns about the level of Field Instructor supervision, the student is to reach out to their Field Coordinator. The Field Coordinator is to process these concerns and schedule a meeting as needed. The Field Coordinator is expected to visit the site at least one time during the student's placement. In addition, the student will evaluate the Field Instructor and Field Site at the end of the semester as part of the required social work program exit survey. If at any time there is a concern by the Field Coordinator about the field site, the Field Coordinator may call or visit the site to have a conversation about the concern. The Field Coordinator may terminate a site at any time due to concerns over effectiveness, ethical issues, or not meeting terms of the field agency contract agreement.

TERMINATION/CHANGE OF FIELD PLACEMENT

The Council on Social Work Education (CSWE) refers to field education as the "signature pedagogy" in social work education (Educational Policy 2.3).

Field placements are distinctly different from other social work courses in that the field placement takes place in the community. So, not only do students have a Learning Contract to assess their competencies and practice behaviors, but their placements entail professional responsibilities to the agencies, the community, and to the vulnerable populations it is our privilege to serve.

Therefore, withdrawing or being terminated from a field placement is a very serious matter.

Listed below are the circumstances and/or processes for changing, terminating or being terminated from a field site.

NO-FAULT TERMINATION

No-Fault: Student Initiated Withdrawal

Students may initiate a request to withdrawal from their field placement for such reasons as: serious illness, educational considerations, or personal crisis. These circumstances often necessitate an extended absence from the placement. Because this affects a student's ability to complete the academic requirements of field hours in the time allotted and/or demonstration of competency in the field placement a withdrawal from the placement should be considered. Each circumstance will be evaluated by your Field Coordinator and your Field Instructor.

When there are other legitimate reasons for needing to withdraw such as personal crisis, partner being deployed overseas, etc., then a meeting should be set up with the student, Field Coordinator, and Field Instructor. At this meeting, the possibility of the student returning to the placement should be addressed. If all agree this can be done, then the student can be given an incomplete. When they are ready to return, the student is required to contact the Faculty Field Liaison and Field Instructor in order to set a return date.

If the student would not be able to return to the same field placement, then the Field Instructor in consultation with the Faculty Field Liaison should decide whether or not to count the hours that the student has already accrued in the placement will towards the total clock hours required for field. The student can be given an incomplete. When their circumstance has resolved to the point in which they feel they can start a new placement, they should set up a meeting with the Field Coordinator to discuss finding a placement.

No-Fault: Agency Initiated Termination

A placement may be terminated due to circumstances beyond the student's or the field placement's control. These include change in the availability of the Field Instructor, closure of a program, or major policy change affecting the placement. The Field Instructor is expected to notify the Field Coordinator early as possible when circumstances at the placement have changed.

The Field Coordinator will make reasonable efforts to locate another placement and to facilitate the student's completion of the placement during the same semester. The hours accrued in the first placement will be credited toward the total clock hours required for field.

No-Fault: Field Coordinator Initiated Termination

In very rare occasions the Field Coordinator may determine that the field placement is not able to provide an acceptable field experience for the student and/or fulfill the Learning Contract. In such circumstances, a decision may be made to terminate the placement. At that time, the student should meet with their Faculty Field Liaison to arrange for a new field placement. The student whose placement is changed is still responsible for completing the required number of field hours. Time spent at the original field practice placement will count toward the total clock hours required for field.

FOR-CAUSE TERMINATION

Agency Initiated Termination

If the Field Instructor has concerns about the performance, ethics, professionalism, or behavior of the field student that go beyond or have not responded to the usual supervision process, the following steps should be followed.

Note: The following steps can be skipped when the matter involves an allegation of one or more serious offenses by the student. (See “Criteria for Automatic Termination”)

1. The Field Instructor should first meet with the student, express concerns and attempt to resolve the situation.
2. If this fails, then the Field Instructor should submit a “Field Agency Placement Concern Form” to the Field Coordinator for review. It is important that the Field Instructor to be as detailed as possible when completing this form.
3. The Field Coordinator will arrange a meeting with the student, Field Instructor and Field Coordinator to discuss the concerns regarding the student’s behavior or performance. This meeting can include key agency personnel, if needed.
4. At the end of the meeting it will be determined if the student will be terminated from the field site or placed on a Performance Improvement Plan.
 - a. If no resolution is found, the student will be terminated from the field site.
 - b. It is a possibility that the student may be placed on a Performance Improvement Plan if the student, Field Instructor and Field Coordinate agree it is feasible and appropriate. If this is the case, a “Performance Improvement Plan” form will need completed and signed off on by the student, the Field Instructor and the Field Coordinator.

Students terminated from the field placement may be subject to further action by the Aultman College Social Work Field Advisory Council.

CHANGE OF FIELD AGENCY

Student Initiated Request to Change Field Placement Location

When a student accepts a field placement, the student is expected to fulfill the Learning Contract they developed with their Field Instructor. Students should also be aware that changing placements has serious implications.

Implications Include:

- An acceptable alternative placement may not be available and the student could end up waiting another semester.
- This may constitute one of the two opportunities the student has to pass field. *Therefore, failure to pass the second attempt will result in termination from Aultman College’s Social Work program.*

It is critical that a student reflect upon the feasibility and possibilities of an alternate placement **prior to initiating a request** for change of field placement agency.

If a student truly becomes dissatisfied with the placement and requests a change of placement the following steps should be followed to address the concern(s):

1. The student should first meet with their Field Instructor, express his/her concerns and attempt to resolve the situation.
2. If this fails, the student must then submit a “Request for Change of Field Placement” form to the Field Coordinator.

3. The Field Coordinator will then arrange a meeting with the student, Field Instructor and Field Coordinator. At this meeting, the student and the Field Coordinator should explore the issues leading to the request for a change in placement and discuss avenues of resolution.
 - a. If no resolution is found, the placement will be terminated.
4. Students are highly encouraged to arrange an “exit” meeting, if possible and appropriate, with the Field Instructor for closure. This meeting should include a review to ensure that the student has completed all crucial commitments to the agency and/or existing clients.

Note: When a request for change of placement has been approved, the Faculty Field Liaison will make a reasonable effort to find **ONE** alternative placement to meet the student’s educational needs; however, an alternative placement may not be available or it may be too late in the semester to start a new placement. In certain circumstances, the student themselves may need to find their own placement.

CRITERIA FOR AUTOMATIC TERMINATION

Grounds for automatic termination from the field placement include, but are not limited to, the following:

1. More than 3 occurrences of unexcused tardiness or absences from the field site.
2. Repeated failure to provide reasonable notice of an absence from the field placement or failure to appear as scheduled for 3 or more consecutive days without approval of the Field Instructor and the Field Coordinator.
3. Withdrawal from a placement by the student without following prescribed procedure.
4. Serious or repeated violations of the NASW Code of Ethics.
5. Serious or repeated violations of the agency’s policies and procedures.
6. Sustained low level of performance, unresponsive to corrective action and/or Performance Improvement Plan.
7. Reporting to the field placement site under the influence of drugs or alcohol.
8. Student’s behavioral issues manifesting itself at the placement to the extent that they are unable to perform the requirements of the placement.
9. Failure to maintain generally accepted professional boundaries and behavior in respect to agency clients and staff.
10. Any sexual relationship with an agency client.
11. Failure to disclose critical background information in application forms, pre-placement and placement interviews, and criminal background checks if they are requested of the field site.
12. Failure to meet academic and behavioral standards specified within this Field Manual, the Social Work Handbook and the Aultman College handbook.

Note: Students who are automatically terminated *may* have to wait until the following semester to restart field.

FIELD FORMS

LEARNING CONTRACT

Within the first two (2) weeks of beginning field placement, field students are required to complete a learning contract. This should be done conjointly with the student's field instructor. All goal, objectives and tasks should be mutually agreed-on.

TIME/TASK LOGS

Throughout the semester, field students are required to keep a **daily** log specifying their activities, impressions, feelings, and questions regarding their practical learning experiences. Student are also advised to describe in some detail how they handled complicated situations. Logging of your hours is also required. Your Field Coordinator may provide a template or guideline for daily logs; please be sure to check with him/her. These logs are submitted to the Field Coordinator on a **weekly** basis. Students are to code or disguise clients' names to preserve client confidentiality.

The logs allow the Field Coordinator to monitor the student's growth and concerns. The faculty member may suggest additional readings; may meet with the student to discuss problems; and may arrange a meeting with the agency, the field student, and the Field Instructor to discuss any problems the student is having. In cases of difficulty, the Field Coordinator initiates more frequent contact with the field student and the agency Field Instructor. In addition, it is important to note that if a student has an immediate issue that needs to be addressed, it would be important to contact their Field Coordinator immediately and not wait for them to read the log.

Logs are also an excellent opportunity for field students to reflect on their learning experiences at agencies, and act as a vehicle to examine ideas and questions with an outside person. If an agency Field Instructor also requests to review the log, the student should first contact their Field Coordinator to make appropriate arrangements.

Field students should write in their logs **daily**, since it's difficult to later reconstruct what happened in any one specific day. The log is important not only for recording what the student did throughout the day, but also for the thoughts, ideas, feelings, and reflections that he/she is having while going through these experiences.

NOTE: Failure to submit daily logs to the Field Coordinator on a weekly basis will result in a failing grade for the placement.

SUPERVISION SUMMARY FORM

Along with the Time/Task Logs, students are required to write a weekly summary of discussion during their 1-hour weekly supervision sessions. This is to ensure that weekly supervision is being completed appropriately and proper conversations are occurring. These are due **weekly** and must be signed off by the Field Instructor.

MIDTERM AND FINAL EVALUATIONS

At midterm, and again at the end of each placement, the agency Field Instructors are asked to complete a copy of the "Student Field Evaluation". Field Instructors are asked to share and discuss these evaluations with their assigned students. The Field Coordinator is required to visit agencies to participate in the midterm and final evaluations of the field placement as well as the student's performance. The Field

Coordinator is also required to conduct a final evaluation meeting with the Field Instructor and student, which may be conducted in-person at the agency or by web-camera. The final evaluation results received on the “Student Field Evaluation” becomes a part of the student’s permanent file.

GRADING GUIDELINES FOR FIELD

It should be noted that grades in the Social Work Field Practicum I & II (SWK 415 & SWK 430) relate to how students develop skills, their actual performance, how they translate knowledge into skills and interactions, and generally how they use themselves in a productive and professional manner. Success is not based solely on good intentions or potential, but on performance. Lack of success often relates to the inability to, or reticence to, use one’s self appropriately, or difficulty assuming the social work role. As in actual work situations, performance is assessed and evaluated. Such evaluations by professionals in the field and Field Instructors are a substantial part of the bases of grades. You should be aware that grades relate to what you do and how you perform.

	Percent of Grade
1. Field Coordinator’s overall evaluation of the student’s performance in the placement in conjunction with the agency Field Instructor’s evaluation	80%
2. Logs (Time/Task Logs and Supervision Summaries)	20%

SAFETY GUIDELINES FOR FIELD STUDENTS

Supporting Student Safety

Student safety is a priority in the field program. Students are to receive education regarding safety as part of the orientation process.

VALUABLE SAFETY INFORMATION FOR STUDENTS

Environmental Signals of Danger

The environmental context has many signals that may indicate a potentially violent situation. Certain situations are more potentially violent than others, such as the following: a protective service worker decided to remove a child from a home in which one (or both) of his parents are abusing him, a social worker at a battered women’s shelter takes one of the residents to her home (where the batterer may be present) to pick up some of her belongings, a social worker at a police department goes with a police officer to a home in which domestic violence is reportedly occurring, or a social worker at a neighborhood center is working with juvenile gang members to curb criminal activity.

Client Signals of Danger

SIGNAL TYPE

BEHAVIOR EXAMPLES

Angry	Verbalizations Swearing, threatening statements, complaining, sarcasm
Emotional Distress	Suspicious, hostile, irritable, unhappy, angry
Thinking Difficulties	Confused, disoriented, hallucinations, paranoid ideas
Bodily Changes	Trembling, heavy breathing, shakes, sweating

Speech	Sharp, loud, pressured speech
Signs of Intoxication	Slurred speech, flushed face, unsteady gait, dilated pupils, lack of coordination
Body Movements	Exaggerated movements, pacing, shifting positions, flailing arms, threatening gestures, clenched fists, pounding of fists on objects, wringing of hands, tense muscles
Facial Cues	Muscle tension in face and neck, pale, gritting teeth, dilated pupils, glaring, scowling
Agitation	Hyperactive, tenseness, ill at ease, overly anxious

The best predictor of violent outbursts is a history of violent expressions. Persons with a history of violent reactions have a greater chance of becoming violent again. Therefore, if possible, the field student should read a client's records prior to meeting with him or her. Diagnoses of antisocial personality disorder, borderline personality, and schizophrenia have been associated with proneness to violence.

Another indicator is a history of substance abuse. Alcohol intoxication lowers inhibitions towards violence, and it interferes with a client's judgment. Use of drugs such as cocaine, PCP, and amphetamines increases the risk of violence as they increase the potential for agitation, suspicion, grandiosity, and delusional beliefs.

Signals of Danger

In assessing the risk of potential violence, it is crucial that field students also attend to their internal responses ("gut feelings"). Field students who know themselves well will be better able to identify their feelings and thoughts. They then can utilize these gut feelings to assess the risk of potential violence. However, it should be noted that intuitive feelings can be erroneously affected by the student's personal biases, cultural biases, and by misinformation. For example, facial gestures, body language, and verbal expressions may communicate different meanings across cultures (Native Americans, for example, generally find direct eye contact to be rude, and a sign of aggressiveness). In general, however, gut feelings are an important source of information for assessing the risks of violence, and students need to access and attend to them. Students should immediately reach out to their agency Field Instructor and/or the Field Coordinator with any concerns about safety.

Assault Cycle

Most assault occurrences follow a predictable pattern of five phases:

1. **Triggering phase:** All persons have a baseline of their normative behaviors. In this triggering phase, an event occurs that serves to ignite the first deviation from these baseline demeanors. The event can be of infinite variety—such as receiving criticism or receiving a speeding ticket.
2. **Escalation phase:** The client becomes increasingly emotionally aroused. Speech, behavior, and emotions move further away from normative expressions. The best time to intervene is early in this cycle. The intervention, for example, may involve active listening, nonjudgmental listening, and problem solving, so as to divert the client's agitation from escalating further.

3. Crisis phase: At this stage the client is so aroused physiologically and psychologically that they are unable (or at least not inclined) to control their angry and hostile feelings. Instead, they become verbally or physically aggressive. At this point in time, interventions of active listening and problem solving are no longer apt to be effective. Instead, the field student needs to seek to attend to: his or her own safety, the safety of others, and the safety of the aggressive client.
4. Recovery phase: The client begins to return to baseline behaviors; yet, the client is still in a precarious state. If further events occur that are upsetting, they may rapidly return to being verbally and physically abusive. To support the recovery, the field student needs to pace interventions in response to the client's cues, and perhaps reassure the client that they will be safe. The student in this phase should avoid disapproving comments and should not as yet seek to explore the reasons for, and consequences of, the behavior.
5. Post-crisis depression phase: At this point the client has calmed down and returned to baseline behaviors. They may even be more subdued than their normal baseline behaviors, or may be mentally and physically exhausted. They are apt to have feelings of remorse and shame, which then make the individual more receptive to social work interventions.

These five phases provide suggestions of when and how to intervene with communication skills to deescalate the situation. For example, during the crisis phase, and during the recovery phase, this paradigm suggests that active listening and problem solving should not be used; yet, these techniques should usually be used during the other three phases.

Preventing Violence

The best way to deal with violence is to prevent it from happening in the first place. Usually, the most constructive way of doing this is to lessen the perceived threat and the feelings of helplessness. Fortunately, here are a variety of options for preventing violence from which a field student can pick and choose.

De-escalating Verbal Communication

One way of de-escalating verbal communication is for the field student to facilitate the client in expressing their feelings and thoughts. Such expression may have a ventilating effect for the client. Ventilation can be facilitated by the field student using the skills of active listening and reflecting the client's feelings. Reflecting feelings helps the client to be validated as a worthy person. The field student may also use the technique of disarming where the student finds some truth in what the client is saying, and then expresses this "agreement." Disarming results in the client feeling understood and validated, and thereby more apt to be open to examining the student's point of view.

Additionally, when helping the client to express thoughts and feelings, the field student should use empathy by paraphrasing the content of what the client says. Restating the meaning of their thoughts and feelings may help them reflect about the issue and problem solve.

Encouraging the client to problem solve, and assisting in problem solving is another strategy to de-escalate verbal communication. Violent prone clients have greater difficulty in generating nonviolent solutions to problems. Sometimes suggesting nonviolent options to clients facilitates them in choosing nonviolent courses of action.

Sometimes redirecting the client's attention to a less emotionally charged subject can de-escalate the verbal communication. For example, saying, "It's really getting warm in here. I think both of us need a

little time to cool down. Let's take a short walk and talk about something else for a while. Once we're more relaxed, we may be better able to come up with some creative ideas to resolve this." It is also important for the field student to avoid using aggressive, confrontational, or macho responses when a potentially violent client is emotionally upset. Such responses increase the likelihood of violence.

De-Escalating Nonverbal Communication

The field student should maintain some distance from the client, so that the client does not feel that their personal space is being violated. Individuals with a history of violence tend to want a wider territorial space around themselves for personal comfort than do less violent individuals. The field student should avoid touching the client (other than shaking hands), as touching may be perceived by the client as a challenge, or it may psychologically arouse the client if they connect such touching with being physically abused in the past.

Some eye contact with a potentially violent client may be useful as it conveys interest, and it also enables the field student to be watchful. However, sustained eye contact and glaring should be avoided as it may be perceived as hostile and heighten aggressive arousal.

Setting Limits

Many angry clients fear losing control. For such clients, it is useful for the field student to say something like, "It's okay to be angry, but it's not okay to strike out. What can I do to help you feel more in control right now?" Such a statement helps clarify to some potentially violent clients that physical aggression is not acceptable. The tone and wording involved in setting limits should be supportive of the client's worth and should not increase feelings of powerlessness. In setting limits, it is important not to come across in a parental tone or in a nonassertive tone. Both may serve to trigger additional arousal. The field student should set limits in a confident, assertive tone, rather than in an aggressive tone.

Staying Calm and Generating Options

As much as possible, the field student should seek to remain calm. In addition, even if aroused (and frightened) the student should seek to communicate calmness, both verbally and nonverbally. An even, slow, soft-toned voice and a confident, nonjudgmental, non-authoritarian approach will somewhat facilitate the client feeling reassured rather than pressured. A field student who becomes agitated, and conveys this agitation, may subtly provoke the client's aggression.

Remaining calm also facilitates the field student being creative in generating constructive options (including escape strategies). In contrast, fear and high anxiety will interfere with generating and assessing appropriate options. Remaining calm is facilitated by the field student using relaxation techniques.

Mobile Phone Use (From NASW Safety Standards)

Mobile phones have become a necessity for communication outside the office. Wherever possible, social workers should use agency phones, rather than personal phones, to reduce exposure of their personal information. Although excellent tools for communication, a mobile phone can also potentially escalate an aggressive situation, and the social worker should therefore use it in a sensitive and sensible manner. To increase the safety provided by a mobile phone, social workers should:

- keep the mobile phone fully charged, have a replacement battery on hand for emergencies, and keep a phone charger in the car

- be familiar with limitations of cell phone coverage in areas where they may visit
- ensure that they know how to use the phone properly before going into the field
- keep emergency contacts on speed dial
- keep GPS-enabled mobile phone applications activated at all times while in the field
- agree on and use “code” words or phrases to help social workers convey the nature of threats to their managers or colleagues
- remember to not use handheld mobile phones while driving
- send text messages of knowledge of circumstances, instead of calling, but not while driving
- use the phone discreetly, so as not to inadvertently escalate a potentially volatile situation and to avoid becoming a possible target for robbery

Home Visits

Specific safety precautions need to be tailored to the individual situation. However, the following are some guidelines for planning for safety when conducting home visits.

If possible, the client should come to the office, where the safety of the field student is more easily achieved. If the meeting cannot be held in the office, perhaps it can be held in some other public place, such as a library or restaurant.

If the visit needs to be held in the home, the situation may warrant that the visit be made by two persons. If the potential for violence is heightened (as in helping a woman at a battered woman’s shelter retrieve some of her belongings from her home when the batterer may be present), perhaps the woman and the field student should be accompanied by a police officer.

The field student should seek to obtain as much information as possible on the client, prior to the home visit. The file, for example, should be reviewed for any evidence of a history of violence, and for risk factors related to violence (such as alcohol or other drug abuse). It is also important to seek to determine if there are others in the household who might present a risk of violence. Also, the student should seek to determine if there is an aggressive dog in the home or in the yard.

As a field student enters a home, she or he should seek to determine the entrances and exits, in case a quick exit is needed. Students should wear the kinds of shoes that facilitate a rapid exit. Wearing expensive jewelry and expensive clothes should be avoided in deteriorating neighborhoods, such articles may be perceived by the client as indicating the student is a member of a different socio-economic class and therefore, is unlikely to relate to the client’s circumstances. Students should wear professional attire that presents them as a nonthreatening person. Students should make certain the agency knows their itinerary when making a home visit. Other staff should know the location and approximate arrival and departure times. Students should also carry a cell phone and have it on. The cellular phone should be programmed with agency and emergency numbers for quick dialing.

It is useful to present oneself as a confident, assertive person. Being timid, or aggressive, is more apt to elicit an aggressive response. If other people are present near the destination, and appear threatening, the field student may choose to return another time or day—perhaps taking another staff member along.

The field students should park his or her vehicle in a place that allows for a quick escape. If a noisy argument is occurring at the destination, it may be best to return at another time.

When entering the house, the field student should do a quick visual scan looking for signs of danger, such as weapons or drugs. The student should be watchful of all persons and should ask who else besides the client is at home. If there are signs of danger, the student should promptly and politely postpone the visit, saying something like “I’m sorry, you’re going to have to excuse me. I just remembered I’m supposed to be at another meeting. I’ll call you this afternoon to arrange another time when we can meet.” It’s best, at least at first, to stay near the entrance door, in case a quick exit is needed. The bottom line when conducting a home visit is to seek to remain calm, so the student can creatively generate and assess options regarding safety. Furthermore, the field student needs to trust his or her “gut feelings” in relation to signs of danger.

IMPORTANT NOTES FOR A SUCCESSFUL STUDENT-FIELD EXPERIENCE

1. It is highly encouraged for students to ask their Field Instructors questions, be assertive, and take initiative. When students do not understand why something was or was not done, or why something was done a certain way, they should ask. When students want to take on more responsibility, they should ask.
2. When students are unhappy or dissatisfied about something, they should first bring it to the attention of their Field Instructor, etc. Open three-way communication is necessary among students, Field Instructors, and the Field Coordinator. A field placement that does not have some frustrations and discontent is not, in all probability, a challenging or learning experience.
3. Each field placement uses a variety of acronyms and terminology specific to their genre of generalist social work. Students are encouraged to be acquainted with the acronyms and terms associated in their field of interest.
4. Students are also advised not to get involved in the internal politics of an agency: for example, students should not take sides if a staff member is unhappy about his/her salary, nor should a student get involved in taking sides if internal friction between staff members arises. Agency politics are a complex and sensitive matter; student involvement only fuels complexity and sensitivity.
5. Some agencies do not operate on an 8-5 schedule, the hours students are expected to be at the agency may vary. This schedule should be worked out between the student and the Field Instructor. The faculty wants students to be at agencies when the optimal learning experiences are likely to occur. Because of this, evening or weekend hours may well be advisable at some agencies.
6. The Field Instructor is responsible for your day-to-day activities while in the field. She or he will familiarize you with the agency and its procedures, direct you to necessary resources, and oversee your work. Therefore, it is appropriate to address any questions or concerns you may have first to the Field Instructor. If you feel your concerns are not being heard, or if you want a second opinion, it is then appropriate to contact the Field Coordinator. Since the Field Coordinator cannot be abreast of day-to-day happenings within all agencies, it makes the most sense to deal with concerns or problems within the agency first, and then refer to the Field Coordinator if still deemed necessary.
7. It should be noted that learning occurs best when it is an enjoyable experience. If students give the field placement their best effort, the placement is much more likely to be enjoyable. The few

students who fail in placement are generally those who try to bend the expectations, exert little effort to learn and grow, or who make an otherwise lackadaisical effort.

8. It is important to remember that everyone makes mistakes. Very likely you will make some; both the agency and the faculty expect that, and will understand and work with you. (If you aren't making mistakes, you're not trying anything new) All we ask is that you give the placement your best effort and work to correct problems when they are recognized and meet expectations.

APPENDIX



STUDENT CENTERED. HEALTH CARE FOCUSED.

APPLICATION FOR BSW FIELD PLACEMENT

Complete the following sections of this field application if you plan to enter Field Practicum I in the following semester. Upon completion, please submit to the Field Coordinator. Application information will not be shared with your field site; however, field sites will be provided with your resume as a part of the interview process. Once a determination is made, you will be contacted by the Field Coordinator.

**Be sure to attach a recent resume when submitting this application. Students that may need assistance with resume writing are encouraged to seek assistance from the Center for Student Success. Additionally, student's requesting their field experience be at their current place of employment must submit the "Request for Field at Place of Employment" form in addition to the application and a resume.*

BASIC INFORMATION

Student's Full Name: _____ **Date of Application:** _____

Date of Birth: _____ **Aultman Student ID#:** _____

Student's Address: _____

Student's Aultman E-mail address: _____

Student's Phone Number(s): _____

Semester to Begin Field Practicum: Fall Spring Summer **Year:** _____

Preferred Field Format: Block Two Semester **Anticipated Graduation Term:** _____

Can you speak and/or understand sign language? Yes No

What foreign language(s) do you speak or understand, if any? _____

Will you have the availability of a car to use for field work? Yes No

Do you have a valid driver's license? Yes No

Do you have up-to-date car insurance? Yes No

Do you plan to complete your field experience at your current place of employment (*If yes, please be sure to complete and submit the "Request for Field at Place of Employment" form along with this application)?

Yes No

SPECIAL ACCOMODATIONS

Are you requesting any special accommodations in your field placement, which would fall under the Americans with Disabilities Act? If there are any emotional or physical difficulties that may require special arrangements in your field practicum placement, are you willing to discuss those accommodation requirements prior to working your first day of field? Yes No

If yes, what accommodations will you require? _____

BACKGROUND CHECK/DRUG TESTING

I am aware that a field site can request that I submit to a background check and/or drug test prior to beginning field. Furthermore, I understand that acceptance into certain field sites can be denied based on potential felonies/legal offenses that show up on the report and/or positive toxicology screenings. The field site will make these determinations and will notify Aultman College of any inability to accept a student on this basis.

Yes No

FIELD ELIGIBILITY CHECKLIST

Please check and verify that the following are completed and/or true to the best of your knowledge. Your signature at the end of this application is verification that all items below are completed.

- I have a "C" or better in all Social Work courses at the time of submitting my field application.
- I have a 2.0 overall GPA at the time of submitting my field application.

I have completed the following courses (write "enrolled" next to course to indicate if currently enrolled):

- The Social Work Profession (SWK 105)
- Social Welfare Policies and Programs (SWK 107)
- Multicultural Competence (SWK 225)
- Human Behaviors in the Social Environment I: Micro (SWK 233)
- Human Behaviors in the Social Environment II: Macro (SWK 234)
- Social Work Research I (SWK 331)
- Social Work Practice I: Individuals (SWK 405)
- Social Work Practice I: Lab (SWK 405L)
- Social Work Research II (SWK 410)

FIELD PLACEMENT CODE OF CONDUCT/NASW CODE OF ETHICS

Social Work field students are expected to adhere to the standards/ethics of the profession advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to your placement, you are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field. **NOTE:** If at any time during your field placement you find

yourself in a situation in which you have questions/concerns about a potential ethical dilemma, please contact your agency Field Instructor or the Field Coordinator.

**By signing the end of this form, the student acknowledges that he/she is expected to adhere to the standards/ethics set forth by the NASW and CSWE. Additionally, the student's signature acknowledges and agrees to Aultman College's Social Work Field Placement Code of Conduct.*

Commitment to Clients (1.01)

Social workers' primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflicts of Interest (1.06)

- d. Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- e. Social workers should not take unfair advantage of any professional relationship.
- f. Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained during professional service, except for compelling professional reasons. In addition, to ensure a safe learning environment, the use of audio or digital recording of any part of your placement is strictly prohibited. Students who violate intellectual property policies, confidentiality, or video or audio recording rules will be removed from their field placement and referred to university administration for appropriate action.

Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Dishonesty, Fraud, and Deception (4.04)

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment (4.05)

- c. Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional

judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

- d. Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Reasonable Modification Requests: Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Center for Student Success. Upon referral to the Center for Students with Disabilities, the student must:

- d. Sign a request for services based on the presence of a disability;
- e. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
- f. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability. (There is an opportunity to list such on the “Student Field Application”).

Center for Student Success arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

PLEASE READ CAREFULLY! This section is required of **all** social work students prior to beginning their field education experience.

By signing below, I certify that the information on this application form is complete and accurate to the best of my knowledge and authorize this information to be shared with the Field Coordinator. Additionally, my signature indicates that I agree to adhere to the standards/ethics set forth by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE) as well as Aultman College’s Social Work Field Code of Conduct outlined above.

I understand my acceptance into field practicum will be determined by the social work faculty and that satisfactory completion of field work is necessary and required for completion of the social work degree and graduation.

Student’s Signature: _____ Date: _____

FOR FIELD COORDINATOR: **Approved** **Denied**

COMMENTS/REASON FOR DENIAL: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.

REQUEST FOR FIELD PLACEMENT AT PLACE OF EMPLOYMENT

Student's Name: _____ Lengths of Employment: _____

Student's Current Supervisor: _____

Supervisor's Phone: _____ Supervisor's e-mail: _____

Student's Employment Status: _____

Brief job description including current roles, assignments, and work responsibilities: _____

Agency's Name: _____ Agency Phone: _____

Agency's Address: _____

Executive Director/Administrator's Name: _____

Name of Student's Field Instructor (**different** than current supervisor): _____

Field Instructor's Phone: _____ Field Instructor's E-mail: _____

Describe the field responsibilities and expectations the student will be given in their placement. Be sure to clearly delineate how the student's placement will be **different** than their employment. Describe how their employment responsibilities will be separated from their placement.

This agreement meets the approval of the Field Instructor, the student and the Field Coordinator. (Must be signed by all 3 parties for approval).

Field Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Field Coordinator's Signature: _____ Date: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.
FIELD AGENCY INTERVIEW FORM

Student's Name: _____

*Please be aware that students are **required** to complete two (2) field agency interviews. Students must complete two of these forms and return them to the Field Coordinator. Once the student determines the best fit for his/her field experience, he/she will complete and submit the "Agency Selection Form". The Field Coordinator will then notify the field agency/interviewer of the student's decision to approve/deny the field site.*

Field Agency Interview

Agency's Name: _____ Date of Interview: _____

Agency Address: _____

Interviewer's Name (include credentials): _____

Interviewer's Phone Number: _____ E-mail: _____

The Interviewer must mark the appropriate box:

The student has been accepted to complete his/her field experience at this field site.

The student has been denied field experience at this field site.

COMMENTS/REASON FOR DENIAL: _____

Signature of Interviewer: _____

Signature of Student: _____

Signature of Field Coordinator: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.
FIELD AGENCY SELECTION FORM

Student's Name: _____ Date: _____

Please provide the following information about the agency of which you have chosen to complete your BSW Field Placement. This form is to be turned into the Field Coordinator.

The Field Coordinator is responsible for notifying all potential field sites of acceptance or denial of their offer to oversee student's field experience.

Agency's Name: _____

Agency's Address: _____

Agency's Phone number: _____

Field Instructor's Name (with credentials): _____ Phone: _____

Field Instructor's E-mail: _____

Student's Signature: _____

Field Coordinator's Signature: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.
FIELD LEARNING CONTRACT

Student's Name: _____ Date: _____

Field Instructor's Name: _____

Agency's Name: _____

Field Format: Block Two Semester

Please review each competency area below and identify at least one (1) goal and objective the field student will successfully achieve. Additionally, please list tasks that the field student will participate in that support the goal and objective completion.

<u>TERM</u>	<u>DEFINITION</u>
GOAL	The overall desired outcome for each competency.
OBJECTIVE(S)	Smaller goals intended to assist in the achievement of the overall goal.
TASKS	Activities the student will perform or engage in to meet the objective(s).

EXAMPLE

GOAL	<i>The student will understand how diversity and difference characterize and shape the human experience and social work practice.</i>
OBJECTIVE(S)	<ol style="list-style-type: none"> <i>1. The student will work with an at-risk client or population.</i> <i>2. The student will provide culturally sensitive social work practice.</i>
TASKS	<ol style="list-style-type: none"> <i>1. The student will shadow/observe the agency staff working with at-risk clients or populations.</i> <i>2. Student will interview a client that is different from his or her own background.</i> <i>3. The student will research what is known about diverse, at-risk populations and best practice approaches.</i>

COMPETENCY 1. Demonstrate Ethical and Professional Behavior

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 2: Engage in Diversity and Difference in Practice

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 3: Advance Human Rights and Social, Economic and Environmental Justice

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 4: Engage in Practice-Informed Research and Research Informed Practice

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 5: Engage in Policy Practice

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations and Communities

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations and Communities

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations and Communities

GOAL	
OBJECTIVE(S)	
TASKS	

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

GOAL	
OBJECTIVE(S)	
TASKS	

FOR THE FIELD STUDENT:

By signing this learning contract, I agree with the above goals, objectives and tasks listed in this document.

Student's Signature: _____

FOR THE FIELD INSTRUCTOR:

By signing this learning contract, I agree with the above goals, objectives and tasks listed in this document.

Field Instructor's Signature: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.

TIME/TASK LOG

Student's Name: _____ Date: _____

Agency's Name: _____

Field Instructor's Name: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Date							
Hours							
TOTAL WEEKLY HOURS							

Please provide a detailed summary of the tasks/activities/responsibilities experienced during this week within your field placement on the lines below. Remember; these tasks should support the goals, objectives and tasks outlined in your learning contract as well as the Council on Social Work Education (CSWE) educational Competencies. Additionally, be sure to respect patient/client confidentiality. Logs should be completed **daily** and are expected to be turned in **weekly**. (NOTE: If you have an immediate need/concern regarding your field experience please contact the Field Instructor or the Field Coordinator directly. Do not place that information on this log.)

TOTAL CUMULATIVE HOURS: _____/420

Student's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

Field Coordinator's Signature: _____ Date: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.
SUPERVISION SUMMARY LOG

Student's Name: _____

Field Instructor's Name: _____

Date(s) of Supervision: _____ Time Spent on Supervision: _____

Students are required to have, at minimum, one (1) hour per week of their field experience spent with the Field Instructor for supervision purposes. Please give a detailed summary of the discussion(s) that occurred during supervision. This form must be signed by both the student and the Field Instructor. Students are expected to turn this log in on a **weekly** basis.

Student's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.
STUDENT FIELD EVALUATION

Student Name: _____ Date: _____

Student ID#: _____ Eval. Period: Midterm Final

Agency Name: _____ Hours Completed to Date: _____/420

Field Instructor Name: _____ Field Format: Block Two Semester

DIRECTIONS:

Please reflect over the evaluation period and evaluate the extent to which the competencies have been met by the student using the 5-point scale indicated below (1=Significantly Below Expectations to 5=Exceeds Expectations). Indicate your response by placing an “x” in the appropriate box that corresponds with the observed behavior listed in the table.

For each competency area, calculate the **mean score** by adding all items for each behavior that received a numeric score in each for each competency. After completing each competency and totaling the value for that section, divide by the number of behaviors listed for that competency.

On page 20, you will find instructions for calculating the overall mean score. The Field Coordinator will be responsible for indicating a final grade based on this score as well as comments made throughout the document.

Please feel free to add any comments throughout that support the chosen rating.

**An N/A response will count as a 0 (zero).*

***Please be sure to add comments for each “N/A” response.*

Rating	Category	Definition of Category
1	Significantly Below Expectations	The student is functioning significantly below expectations.
2	Slightly Below Expectations	The student is functioning somewhat below expectations.
3	Meets Expectations	The student has met expectations.
4	Above Expectations	The student is functioning somewhat above expectations.
5	Exceeds Expectations	The student has excelled in this area.
N/A	Not Applicable	Did not observe this practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Calculated a 0. Be sure to explain in the comments section)

COMPETENCY 1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional code of ethics.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Demonstrates ethical decision making when working with clients.						
b. Adheres to agency policies.						
c. Considers state and/or federal laws when working with clients.						

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
d. Shows personal reflection through areas such as supervision meetings and/or time logs.						
e. Corrects practice mistakes once they are recognized.						

3. Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
f. Demonstrates professional social work behavior.						
g. Dresses appropriately for the professional social work environment.						
h. Acts professionally when verbally communicating with clients.						
i. Acts professionally when verbally communicating with other professions.						
j. Demonstrates professionalism when using non-verbal communication with clients.						
k. Demonstrates professionalism when using non-verbal communication with other professionals.						

4. Use technology ethically and appropriately to facilitate practice outcomes.

Observed Behaviors	1	2	3	4	5	N/A
l. Demonstrates basic competency in appropriate technological programs.						
m. Uses technology effectively to facilitate positive practice outcomes.						
n. Demonstrates professionalism when using technology, such as cell phone, e-mail or social media.						
o. Abides by specific agency policies regarding the use of all technology.						

5. Use supervision and consultation to guide professional judgment and behavior.

Observed Behaviors	1	2	3	4	5	N/A
p. Uses supervision appropriately.						
q. Consults with supervisor regarding clients.						

Mean Score: Competency 1

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (17)

COMMENTS:

COMPETENCY 2: Engage Diversity and Difference in Practice

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Demonstrates a commitment to culturally competent practice.						
b. Practice culturally and ethically sensitive social work practice.						

2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
c. Treats clients with dignity.						
d. Acts courteously towards clients.						
e. Treats clients fairly.						
f. Actively engages clients in the problem-solving.						

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
g. Recognizes individual biases when serving diverse clients.						
h. Exhibits respectful non-biased behaviors towards diverse client populations.						

Mean Score: Competency 2

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (8)

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COMMENTS:

COMPETENCY 3: Advance Human Rights and Social, Economic and Environmental Justice

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Demonstrates a commitment to addressing social injustices.						
b. Models a commitment to economic justice.						

2. Engage in practices that advance social, economic and environmental justice.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
c. Considers client characteristics, such as race, culture, ethnicity, gender and/or lifestyle in assessments.						
d. Shows an understanding of client characteristics as factors that limit access to resources.						

Mean Score: Competency 3

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (4)

COMMENTS:

COMPETENCY 4: Engage in Practice-informed Research and Research-informed Practice

1. Use practice experience and theory to inform scientific inquiry and research.

Observed Behaviors	1	2	3	4	5	N/A
a. Shares information with colleagues regarding the effectiveness of services used with a client.						
b. Develops practice questions that might be addressed by research.						

2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Observed Behaviors	1	2	3	4	5	N/A
c. Evaluates quantitative research studies to guide professional work with clients.						
d. Analyzes qualitative research studies to guide professional work with clients.						

3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Observed Behaviors	1	2	3	4	5	N/A
e. Uses professional social work literature to identify appropriate support services or interventions for clients.						
f. Continuously evaluates client outcomes to inform ongoing practice.						
g. Seeks and utilizes the knowledge of colleagues to identify appropriate support services/community resources for clients.						

Mean Score: Competency 4

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (7)

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COMMENTS:

COMPETENCY 5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Identifies agency policies that effect client outcomes.						
b. Recognizes local, state, and federal policies that impact client outcomes.						

2. Assess how social welfare and economic policies impact the delivery of and access to social services.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
c. Assesses the extent to which social or agency policies effect the delivery of services to clients.						

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
d. Advocates for strategies to address social or economic barriers.						
e. Promotes activities that center on social justice or equality.						

Mean Score: Competency 5

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (5)

COMMENTS:

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations and Communities

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Identifies the impact of all systems on clients' lives.						
b. Understands how the environment effects clients.						
c. Uses the person-in-environment perspective to develop appropriate client care plans.						

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
d. Shows empathy when engaging with clients.						
e. Demonstrates effective interpersonal skills with clients.						
f. Uses reflection as a tool to engage clients.						
g. Positively interacts with other professionals.						

Mean Score: Competency 6

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (7)

COMMENTS:

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations and Communities

1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Adheres to agency policy regarding data and/or client information collection.						
b. Uses agency data and/or client information appropriately.						

2. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
c. Uses theory to interpret client assessment information.						

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
d. Collaborates with clients to develop mutually agreed-on goals of care.						
e. Works with clients to identify mutually agreed-on interventions.						

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
f. Recommends appropriate interventions for individual clients.						

Mean Score: Competency 7

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (6)

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COMMENTS:

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations and Communities

1. Critically choose and implement interventions to achieve goals and enhance capacities of clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Discusses prevention strategies to assist clients with avoiding future problems.						

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
b. Uses theory to develop appropriate interventions for clients.						

3. Uses interpersonal collaboration as appropriate to achieve beneficial practice outcomes.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
c. Works closely with other professionals (within the agency as well as outside of the agency) to achieve client goals.						

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
d. Uses negotiation skills effectively with clients.						
e. Effectively uses mediation skills with clients.						
f. Uses advocacy skills effectively to enhance client outcomes.						

5. Facilitate effective transitions and endings that advance mutually agreed on goals.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
g. Utilizes transition skills to effectively move clients from intake through to termination.						
h. Terminates client relationships effectively and professionally.						

Mean Score: Competency 8

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (8)

COMMENTS:

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

1. Select and use appropriate methods for evaluation of outcomes.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
a. Identifies appropriate methods for evaluating client or program outcomes.						
b. Uses appropriate methods to evaluate client programs or methods.						

2. Apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
c. Utilizes theory in the evaluation of client or program outcomes.						

3. Critically analyze, monitor and evaluate intervention and program processes and outcomes.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
d. Analyzes the effectiveness of interventions prior to making recommendations.						
e. Monitors client progress to ensure recommended interventions are appropriate.						

4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

<u>Observed Behaviors</u>	1	2	3	4	5	N/A
f. Discusses outcomes with clients.						
g. Shares findings from practice or program evaluations with agency stakeholders.						

Mean Score: Competency 9

Add all scored behaviors for the above 5 sections and divide by total number of observed behaviors (7)

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COMMENTS:

Overall Mean Score

Please add together the above (9) mean scores and place that total in the box below to calculate and overall mean score and grade. It will be the responsibility of the Field Coordinator to calculate the final grade for the course based on this number and the above comments.

Overall Mean Score

Add all mean competency totals from the pages above and divide by the total number of competencies (9)

Place any final comments here:

By signing below, the Field Instructor indicates that he/she completed this form and provided the totals listed above. Additionally, the Field Instructor agrees that he/she has discussed this evaluation with the student and the Field Coordinator.

Field Instructor's Name: _____ Date: _____

Field Instructor's Signature: _____

To be completed by the student

My Field Instructor and Field Coordinator have discussed this evaluation with me and I have received a copy.

Please mark the box that applies:

I agree with evaluation

I do not agree with evaluation*

**If the student disagrees with the evaluation he/she should submit the reasoning in writing to both the Field Instructor and the Field Coordinator. The disagreement should be specific and should also relate to items included in this evaluation.*

COMMENTS:

Student's Name: _____

Date: _____

Student's Signature: _____

To be completed by Field Coordinator

I have discussed the student's performance with the student and the Field Instructor. Each party has received a copy of the evaluation

Please mark the box that applies:

I agree with evaluation

I do not agree with evaluation*

Final Grade (FOR FINAL EVALUATION ONLY):

**If final grade is different from what was indicated by the Field Instructor above, please provide a reasoning:*

COMMENTS/AREAS OF IMPROVEMENT OR CONCERN:

Field Coordinator's Name: _____ Date: _____

Field Coordinator's Signature: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.

REQUEST FOR CHANGE OF FIELD AGENCY PLACEMENT

Student's Name: _____ Date: _____

Field Instructor's Name: _____

Field Instructor's Phone: _____ Field Instructor's E-mail: _____

Agency Name: _____

This request is to be submitted to the Field Coordinator for review. After reviewing, the Field Coordinator will request a meeting with the student, Field Instructor and the Field Coordinator. This meeting will assist in determining if a change of field agency is appropriate. It is very important to be as thorough as possible when completing this form. *Please see the Social Work Field Manual for further information about requesting a change of field placement.*

Have you met with your Field Instructor to express your concerns and attempt to resolve the situation? (Note: If your answer is no, please conduct this meeting prior to completing this form in attempt to find a resolution before changing field agencies.)

YES

NO

Describe in detail the circumstances that you believe are preventing you from continuing your placement at the current agency. _____

Describe what you have done to attempt to resolve these concerns and explain the outcome of your attempt to resolve the matter. _____

Explain what ultimately lead to your decision to request a new agency placement. _____

Student Signature: _____ Date: _____

FOR FIELD COORDINATOR USE ONLY

APPROVED

DENIED

COMMENTS:

Field Coordinator's Signature: _____ Date: _____



STUDENT CENTERED. HEALTH CARE FOCUSED.

STEPS TO SECURE A FIELD AGENCY

1. Complete Field Orientation.
 - a. This will be conducted by the Field Coordinator during **SWK 405L - Social Work Practice I: Lab**.
 - b. Please do not submit your application to field until you have participated in this orientation.

2. Application and resume submission.
 - a. Complete and submit the *"Application for BSW Field Placement"* to the Field Coordinator for review. This includes an acknowledgement of a Code of Conduct and use of NASW/CSWE Code of Ethics/Standards as well as a checklist to be sure the student qualifies for field.
 - b. Along with the application students are to submit an updated resume which will be viewed by potential field agencies.
 - i. If you need assistance with your resume, please contact the Center for Student Success
 - c. If you are requesting that your field experience take place at your current place of employment, in addition to an application and resume you will need to submit the *"Request for Field Placement at Place of Employment"* to the Field Coordinator for review.

3. Meeting with Field Coordinator
 - a. Review the Field Agency Roster and begin to come up with ideas for field placement. It is ideal to have at least 3 agencies in mind to prepare for your meeting with the Field Coordinator. If you are unsure of agencies, begin to think of a few areas of interest so that the Field Coordinator can assist you in choosing agencies to interview with.
 - b. Once accepted for field, the Field Coordinator will schedule a meeting with you to review agency choices.
 - c. Following the meeting the Field Coordinator will reach out to the field sites of interest to determine if they are able and willing to accept a field student for the upcoming semester. You will be notified by the Field Coordinator of the outcome. (It is important to let the Field Coordinator make first contact with the agency, please do not contact any agencies on your own initially.)

4. Pre-placement Interview
 - a. You are **REQUIRED** to complete, at minimum, two (2) pre-placement interview at different agencies.
 - b. You are also required to make the phone call to schedule the interviews with the field site/potential Field Instructor.
 - c. Conduct your interview. It is important to treat this interview process as a professional interview including being on time and dressing, behaving and speaking professionally. You should discuss field expectations, career goals, scheduling, hours and any other requirements for the student and field site.
 - d. Take the *"Field Agency Interview Form"* to your interview and have it signed by the potential Field Instructor and return to the Field Coordinator. The Field Instructor can also submit this directly to the Field Coordinator if unsure of a determination at the time of interview. (**NOTE:** You **MUST** have, at least, 2 interview forms submitted)

5. Field Agency Selection

- a. After completing your interviews, if both agencies have accepted you for field placement, you must make a final agency selection.
- b. Once you determine the best-fit for you, please submit the "*Field Agency Selection Form*" to the Field Coordinator (this form must be submitted by ALL upcoming field students).
- c. The Field Coordinator will then notify the field sites of your determination and confirm placement with the student following this notification.
- d. Once the field agency is secured, it is the student's responsibility to contact the field site to determine further agency requirements (i.e. background check, drug screen, physical, etc.) for the field student.



STUDENT CENTERED. HEALTH CARE FOCUSED.

FIELD STUDENT PERFORMANCE IMPROVEMENT PLAN

Student's Name: _____ Date Implemented: _____

Field Agency Name: _____

Field Instructor's Name: _____ Field Instructor's Phone: _____

Field Instructor's E-mail: _____

Student's Strengths:

Student's Area(s) of Improvement/Concern:

Methods to Be Used to Measure/Determine Improvement in Area(s) of Concern (i.e. Field Instructor observation, Time/Task Log documentation, etc.):

Plan for Improvement

ACTION (<i>Mutually agreed-on step(s) towards performance improvement</i>)	TARGET COMPLETION DATE	DATE COMPLETED

The Field Coordinator is to follow up with the student and the Field Instructor within _____ days regarding the status of this performance improvement plan.

By signing below, I acknowledge that the above information was discussed and mutually agreed-on by all parties. I understand the contents of this document and acknowledge the importance successful completion of this corrective plan. I also understand the potential consequences of non-compliance with this Performance Improvement Plan.

Student's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

Field Coordinator's Signature: _____ Date: _____