

# Field Manual

Master of Social Work Program

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Cleveland State University  
School of Social Work





## **School of Social Work**

2121 Euclid Avenue, Rhodes Tower 14<sup>th</sup> floor  
Cleveland, Ohio 44115  
216-687-3520  
[maw@csuohio.edu](mailto:maw@csuohio.edu)

**Christopher Mallett**, PhD, Esq., LISW-S  
School of Social Work Director  
216-523-7514  
[c.a.mallett@csuohio.edu](mailto:c.a.mallett@csuohio.edu)

**Cynthia Hovland**, PhD, MSSW  
MSW Program Director  
216-687-4553  
[c.hovland@csuohio.edu](mailto:c.hovland@csuohio.edu)

**Derrick Hopperton**, MSW, LISW-S  
Director of Field Education  
216-687-4516  
[d.hopperton@csuohio.edu](mailto:d.hopperton@csuohio.edu)

**Rachel Acevedo**, MSW, LSW  
Assistant Director, Field Education and Technology Learning  
Systems  
216-687-4555  
[r.acevedo@csuohio.edu](mailto:r.acevedo@csuohio.edu)

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## **MSW PROGRAM CLEVELAND STATE UNIVERSITY**

The MSW program consists of two components: classroom learning and field practicum education. For social work, field practicum is the signature pedagogy, meaning that it is the primary means for organizing the fundamental ways in which future social workers are educated into the profession and develop competencies for practice. This manual provides an overview of the purpose, policies and procedures of field practicum with the MSW Program.

Field education is an integral part of the social work curriculum and is required of all master level social work students. As a necessary complement to classroom education, the field practicum provides students with opportunities to use advanced level knowledge, values, skills and cognitive/affective processes through observational, imitative, and experiential learning. It is the field practicum experiences that socialize students into the social work profession.

### **OVERVIEW OF FIELD EDUCATION**

The field education component of the MSW program is developed and designed to enable students to enhance their knowledge, skills, values, and cognitive/affective process in the development of advanced practice competencies. They participate in experiential learning that facilitates their working with client systems at all levels. The learning opportunities that students engage, along with experienced social work professionals and clients at all systems levels, enhance the socialization process. Field practicum is designed concurrently with classroom learning to provide experiential learning opportunities for application of social work theories and constructs, and development of the student's competencies for practice. The students enhance their abilities across the core competencies, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, skills, and cognitive/affective processes.

The field education component functions within the context of the social service delivery systems where the student is completing their field practicum. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment. The CSU School of Social Work offers both an online MSW program option and an on-campus MSW program option. All field practicum policies and procedures apply to each program option.

Field education is comprised of a **generalist year** and a **specialization year**, where students gain experience and develop competencies for providing advanced practice. In generalist year, field practicum assignments address problem solving with client systems, ranging from individuals to organizations and communities, program development and implementation, and professional conduct. In specialization year, field practicum assignments address problem solving with either

clinical or advanced generalist systems with a strong emphasis on their professional development. The field education component ensures that students enhance their abilities in understanding the purpose and values of the social work profession.

Field education is viewed as the integrated process through which students will enact the core competencies based on the Education Policy and Accreditation Standards of the Council on Social Work Education (CSWE):

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice

**Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

**Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice

**Competency 5:** Engage in Policy Practice

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

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

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

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

Students develop these competencies through a range of practice and professional development assignments, allowing them to integrate knowledge, values, skills, and cognitive/affective processes acquired in the generalist and specialization areas, as well as to develop a reflective, self-evaluating practice stance.

The purpose of field education is to:

- Make the necessary connections between class and field, theory and practice.
- Transfer and integrate academic content, including content in social work values, ethics, and human diversity, among other areas.
- Develop the student's capacity and ability for advanced practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers and many other settings appropriate for generalist and specialization levels of social work learning. The MSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE 2022 standards for the field learning experience. Field education ensures that all students who

graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying master-level social work education.

Field education carries out the mission (within the context) of the MSW program. It is this component that actively engages the community in the educational process of the students. Health and human service agencies provide opportunities for students to further enhance their growth and development through experiential learning. The reciprocal involvement of both the field education component and the agencies strengthens the service delivery system. The field education component recognizes its responsibilities to maintain an awareness of the political, social, economic, and environmental trends that impact the service delivery systems and the quality of life of individuals in Northeast Ohio, nationally, and internationally. The field education program reflects this awareness and incorporates this concept into preparing effective social work practitioners to provide professional leadership in the development of social service delivery systems.

Field practicum sites are selected on this basis of fulfilling the mission of the MSW program and field Instructors are trained in how the students implement the mission.

### **MSW PROGRAM MISSION STATEMENT**

The mission of the MSW program is to prepare students for specializations in advanced generalist and clinical social work to practice ethically and with integrity, promote human rights and community well-being from a global, anti-racist and anti-oppressive perspective. Our context as a school of social work in a public institution, located in downtown Cleveland and with an expanding reach, directs us to graduate a diverse student body, to encourage civic engagement and dedication to public service. We are committed to social, racial, economic, and environmental justice, creation of conditions that facilitate the realization of human rights, elimination of poverty and enhancement of life for all people locally, across the state, and globally. We seek to encourage civic engagement and foster our students' intellectual and personal development. We endeavor to promote a more humane society through our research, teaching, and service to the university, community, and globally. Guided by a person in environment framework, and use of knowledge-based scientific inquiry, we strive to graduate competent social workers who are well prepared to address the challenges of practice, through a deep respect for human diversity, the dignity and worth of the person, and *the importance of human relationships*.

## CURRICULUM DESIGN FOR FIELD EDUCATION

It is the belief of the MSW program faculty that the integration of theory and practice in field education should take place over an extended period rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over four semesters. Students are required to complete a total of 900 hours, 400 hours for the generalist year (200 hours each semester) and 500 hours for the specialization year (250 hours each semester). The following table illustrates the field design.

| Field Year            | Academic Year  | Hours                 | Learning Experiences   |
|-----------------------|--|-----------------------|--|
| <b>Generalist</b>     | Full-time<br>1 <sup>st</sup> of 2 years  | 200<br>hours/semester | <b>Direct Practice</b><br>Individuals, families,<br>groups; organizational<br>development;<br>neighborhood/community<br>organization |
|                       | Accelerated Part<br>Time-1 <sup>st</sup> of 2.5 years<br><br>or<br><br>Part-time<br>2 <sup>nd</sup> of 4 years | 16 hours/week         | <b>Service Impact</b><br><br><b>Professional Learning</b>  |
| <b>Specialization</b> | Full-time<br>2 <sup>nd</sup> of 2 years<br>(Includes Advanced<br>Standing)                                     | 250<br>hours/semester | <b>Clinical Practice</b><br><br>Or<br><br><b>Advanced Generalist<br/>Practice</b>  |
|                       | Accelerated Part –<br>time 2nd year of 2.5<br>years<br><br>or<br><br>Part-time<br>4 <sup>th</sup> of 4 years   | 17 hours/week         |  |



## **AREAS OF RESPONSIBILITIES**

### **FIELD STAFF AND STUDENT ROLES AND RESPONSIBILITIES**

The Field Education Director functions under guidelines, policies, and procedures as determined by the MSW program and the Council on Social Work Education (CSWE) standards for field education. The basic responsibility of the Field Education Director is the organization, implementation, and evaluation of field education. Field education is operationalized with four primary roles which are: the Field Education Director, Faculty Liaison, Online Placement Team, and Field Instructor. The university employs the Field Education Director and Faculty Liaison, and the Field Instructor is employed by the agency. These three functions interrelate to guide and direct the student's learning process that will enable them to develop competencies in advanced practice.

#### **Field Education Director**

The Field Education Director is expected to carry out the following responsibilities in collaboration with the field team:

- Oversees all aspects of Field Education within the School of Social Work.
- Develop, evaluate, revise, and make available in collaboration with the Academic Performance Committee, Field Advisory Committee, and faculty the educational objectives, policies, procedures, and field education manual.
- Identify and approve social service agencies that have the capacity to provide appropriate generalist and/or specialization year experiential learning that meet the requirements of field education in context with the MSW program and CSWE standards.
- Develop, implement, and update the affiliation agreements between Cleveland State University and field agencies.
- Establish criteria for the selection and approval of agency staff as Field Instructors, as well as ensuring the provision of time for attending activities, such as training and orientation and one hour per week supervision which involves monitoring and evaluating students' learning activities.
- Evaluate, in collaboration with Faculty Liaisons, the Field Instructors' and agencies' ability to meet the program's expectations for field and approve the continued use of agencies and Field Instructors.

- Develop and maintain placement processes for students including practicum placements, orientation, and notifying academic advisors of academic performance and professional development related problems.
- Plan for Faculty Liaison coverage of field agencies in conjunction with the director of the MSW program and notify students and faculty of their liaison assignments.
- Orient and advise students on the field practicum placement process and provide orientation materials.
- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the CSWE standards and requirements for all field placements in the program.
- Develop and maintain a database of viable field agencies.
- Develop and implement a formal process of evaluating students' field performance in accordance with the educational objectives of the program and CSWE standards.
- Maintain field education records, including student files such as the student learning contract, field evaluation, and weekly student time sheets.
- Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

#### **Assistant Director, Field Education and Technology Learning Systems**

- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the CSWE standards and requirements for all field placements in the program.
- Orient and advise students on the field practicum placement process and provide orientation materials.
- Meet with all on-campus MSW students for field practicum planning.
- Obtain field acceptance forms, employment-based field proposals, and field instructor applications for student placement.
- Oversee all technology learning systems within the MSW field program (Exxat and Blackboard field practicum orientation).
- Write SWT letters for MSW students.
- Oversee compliance process for field practicum placements that require medical onboarding.

## **Online Placement Team**

The Online Placement Team works exclusively with the Online MSW students and is expected to carry out these responsibilities with the oversight of the Field Education Director:

- Meet with all online MSW students for field practicum planning.
- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the program.
- Obtain field acceptance forms, employment-based field proposals, and field instructor applications for student placement.

## **Faculty Liaison**

The Faculty Liaison is a qualified faculty member who serves as the university's representative to the student and the agency. The overall responsibility of the Faculty Liaison is quality assurance of the field experience; and assisting and ensuring that field education competencies and practice behaviors are being met by the Field Instructor and student. Faculty Liaison assignments are made by the School of Social Work Director in conjunction with the Field Education Director.

The Faculty Liaison assumes the following roles and functions:

1. **Linkage**: The Faculty Liaison serves as a bridge between the MSW program, the agency, and the community. Responsibilities include:
  - Interpreting field education policies, procedures, and expectations of the MSW Program to agencies.
  - Assessing the fit between theoretical concepts acquired in the classroom and experiential learning provided by the agency.
  - Developing appropriate contacts with relevant people in the agency.
  - Identifying potential field placement sites.
  - Staying informed of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the Field Education Director informed of these changes.

- Ensuring that the student learning contract, evaluation, and activity/time sheets are completed on time and approved by the student, Field Instructor, and Faculty Liaison.
2. Consultant: The Faculty Liaison assists Field Instructors in connecting and integrating theoretical concepts and experiential learning; developing a process of facilitating students to achieve proficiency in competencies and operationalizing practice behaviors. This involves:
- Facilitating the process of Field Instructor’s connecting and integrating theoretical and conceptual frameworks to experiential learning.
  - Determining and assisting the Field Instructor and students with the learning expectations that are included in the student learning contract, suggesting necessary changes to strengthen the contract.
  - Developing and maintaining a process of problem identification of academic performance or professional development that assures an early resolution of the situation.
  - Determining with the Field Education Director and other appropriate faculty whether a student should remain at an agency or should be placed in another agency (*See Field Problem Resolution Procedures*).
3. Evaluation: The Faculty Liaison evaluates the performance of students and provides feedback on Field Instructors, agencies, and the Field Education Director. This involves:
- Assigning the student’s grade for the field experience based on the student learning contract, the Field Instructor’s evaluation and recommended grade, activity/time sheets, and other sources relating to the student’s performance.
  - Submitting to the Field Education Director a semester review of agency and how the Field Instructor met the program expectations and requirements.
  - Completing the Field Instructor, agency, and Field Education Director feedback forms.

In carrying out the above roles and functions, the Faculty Liaison is responsible for initiating contact with the Field Instructor and student to participate in the preparation of the student learning contract. The initial contact includes clearly communicating the Faculty Liaison’s responsibilities and availability.

### **First Semester Responsibilities**

- The first field visit includes a review of the student’s work, the progress made in preparing the student learning contract, and the ability of the Field Instructor and student to work

together. The appropriate Site Visit Agenda form is completed, showing continued progress toward competent practice at the appropriate levels (individual, family, group, organization, and community).

- The second field visit with the student and Field Instructor includes a review of the student's work and consultation regarding the formal evaluation process. The appropriate Site Visit Agenda form is completed, showing continued progress toward competent practice at the appropriate levels (individual, family, group, organization, and community). Additional visits are necessary whenever field-related problems develop. Other contacts, such as informing Field Instructors of the appropriateness of the student learning contract or reminders to submit field-related documents may be made by telephone and e-mail.

### **Second Semester Responsibilities**

- Every effort is made to keep the same Faculty Liaison assignment for both semesters of field in a given academic year. When a change is unavoidable, the Field Education Director will inform the newly assigned Faculty Liaison, and the new Faculty Liaison is then expected to contact the Field Instructor and the student schedule field meetings and proceed as usual.
- During the second semester, a site visit is required within the first seven weeks to monitor student progress in learning. Faculty Liaisons are available for phone, Zoom, Blackboard Collaborate, or in-person consultation as needed. The appropriate Site Visit Agenda form is completed, showing continued progress toward competent practice at the appropriate levels (individual, family, group, organization, and community).

\*\*For online MSW students or students completing practicum further than a 50-mile radius from CSU, this communication/contact may happen via online video or telephonic conference call.

### **Field Instructor**

The Field Instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the Field Instructor must have their MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the Field Instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon the agency's learning opportunities. A Task Supervisor is defined as a person at the agency supervising the student who does not meet the requirements for Field Instructors. In situations where exceptions are made, an assigned Faculty Liaison will perform this role in-person or virtually and will facilitate the agency's Task Supervisor's ability and capacity

to provide experiential learning. Any references to “Field Instructors” and their responsibilities within this manual also apply to Task Supervisors.

For approved circumstances, when the Field Education Department approves a student to perform their field practicum at an agency under a Task Supervisor that does not have a master’s degree in social work, the school provides additional oversight and supervision from the student’s Faculty Liaison. All Faculty Liaisons can sufficiently oversee the supervision process of students. The Faculty Liaison will complete all their routine job duties and requirements as well as the following additional tasks when they need to provide this additional oversight and supervision:

1. A meeting at the beginning of each semester with the student and Task Supervisor to discuss the student learning contract.
2. Meet at least 3 times a semester with the student and Task Supervisor.
3. Communicate weekly by phone, email, or through the Exxat system with the student and their Task Supervisor.

The Field Instructor is expected to carry out the following responsibilities:

- Participate in orientation and training activities for new Field Instructors.
- Orient the student to the agency and staff.
- Develop and implement a student learning contract during the first three weeks of field in collaboration with the student. The contract specifies learning experiences that will help the student achieve their learning objectives and field education requirements.
- Schedule weekly in-person supervisory sessions with the student for a minimum of one hour.
- Provide appropriate activities for the student to complete incremental tasks that achieve the student’s objectives and offer a broad range of agency experience.
- Review regularly the student’s work and time accrual, maintain an ongoing evaluation of the student’s progress through Exxat, and complete evaluations of the student at the end of each semester - including a recommended grade.
- Support the student’s initiative in gaining access to other learning experiences and resources in the agency and professional community when needed.
- Collaborate with the Faculty Liaison in the preparation, review, and evaluation of the field experience.

- Inform the Faculty Liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the Faculty Liaison and the student (*See Field Problem Resolution Procedures*).
- Provide information to the Field Education Director to assist in the future use of the agency as a placement site, including the Field Instructor's interest in continuing service as a Field Instructor.

There are two important aspects of the field education component relevant to Field Instructors becoming competent in the process of developing experiential learning activities for the students. New Field Instructors are given an orientation to the expectations and guidelines for working with students. The agenda for learning and orientation sessions includes content such as orienting the student to the agency; involving agency protocol, policies, and procedures; facilitating the Field Instructor's ability to provide experiential education; helping the Field Instructor to process the student's apprehension and hesitancy in experiential learning; monitoring and evaluating the student's progress in their learning. The Field Instructors gain information on how students work through the stages of the learning process. Those Field Instructors who have worked with the MSW program previously have opportunities to attend training sessions such as supervision and using library resources.

### **Field Agency**

The agency is selected as a field site based on criteria including educational philosophy; use of qualified professionals for field instruction; student opportunity to work with diverse clients and situations, opportunity for student to employ a strengths-based perspective and empowerment approach in developing practice competencies with and on behalf of client systems.

The field agency can be expected to carry out the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, disability, or veteran status.
- Assign a Field Instructor qualified to provide experiential learning who is approved by the MSW program.
- Provide the Field Instructor with sufficient time and resources to carry out field instruction responsibilities with the student, program, and use of the Exxat system.
- Provide the student with resources necessary to carry out learning assignments such as a telephone, place to interview clients, adequate records and documents, and travel reimbursement for authorized activity.

- Provide students with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well-being.
- Provide students with exposure to group processes with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.
- Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, and policy group meetings as appropriate.
- Provide students with opportunities to employ practice knowledge, values/ethics, skills, and cognitive/affective processes to advocate for clients served by the agency.
- Provide students opportunities for interaction with members of diverse client populations, such as racial and ethnic minorities, members of the LGBTQIA+ community, the elderly, those with low socioeconomic status, disabled individuals, and other vulnerable or oppressed groups.
- Provide timely information to the Field Education Director such as written descriptions of the agency's services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education.
- Have sufficient staff to develop and maintain the service delivery of the agency without reliance on students.
- Use reasonable efforts to assure field student safety.

### **Field Student**

The responsibility of the field student is to acquire the knowledge, skills, values, and cognitive/affective processes of the social work profession that will enable them to fulfill to develop competencies through operationalizing practice behaviors. The student, in collaboration with their Field Instructor, is responsible for developing objectives in each learning area and incremental tasks to achieve these objectives. Specific expectations of the student are described in detail in the section on the educational outcomes for the field. However, students are also expected to carry out the following responsibilities:

- Learn to use Exxat, the system used to keep track of hours and to submit other required work.
- Submit in a timely manner all required field documentation, including the following: application; agency acceptance; Employment-based Field Placement (EBP) proposal, if applicable; student learning contract; activity/time sheets; and evaluation.



- Attend all required field orientations and seminars to discuss field and other topics relevant to social work practice.
- Read and become familiar with all field documents, requirements, policies, and procedures.
- Assume the cost of a background check, physical examination, medical onboarding requirements, and mileage if required by the agency; (*see mileage reimbursement under agency requirements*)
- Assume responsibility for potential risk or injury during the classroom learning and experiential learning in field practicum. Neither university nor field agency sites are responsible for students' injuries; (check agency responsibilities).
- Develop a student learning contract in collaboration with the Field Instructor, integrating classroom assignments when appropriate.
- Maintain documentation of field activities and activity/time sheets on a weekly basis.
- Report regularly to the Faculty Liaison both successful learning and problems related to the field experience (*see Field Problem Resolution Procedures*).
- Abide by the NASW *Code of Ethics* and the agency's procedures and protocol.
- Prepare for weekly Field Instructor supervisory meetings and use field instruction time to increase professional development and for self-evaluation.
- Maintain a professional demeanor by completing field assignments, complying with the schedule of field activities over the entire semester, and seeking assistance when needed.

## **POLICIES AND PROCEDURES**

**According to the Council on Social Work Education (CSWE), academic credit for life experience and previous work experience cannot be given, in whole or in part, in lieu of completing field education hours; nor are field courses transferable from a program that is not accredited by the CSWE to this MSW program.**

### **Notification regarding Felony Convictions and Unprofessional Conduct**

Students admitted to the MSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact potential for obtaining field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker.

### **MSW Field Practicum Student Expectations**

MSW students are:

- Responsible for understanding the role of agency Field Instructor and Faculty Liaison and working with them appropriately.
- Expected to complete their placement at the same agency placement for both semesters of their generalist and specialization field practicum placements, unless there are extenuating circumstances in which a student needs to change agencies.
- Required to complete 200 field hours each semester, for a total of 400 hours, if they are in their generalist field practicum.
- Required to complete field 250 hours each semester, for a total of 500 hours, if they are in their specialization field practicum (advanced generalist or clinical).
- Responsible for securing and finalizing their field placement, including all placement related documents three weeks prior to the first day of field practicum. (If all field related documents are not in place by the start of the semester, the student will not be permitted to move forward with field practicum and will be administratively removed from the field practicum course and co-requisite classes.)
- Responsible for collaborating with the field team to secure a field placement no later than three weeks prior to the start of the semester.
- Responsible for understanding that if the affiliation agreement between their potential field placement and Cleveland State University is not finalized prior to the field placement start date, the student will have to secure an alternate placement.
- Responsible for taking a lead in developing their individualized student learning contract, describing how they will learn and demonstrate the nine social work competencies.

As stated in the MSW Field Manual on page 20, the Field Education Director will suspend the interviewing process if three different approved agencies or programs have not accepted the

student for placement. In these circumstances, the Field Education Director will refer the student to the MSW Program Director who may refer the student to the Academic Performance Committee.

### **MSW Field Practicum Criteria**

1. MSW students must be in good academic standing with the MSW program;
2. Enroll in field practicum co-requisite practice courses;
3. Complete the MSW field Intake Form, which includes:
  - a. Disclosure Information (i.e. background information, including whether student has a history of being convicted of a felony(ies).
  - b. Resume

### **Social Worker Trainee (SWT) License**

The School of Social Work encourages all MSW students in the state of Ohio without an LSW apply for, and receive, the Social Work Trainee (SWT) License. Students with an LSW do not need to apply for the SWT.

The Ohio Counselor, Social Worker, and Marriage and Family Therapist (CSWMFT) Board ([www.cswmft.ohio.gov](http://www.cswmft.ohio.gov)) has approved the registration of master's level social work students as SWTs. Per Ohio Administrative Code (OAC) 4757-3-01(CC), a "Social Worker Trainee" is an individual who is a graduate student seeking licensure as a social worker who is currently enrolled in a practicum, internship, or field work course in a social work education program accredited by the Council on Social Work Education (CSWE). Students must apply for the SWT through the CSWMFT Board.

Additionally, students who are planning to pursue social work education, with an interest in clinical mental health practice, are strongly encouraged to apply for a social work license as they become eligible. Many agencies will not allow the unlicensed student the opportunity to provide diagnostic assessments and individual/group counseling.

Note: All MSW students outside of Ohio should determine if their state licensure board issues a social work student trainee license that is equivalent to the Ohio SWT. If no equivalency license exists, no further action is needed by the student. Students may contact the Field Education Office with any questions.

### **SWT Online Application Instructions**

The instructions for applying for the Ohio SWT are included on the [CSWMFT website](#). There is no charge for obtaining the SWT. However, the student is responsible for all costs associated with the required criminal records check. The School of Social Work will also have to write you a letter with proof of enrollment in field practicum classes. Please contact the Assistant Director, Field Education and Technology Learning Systems.

## **Procedures for Placing Students**

### **Step 1: Students complete the Field Placement Intake Form**

All MSW students will complete a Field Placement Intake Form for both their generalist and their specialization year placement. The Field Placement Intake Form will provide relevant details about the student's location, experience, interests, etc. to the field team. MSW students are encouraged to provide "referrals" or information on a possible Employment-based Field Placement so the field placement team may reach out and start the conversation about a potential placement.

### **Step 2: Orientation to the Placement Process**

MSW students are required to attend an online field orientation in Blackboard. This orientation includes an overview of the expectations, policies, criteria, and procedures for placing students, review of the Field Practicum manual, and orientation to Exxat tasks (e.g., student learning contract, weekly sheets, student self-assessment and field evaluation that is completed by students' Field Instructors).

### **Step 3: Advising with the Field Team**

Students should attend an individual or group advising session with a field placement team member to discuss their interests and preferences for a field placement. The field team also discusses what students may expect when interviewing with a potential field placement site, including being prepared to provide their updated resume to the agency when interviewing. During this advising session, the field placement team answers any questions the student has and provides them with information on the field placement process.

### **Step 4: Identification of Possible Field Placement Sites**

The Field placement team determines that the MSW student meets criteria for MSW generalist or specialization placement, and the field placement team reviews students' completed Field Placement Intake Form. Upon satisfactory review, the field team identifies placements for each student to consider, working to match students' interests with agencies best suited to provide them with an opportunity to develop their social work competencies. The field placement team will recommend placements in which learning opportunities are congruent with competencies and their associated practice behaviors that meet the requirements for either their generalist or specialization practicum (advanced generalist or clinical).

### **Step 5: Field Placement Interviews**

The field placement team provides the MSW student with the names of agencies and the agency Field Instructors' contact information. The field team also asks students to diligently research the agencies and become familiar with the services they provide prior to contacting the agency

and setting up an interview. The student then arranges to interview at the identified placement sites.

#### Step 6: Acceptance of Placement

The student notifies the field placement team once the agency offers the student the placement and the student agrees to accept the field placement. The student notifies the Field Instructor they have accepted placement and provides the field team with the Field Instructor's contact information.

The field placement team corresponds with the agency and Field Instructor and finalizes the student's field placement and receives the necessary acceptance forms and Field Instructor application. All Field Instructor information is reviewed by the field team and entered in SharePoint and inputted into the Exxat Field Database, this includes their Field Instructor application, field acceptance form, resume, agency information, and copy of their professional license.

#### Step 7: Student Completes the Field Agency Onboarding Process

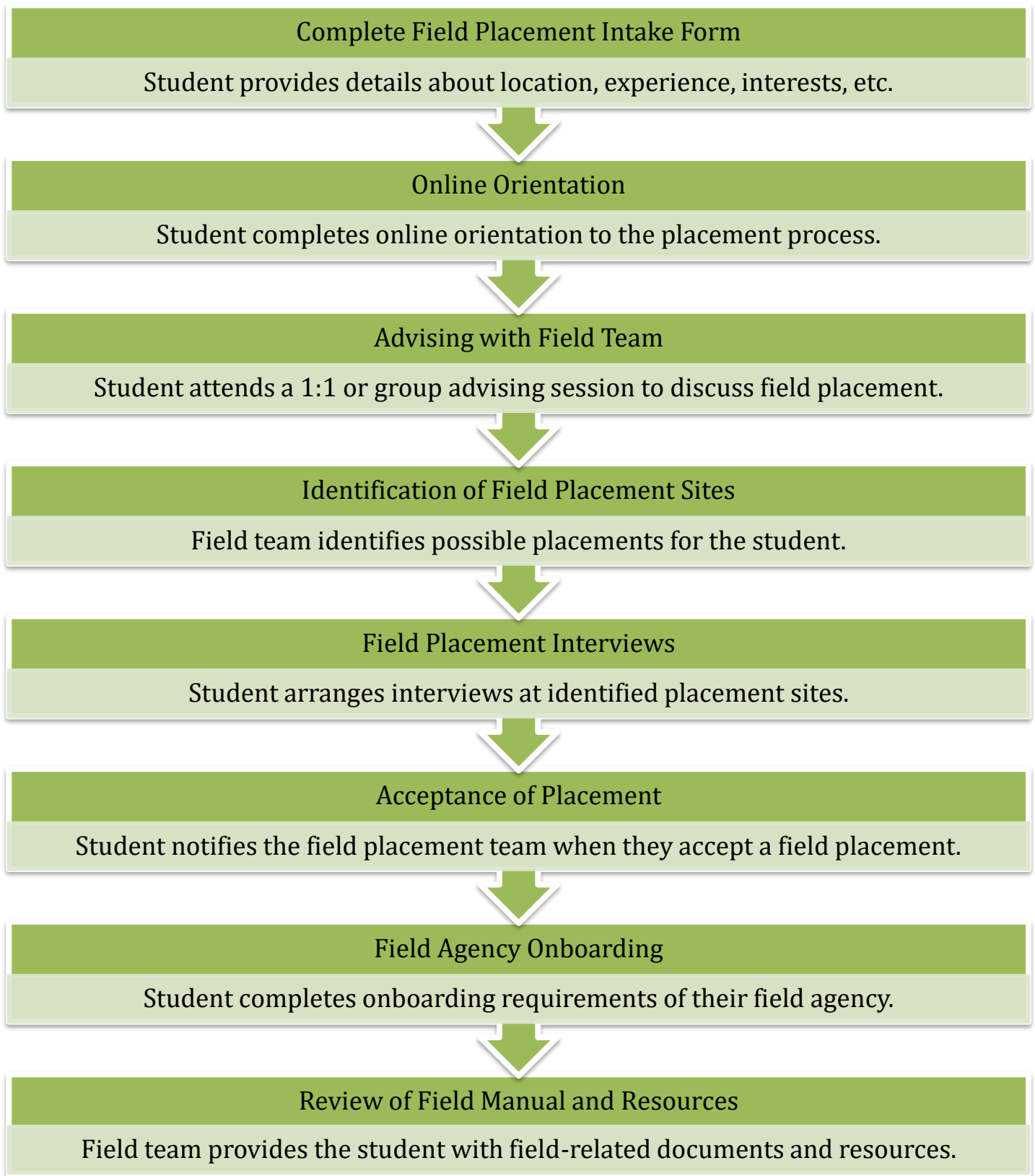
It is the student's responsibility to complete any onboarding requirements of their field agency, including agency orientation. Field agencies may also require students to obtain a background check or Social Work Trainee License (SWT). The school will provide verification of the student's schedule and enrollment in field practicum classes for the student to share with the state licensure board to obtain and keep their SWT License. Some hospital field placements require the Field Education Department to oversee their agency onboarding requirements, which include background check, vaccinations, flu shot, and TB screen. This confidential student information is kept in Exxat and is available for the hospital upon request.

#### Step 8: Review of Field Manual and Resources

Prior to the start date of field practicum, the field practicum team e-mails students entering their first semester of field practicum field-related documents and resources. This includes the following:

1. MSW Field Manual
2. Field Practicum Calendar
3. Exxat User Guide and Video (used for the student learning contract, weekly sheets, and field practicum evaluation)
4. Field Practicum Syllabus
5. Safety in the Field Resources

## Field Education Placement Process



## Evaluating Student Learning

Student learning is evaluated at the end of each semester, and on an ongoing basis, through completion on weekly sheets, and visits by Faculty Liaisons. At the end of each semester, students also complete a student self-assessment. Students discuss their student self-assessment with their Field Instructor prior to the Field Instructor completing the student's evaluation. The following is the site visit report used for the generalist field practicum year, there are slightly modified versions used for the specialization year (either clinical or advanced generalist).

### **Cleveland State University Generalist Field Practicum Site Visit Report for Faculty Liaisons**

**Student** \_\_\_\_\_

**Faculty Liaison** \_\_\_\_\_

**Field Instructor** \_\_\_\_\_

**Purpose.** The purpose of this form is to provide a framework for faculty liaisons to monitor students' planned learning opportunities to demonstrate the practice behaviors associated with the nine competencies across the five levels of practice. This site visit report form is designed to assure students are progressing toward completing learning activities designed to assess practice behaviors for the nine competencies for each level of generalist practice.

**Directions.** This form is to be used when liaisons conduct their site visits. Faculty liaisons use this form across students' two semesters of field practicum.

- For each competency, provide a brief description of students' planned learning activity per the different levels (individuals, families, groups, organizations, and communities). Detailed descriptions of planned learning activities are found in students' Learning Contract.
- For each site visit, use the summary table to indicate students' progress toward completing learning activities for each competency by level of practice.

**Summary Table.** The summary table shows students' progress toward completing planned learning activities. Fill in a date when students have completed the learning activity associated with the competency at that level of practice.

**Assessing Competence.** The Field Practicum Evaluation Form is used to assess students' competence across the nine competencies. The Evaluation Form is an outcome assessment instrument, while this form is a process measure. This form is not used to assess students' competence. **Important:** Students may not be evaluated as "competent" until learning activities for the competency are completed for each level of practice. It is anticipated that students will demonstrate competency for the nine competencies across the five levels of practice at some point during their second semester of field, a cumulative learning experience.

**CSWE Competencies:**

**Competency 1 Demonstrate Ethical and Professional Behavior**

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

**Competency 4: Engage in Practice-Informed Research and Research-Informed Behavior**

**Competency 5: Engage in Policy Practice**

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

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

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

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

**INDIVIDUAL PLAN**

Brief Description of Planned Learning to Demonstrate Competency at the Individual Level.

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**FAMILY LEVEL**

Brief Description of Planned Learning to Demonstrate Competency with Families.

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**GROUP LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Group Level.

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**ORGANIZATIONAL LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Organizational Level.

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**COMMUNITY LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Community Level.

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**Summary Table**

Indicate date of site visit when students demonstrate completion of learning activity associated with competencies at each level of practice. Assessment of competence for each practice behavior associated with the competencies is completed on Student's Field Evaluation Form.

| Competency | Individuals | Families    | Groups      | Organization | Community   |
|------------|-------------|-------------|-------------|--------------|-------------|
| 1          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 2          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 3          |             |             |             |              |             |



|   |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|
|   | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 4 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 5 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 6 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 7 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 8 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 9 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |

Additional Comments:

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**Cleveland State University  
Clinical Field Practicum Site Visit Report for Faculty Liaisons**

**Student** \_\_\_\_\_

**Faculty Liaison** \_\_\_\_\_

**Field Instructor** \_\_\_\_\_

**Purpose.** The purpose of this form is to provide a framework for faculty liaisons to monitor students’ planned learning opportunities to demonstrate the practice behaviors associated with the 9 competencies across the three levels of practice. This site visit report form is designed to assure students are progressing toward completing learning activities designed to assess practice behaviors for the nine competencies for each level clinical specialization practice.

**Directions.** This form is to be used when liaisons conduct their site visits. Faculty liaisons use this form across students’ two semesters of field practicum.

- For each competency, provide a brief description of students’ planned learning activity per the different levels (individuals, families, and groups). Detailed descriptions of planned learning activities are found in students’ Learning Contract.

- For each site visit, use the summary table to indicate students’ progress toward completing learning activities for each competency by level of practice.

**Summary Table.** The summary table shows students’ progress toward completing planned learning activities. Fill in a date when students have completed the learning activity associated with the competency at that level of practice.

**Assessing Competence.** The Field Practicum Evaluation Form is used to assess students’ competence across the nine competencies. The Evaluation Form is an outcome assessment instrument, while this form is a process measure. This form is not used to assess students’ competence. **Important:** Students may not be evaluated as “competent” until learning activities for the competency are completed for each level of practice. It is anticipated that students will

demonstrate competency for the nine competencies across the levels of practice at some point during their second semester of field, a cumulative learning experience.

**CSWE Competencies:**

**Competency 1 Demonstrate Ethical and Professional Behavior**

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

**Competency 4: Engage in Practice-Informed Research and Research-Informed Behavior**

**Competency 5: Engage in Policy Practice**

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

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

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

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

**INDIVIDUAL PLAN**

Brief Description of Planned Learning to Demonstrate Competency at the Individual Level.

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**FAMILY LEVEL**

Brief Description of Planned Learning to Demonstrate Competency with Families.

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**GROUP LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Group Level.

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**Summary Table**

Indicate date of site visit when students demonstrate completion of learning activity associated with competencies at each level of practice. Assessment of competence for each practice behavior associated with the competencies is completed on Student’s Field Evaluation Form.

| Competency | Individuals | Families    | Groups      |
|------------|-------------|-------------|-------------|
| 1          | ___/___/___ | ___/___/___ | ___/___/___ |
| 2          | ___/___/___ | ___/___/___ | ___/___/___ |
| 3          | ___/___/___ | ___/___/___ | ___/___/___ |
| 4          | ___/___/___ | ___/___/___ | ___/___/___ |
| 5          | ___/___/___ | ___/___/___ | ___/___/___ |
| 6          | ___/___/___ | ___/___/___ | ___/___/___ |
| 7          | ___/___/___ | ___/___/___ | ___/___/___ |

|   |             |             |             |
|---|-------------|-------------|-------------|
|   | ___/___/___ | ___/___/___ | ___/___/___ |
| 8 | ___/___/___ | ___/___/___ | ___/___/___ |
| 9 | ___/___/___ | ___/___/___ | ___/___/___ |

Additional Comments:

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**Cleveland State University**  
**Advanced Generalist Field Practicum Site Visit Report for Faculty Liaisons**

**Student** \_\_\_\_\_

**Faculty Liaison** \_\_\_\_\_

**Field Instructor** \_\_\_\_\_

**Purpose.** The purpose of this form is to provide a framework for faculty liaisons to monitor students’ planned learning opportunities to demonstrate the practice behaviors associated with the nine competencies across the five levels of practice. This site visit report form is designed to assure students are progressing toward completing learning activities designed to assess practice behaviors for the nine competencies for each level of advanced generalist practice.

**Directions.** This form is to be used when liaisons conduct their site visits. Faculty liaisons use this form across students’ two semesters of field practicum.

- For each competency, provide a brief description of students’ planned learning activity per the different levels (individuals, families, groups, organizations, and communities). Detailed descriptions of planned learning activities are found in students’ Learning Contract.

- For each site visit, use the summary table to indicate students’ progress toward completing learning activities for each competency by level of practice.

**Summary Table.** The summary table shows students’ progress toward completing planned learning activities. Fill in a date when students have completed the learning activity associated with the competency at that level of practice.

**Assessing Competence.** The Field Practicum Evaluation Form is used to assess students’ competence across the nine competencies. The Evaluation Form is an outcome assessment instrument, while this form is a process measure. This form is not used to assess students’ competence. **Important:** Students may not be evaluated as “competent” until learning activities for the competency are completed for each level of practice. It is anticipated that students will demonstrate competency for the nine competencies across the five levels of practice at some point during their second semester of field, a cumulative learning experience.

**CSWE Competencies:**

**Competency 1 Demonstrate Ethical and Professional Behavior**

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI)**

**Competency 4: Engage in Practice-Informed Research and Research-Informed Behavior**

**Competency 5: Engage in Policy Practice**

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

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

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

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

**INDIVIDUAL PLAN**

Brief Description of Planned Learning to Demonstrate Competency at the Individual Level.

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**FAMILY LEVEL**

Brief Description of Planned Learning to Demonstrate Competency with Families.

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**GROUP LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Group Level.

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**ORGANIZATIONAL LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Organizational Level.

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**COMMUNITY LEVEL**

Brief Description of Planned Learning to Demonstrate Competency at the Community Level.

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**Summary Table**

Indicate date of site visit when students demonstrate completion of learning activity associated with competencies at each level of practice. Assessment of competence for each practice behavior associated with the competencies is completed on Student's Field Evaluation Form.

| Competency | Individuals | Families    | Groups      | Organization | Community   |
|------------|-------------|-------------|-------------|--------------|-------------|
| 1          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 2          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 3          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 4          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 5          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 6          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |
| 7          | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___  | ___/___/___ |

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|---|-------------|-------------|-------------|-------------|-------------|
|   | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 8 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |
| 9 | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ | ___/___/___ |

Additional Comments:

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Assessment of student learning is based on the student learning contract, which is due at the end of week 3 of the field practicum and is reviewed by both the Field Instructor and the assigned Faculty Liaison from the MSW Program. The Faculty Liaison provides on-going oversight of the student’s field experience and assures the student’s experience is congruent with the social work competencies and the student’s learning goals.

Toward the end of each semester, students complete a student self-assessment allowing the student to reflect on what they have learned during the semester and how well they have met each competency area and associated practice behaviors. The student shares their student self-assessment with their Field Instructor, and they discuss the student self-assessment during supervisory time. The Field Instructor then completes a Field Instructor evaluation of the student based on their success of meeting their student learning contract competency areas and feedback from their student self-assessment.

There is a rating scale on the Field Instructor evaluation that the instructor evaluates the student’s level of competency in each of the competency areas and associated practice behaviors. The student’s Faculty Liaison reviews the assessment and evaluation and determines whether the student is proficient in the social work competency areas and if they demonstrate and apply the practice behaviors to pass field practicum.

**Change in Field Placement**

- Once a student’s field assignment is finalized by the placement team prior to fall semester, no changes are permitted after August 1<sup>st</sup>.
- Students should expect to complete their field placement at one agency for both semesters of a given academic year. Field assignment changes are not permitted between fall and spring semesters.
- The Field Education Director may make a placement change if, after careful review, a legitimate educational reason for change is determined. Such reasons may include: the Field Instructor leaving the agency without available replacement; the agency reducing

staff; personnel going on strike; and the faculty liaison determining the field assignment does not meet the educational needs of the student.

- The Field Education Director may make a placement change for reasons of student conduct or performance that the agency deems unacceptable and requires immediate student dismissal.
- The Field Education Director may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as the Field Instructor or agency not upholding the terms of the student learning contract; the presence of disagreements and/or personality conflicts between the Field Instructor and student.
- In addition to the Field Education Director, students have a responsibility for identifying whether a placement is appropriate and meets their educational needs and interests. While the field practicum team places students, students are encouraged to provide feedback and be proactive in identifying a field placement opportunity.
- No more than one field assignment change will be made within an academic year unless required by circumstances completely beyond the student's or agency's control. Circumstances warranting such a change would need to be critical. A second change would require review and approval by the Academic Performance Committee.
- Field assignment changes are not permitted after the third week of the semester unless deemed necessary from the field placement team.

### **Employment-based Field Placement (EBP)**

Students may complete field practicum at their place of employment if their employment is directly linked to social work competencies and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements below.

The **requirements for this type of field placement are the same as those for all other placements**. EBP requires the following:

- a. The agency meets established program requirements.
- b. Submission to the Field Education Director of an EBP proposal using the provided form in Appendix B.
- c. The field assignments must be directly linked to the social work competencies and support development at all levels (individual, family, group, organization, and

community). Although students are permitted to use job duties to fulfill their field education requirements, students should consult with their Field Instructor and Faculty Liaison to make sure they are engaged in learning new practice behaviors. Students are permitted to take on additional activities as part of their work week if their agency supports it.

- d. Students must have been employed by the agency for a minimum of ninety (90) days prior to submitting the EBP proposal. Any exceptions must be approved by the Field Education Director.
- e. Students are expected to honor their field commitment and complete the hours at their field agencies as agreed upon by the student, agency, and the program. Students should not document their entire work week for field; students should only document hours that are related to engaging in practice behaviors in their student learning contract. Any deviation must comply with the process outlined within this policy regarding employment termination and/or resignation.
- f. If the student is being supervised for field by their employment supervisor, the student must demonstrate that the required 1-hour weekly supervisory meeting is distinct from employment supervision meetings. This will be documented in the student's weekly timesheet.

Assuming all requirements for an EBP placement are met, the school may permit students to complete their field placement at their place of employment for both their generalist and specialization field placements. The student must demonstrate that instruction from the generalist year and the specialization year are different and also specify how specialization year activities meet the required specialization year competencies and associated practice behaviors. Students must consult with the Field Education Director if they are interested in continuing their EPB placement from their generalist year to their specialization year and submit another EPB proposal to the Field Education Director for consideration.

If a student is considering resigning from their employment in an agency where field education is co-occurring with employment, then prior to resignation, the student must contact their Faculty Liaison and Field Education Director to discuss how resignation will impact their field instruction and educational trajectory. If a student is terminated from their employment in an agency where field education is co-occurring with employment, then immediately upon termination, the student must contact their Faculty Liaison and Field Education Director to discuss the reason for termination and determine an appropriate course of action for their continuing field education. The reason for termination may affect how the school is able to proceed with the student's continuing education.

## **Protocol for New Field Placements and Evaluating Field Placements**

When a new agency expresses interest in becoming a field placement site for students, the Field Education Department screens the agency by phone, in-person visit, or virtual visit to determine if the agency can be a sufficient field instruction site and meet the requirement of supervision and providing learning opportunities for our students. After an agency is approved and accepts a student for field practicum, the Field Education Department completes an affiliation agreement with this agency. A copy of CSU's student liability insurance is also provided to the partner agency.

The Field Instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the Field Instructor must have their MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the Field Instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon the agency's learning opportunities. In situations where exceptions are made, a Faculty Liaison assigned by CSU will perform additional supervision and oversight of the student with their credentials throughout the student's field experience. The Faculty Liaison will also support and evaluate the capacity of the field agency's Task Supervisor to provide experiential learning.

The Field Education Program verifies the Field Instructor's credentials to determine that they meet our program requirements for serving as a Field Instructor. All Field Instructor information is obtained by the field team and entered in the field database, including their Field Instructor application, field acceptance form, resume, agency information, and copy of their professional license.

Prior to placing students with a Field Instructor, the Field Education Director reviews the social worker's credentials and the potential learning opportunities available in the potential placement setting to determine whether the Field Instructor in that field setting can provide student learning opportunities for generalist and/or specialization (advanced generalist or clinical) students.

Effectiveness of the field setting is assessed and monitored in many different ways. This includes:

- Feedback from students and Field Instructors;
- Observation and feedback from Faculty Liaisons.

The Field Education Program assesses field effectiveness on an ongoing basis through the Faculty Liaison's evaluation of the student's weekly timesheet. In addition to reviewing/evaluating the student's weekly timesheet, the Faculty Liaison is also assessing the student learning contract, student self-assessment, and Field Instructor evaluation to determine if the student is actively demonstrating that they are learning the competencies through practice behaviors and that the field placement site is providing the ability to do so in an effective manner.



Each student also completes a student acknowledgement of evaluation and Faculty Liaison review at the end of each semester in which the student includes any concerns or comments regarding their field evaluation and the effectiveness of their field placement. The student's Faculty Liaison receives this work in the Exxat system, thoroughly reviews the student's feedback, and shares this feedback with the Field Education Director. The School of Social Work also assesses the effectiveness of field placement with the implicit curriculum survey which is distributed to all students each semester.

## **Attendance**

Patterns of weekly attendance: Generalist year students in placement must attend field 16 hours per week over the course of 13 weeks in each of the two semesters. Specialization year students must attend field 17 hours per week over the course of 15 weeks in each of the two semesters. Students are instructed to complete this requirement in minimum blocks of at least four hours. While students may put in more than the minimum hours required in each semester, overtime may not be accrued for the purpose of ending field early in the semester or banking hours for the next semester.

University calendar: The field schedule follows the university academic calendar for the fall and spring semesters. Students are not in field practicum during Thanksgiving, winter, spring, or summer breaks. All missed field hours due to holidays must be made up. These holidays include all university holidays - Labor Day, Columbus Day, Veteran's Day, Martin Luther King Day, Juneteenth, and President's Day. Requests for religious holidays, not observed by the university or the agency, should be made to the agency Field Instructor. Missed field hours for religious holidays must be made up.

Missed field time: Students must make up any missed field time due to personal or family illness, death in the family, and other appropriate circumstances. Students must notify their Field Instructor and Faculty Liaison if they miss field time. In certain circumstances, the Faculty Liaison will also consult with the Field Education Director to determine how the student will make up missed time. Failure to make up missed field time may impact a student's educational trajectory.

Conferences and meetings: Attendance at social work conferences and meetings falling on field days may be counted as field time at the discretion of the Field Instructor. The decision is based on the Field Instructor's judgment of the relevance of the programs' competency learning opportunities for the student. The Field Instructor may expect documentation and discussion of the learning experience.

## **Grading**

Satisfactory/Not Satisfactory grades are recommended by the Field Instructor and assigned and recorded by the Faculty Liaison at the end of each semester of field. A grade of Incomplete (I),

may be given when a student has made satisfactory progress but has insufficient hours of attendance due to extended illness or other factors beyond the student's control. The student, Field Instructor and Faculty Liaison must submit to the Field Education Director a written plan for completion of the remaining hours specifying the number of hours remaining and the date to be completed. If an incomplete grade is approved, it is the student's responsibility to communicate to the Field Liaison when the hours are completed satisfactorily.

### **Incomplete in Field**

A grade of "I" can only be assigned in a practicum course if the following conditions are met:

- 1) The student has completed at least 80% of required field hours.
- 2) The student has a written plan to complete the remaining field hours within two weeks of the end of the semester in which the student registered for that field practicum.
- 3) The Faculty Liaison has a signed "incomplete contract" from the student which indicates the total number of hours that still need to be completed and a schedule for completing those hours within two weeks of the end of the semester.
- 4) The signed contract has been submitted to the Field Education Director.
- 5) The Field Education Director grants permission for the incomplete.

### **Reporting of Incompletes to Field Education Director:**

Notice of an unsatisfactory grade in field or an incomplete grade must be submitted to the Field Education Director by the date grades are to be submitted to CampusNet.

### **Holiday Break between Semesters**

The break between the fall and spring semesters may pose a challenge to agencies in terms of planning for coverage during a student's absence and for continuity of care. Therefore, the student should address the break early on, preferably during the interview process, certainly no later than the development of the student learning contract. The following rules govern the holiday break between the fall and spring semesters:

- Each student is entitled to the full holiday break.
- If an agency requires a student to maintain any client service during the break, the student must be informed of and agree to this.
- Each student is required to take off the last week in December and the first week in January.
- Students may accrue no more than sixteen (16) field hours during the holiday break between semesters.
- The 16 hours will count toward the spring semester of field.

- A student must have an assigned Faculty Liaison, and their Field Instructor must be established with the Field Education Director **prior to** writing the student learning contract. Exceptions may be granted on a case-by-case basis.
- The Field Instructor must be available during the time the student continues in the agency over the holiday break.
- The arrangement of field hours in the agency and for field education departmental coverage over the holiday break must be specified in the student learning contract and approved by the Faculty Liaison, Field Instructor, and student.

### **Field Practicum Problem Resolution Procedures**

Field problems are manifested over time, rarely as single events. This is sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early, can be resolved in a professional manner between the parties involved. Field problems include but are not limited to:

- a. Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW Code of Ethics and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board.
- b. Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or lacking the emotional stability necessary for forming professional helping relationships.
- c. Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty.
- d. Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

Following are the sequential steps of the field problem resolution process:

- As soon as the problem is identified, the student will bring it to the attention of the Field Instructor, or the Field Instructor will bring it to the attention of the student. Together the Field Instructor and the student will attempt to solve the problem.
- If the student and the Field Instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the Faculty Liaison for consultation, an in-person

meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the Faculty Liaison should be in direct communication with both the student and Field Instructor within 7 business days and should notify the Field Education Director of the problem.

- If the problem is still not resolved, the Field Instructor, student and Faculty Liaison will delineate, in writing:
  - A clear definition of the problem.
  - The tasks to be performed to resolve the problem.
  - The behavioral indicators of resolution.
  - A specified timeline for task completion.
  - A plan for outcome evaluation.
- Each of the above parties will keep a copy of this plan for their reference. The Faculty Liaison will provide a copy of the written problem resolution plan to the Field Education Director and student's academic advisor.
- The student, Field Instructor and Faculty Liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, Field Instructor, Faculty Liaison, Field Education Director, and academic advisor.
- If the problem cannot be resolved satisfactorily for all parties, the Faculty Liaison will immediately notify the Field Education Director and academic advisor in writing. The Field Education Director will respond to the Faculty Liaison within 7 business days. The Field Instructor will notify the appropriate agency personnel of the problematic situation.
- The Field Education Director will determine, in consultation with the Academic Performance Committee as needed, whether other means, such as field reassignment, are available for problem resolution and put this in writing to the student, Field Instructor, Faculty Liaison, and academic advisor.
- If the problem cannot be resolved by the above means, the Field Education Director will notify the program director in writing.
- When the problem involves dispute over the field grade assigned by the Faculty Liaison, the students are to follow their respective university's guidelines as outlined through the College of Graduate Studies.
- When the problem involves a question of the Faculty Liaison's performance, the Field Education Director will immediately refer the matter to the program director.

- If a student is dismissed from an agency for academic or nonacademic performance, the Field Education Director may recommend that the student be terminated from field. If termination from field is recommended, the Field Education Director will refer the matter to the School of Social Work Director for possible referral to the Academic Performance Committee.
- When the field problem results in a question concerning the student's continuation in the MSW program, the Field Education Director will refer the matter to the program director for referral to the Academic Performance Committee.

# Field Problem Resolution Procedures

## Identify Problem

The student and Field Instructor work together and attempt to solve the problem.

## Consult Faculty Liaison

If the student and Field Instructor are unable to resolve the problem, both parties will contact the Faculty Liaison for consultation.

The Faculty Liaison will respond within 7 business days and should notify the Field Education Director of the problem.

## Create a Plan

If the problem is unresolved, the Field Instructor, student and Faculty Liaison will put in writing:

- A clear definition of the problem.
- The tasks to be performed to resolve the problem.
- The behavioral indicators of resolution.
- A specified timeline for task completion.
- A plan for outcome evaluation.

Each party keeps a copy of the plan. The Faculty Liaison will provide a copy to the Field Instructor and the student's academic advisor.

The student, Field Instructor, and Faculty Liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, Field Instructor, Faculty Liaison, Field Education Director and academic advisor.

## Escalation

The Faculty Liaison will immediately notify the Field Education Director and academic advisor in writing. The Field Education Director will respond to the Faculty Liaison within 7 business days. The Field Instructor will notify the appropriate agency personnel of the problematic situation.

The Field Education Director will determine, in consultation with the Academic Performance Committee as needed, whether other means, such as field reassignment, are available for problem resolution and put this in writing to the student, Field Instructor and Faculty Liaison.

If the problem cannot be resolved by the above means, the Field Education Director will notify the School of Social Work Director in writing.

## **Student Safety**

Students participating in field must be aware of their environment to protect their own personal safety. Although safety issues are not anticipated, it can be difficult to predict when dangerous situations may occur, and it is important for students to always be consciously aware of their surroundings. Proactive planning and training increase the probability of a safe and calm response to unexpected situations where safety concerns may be present.

Cleveland State University's School of Social Work will provide:

- a. Orientation for all entering students about safety in field;
- b. Copies of this Field Manual for students, agencies, and Field Instructors;
- c. Copies of the field safety PowerPoint distributed to students and Field Instructors; and
- d. Case material and examples that address issues of social worker safety during coursework.

### **A. Risk Reduction**

The Field Instructor should familiarize the student with the placement site during the orientation phase. The Field Instructor should point out emergency exits and the location of first aid kits, disclose emergency code words or loudspeaker system pages, and/or reveal the location of call buttons.

Students are required to discuss safety as a formal part of developing the student learning contract with their Field Instructors. Discussion should be based on safety policies and procedures, expectations, and de-escalation techniques. This conversation should also include topics such as safety issues related to working with clients, safety protocols for working in the office, safety tips for travel by car and for home visits, and post-incident protocol. Please refer to the example safety questions provided in Appendix C for guidance.

### **B. Prohibitions**

To significantly minimize any risk to students or clients or client groups, the School of Social Work prohibits students from engaging in the following activities:

- Students are not permitted to restrain clients under any circumstances, nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an agency supervisor while completing home visits or other off-site

activities. The field placement agency must always be aware of the student's location when conducting home or community-based activities.

- Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.
- Students are not permitted to distribute medications.
- Students are not permitted to drive clients in their personal or agency automobiles without proper insurance coverage.
- Students are not permitted to transport groups of clients unless accompanied by an agency staff member.
- Students are not permitted to work with potentially violent clients without the proper supervision and oversight.
- Students are not permitted to work with clients who have demonstrated a history of violence or aggression towards staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work.

Students must be provided with all necessary health and safety equipment, including Personal Protective Equipment (PPE), to safely complete field placement activities.

When a student is participating in an Employment-based Field Placement (EBP), if there is a conflict between CSU's safety policies and the agency's safety policies, then the agency's policies will prevail.

### C. Critical Safety Incident Reporting

Despite taking adequate safety precautions and following policy, a student may become involved in a critical safety incident during their placement. A critical safety incident is an incident 1) involving physical injuries or threats, accidents, ethical violations, sexual harassment, and/or a situation that placed the student in imminent danger 2) in which a student was involved and 3) which occurred during the student's field placement hours or is directly related to their placement.

If a student is involved in a critical safety incident, the student should immediately report the incident to their Field Instructor/agency and comply with agency investigation into the incident.



The student should contact their Faculty Liaison and the Field Education Director as soon as possible to discuss the incident and determine if further intervention is needed. Students are encouraged to contact the CSU Counseling Center's 24/7 hotline at 216-687-2277 if their mental health is affected by involvement in a critical safety incident.

### **Academic Performance Committee**

Within the MSW program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the MSW program director refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth by the College of Graduate Studies, the *MSW Program By-laws*, the *MSW Program Field Manual*, the *MSW Student Handbook* and the National Association of Social Workers *Code of Ethics*.

Review by the APC is required when a student receives:

- One grade of F or a U
- Two grades of less than B or
- Two grades of NS

Mandatory dismissal by the university occurs when a student receives a grade of F for six semester credits. Academically dismissed students who petition the university for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the College of Graduate Studies for the appropriate university procedures.

## **Dismissal for Non-Academic Reasons**

The student's classroom and/or field performance must be in compliance with University policies and procedures, the mission of the MSW program, the purpose and values of the social work profession, and practice behaviors. In the event that the student's behavior becomes incompliant, they will be referred to the APC for review. Such students may be terminated from the MSW program for reasons that include, but are not limited to:

- Violations of the NASW Code of Ethics, especially in regard to client confidentiality and respect for the dignity and worth of clients.
- Consistent acts of racism, sexism, heterosexism, ableism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students.
- Behavior that violates the protocol of the field practicum sites, as well as activities that create dissension among colleagues and/or supervision.
- Students violating agency's policies and procedures.

The Field Education Director makes the referral to the APC in writing. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation in writing to the School of Social Work Director regarding continuance or dismissal from the MSW program. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the Faculty Liaison. The student may also request an interview with the APC. This request should be made to the committee co-chair located on the same campus as the student.

The School of Social Work Director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified by the College of Graduate Studies.

Cleveland State University has specific policies regarding student conduct and students' rights. Cleveland State University's policy of academic misconduct deals with plagiarism, cheating, theft and other forms of misconduct. The policy also details procedures for resolution of conflicts, channels of appeal, and penalties imposed. The policy of academic misconduct is found in the university's *Student Handbook*.

## THE STUDENT LEARNING CONTRACT

The student learning contract is the primary instrument for accomplishing the field education objectives. The Field Instructor and the student, working in active collaboration and in consultation with the Faculty Liaison, create the student learning contract. It is an individualized achievement, which reflects a creative mix of the field education objectives; field setting needs, resources and limitations; and student's learning needs, interests, aptitudes, and career goals.

The student learning contract delineates learning objectives and the assignments for the first and second semesters of the field experience. The student and Field Instructor should become familiar with the Performance Dimensions and Outcome Measures in the Evaluation prior to developing the student learning contract. The student learning contract must be submitted to the Field Education Director **no later than the third week** of the first semester of field. Modifications and revisions for the second semester are also **due no later than the third week**.

| Learning Contract Due Dates |   |
|-----------------------------|---|
| Generalist Year             | End of the third week of field practicum (fifth week of the semester) |
| Specialization Year         | End of the third week of field practicum (third week of the semester) |

A student has primary responsibility for their own learning, including the preparing the student learning contract. In this process, the student must identify their areas of interest in advanced practice and comply with the MSW program's expectations. The student learning contract is developed and evaluated in Exxat, along with all of other field-related work (timesheet, assessments, etc.). The contract may be modified to add or delete a student's objectives and incremental tasks.

Once the learning contract is completed, the Faculty Liaison schedules a meeting with the student and the Field Instructor, determines whether the program's expectations are being met, and that the student can operationalize the professional competencies through practice behaviors. The Faculty Liaison approves the student learning contract.

The Faculty Liaison also schedules a meeting at the end of the semester to participate in the evaluation process. The expectation is that the students will have accomplished the incremental tasks and objectives, as well as having demonstrated the practice behaviors. The student learning contract and the evaluation demonstrate this process. The Faculty Liaison assigns the grade based upon the student's accomplishments.

## Guidelines for Developing Student Learning Contract and Evaluation

- For Generalist field, the student learning contract incorporates the competency learning areas of **direct practice, service impact, and professional learning**; for Specialization field, the contract includes the learning areas of **clinical or advanced generalist practice and professional development. This includes all levels of practice – individual, family, group, organization, and community.**
- In the generalist year the student will develop practice behaviors that operationalize the CSWE competencies. Once the student has completed this process, they must confer with the Field Instructor to determine the opportunities within the agency to provide these learning experiences.
- The Field Instructor is expected to discern the student’s abilities and the agency’s delivery of services that will optimize the experiential learning for the student. It is imperative that the student’s learning is individualized.
- During the second year, the students have the option of clinical specialization or advanced generalist specialization. The same process exists in that the student develops practice behaviors within the learning areas and identifies incremental tasks in order to succeed in developing competencies.
- The student learning contract describes the student’s learning objectives and specific learning experiences and the methods to be used in evaluating the student’s performance, such as process recording, observation, and discussion that all lead to development of the competencies.
- Learning objectives build on the student’s past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity.
- Learning assignments should be an appropriate balance between participation and observation; between the student’s need to be actively involved in translating theory into practice; and the student’s need to be objective and learn from reflective observations.
- Observational activities should be active, not passive. They should require the student to process the observations by documenting, reporting, and discussing with the Field Instructor.
- Field Instructors and students should continue to use the contract as the ongoing frame of reference for their work and amend the contract as necessary to reflect changes in practice behaviors and/or assignments and development of competencies.

- Field Instructors and students should consult with the Faculty Liaison, as needed or requested, in regard to the development, use and/or major alteration of the contract.

### **CSWE SOCIAL WORK COMPETENCIES (2022)**

The following is a description of CSWE’s nine competencies for generalist, advanced generalist, and clinical social work practice. Each competency describes the knowledge, values, skills, and cognitive/affective processes that comprise the competency for generalist, advanced generalist, and clinical social work practice. Students should use the description of these competencies and practice behaviors as guides in developing their student learning contract.

| <b>Council on Social Work Education’s Social Work Competencies</b> |  |
|--|--|
| <b>Competency 1:</b>   | Demonstrate Ethical and Professional Behavior  |
| <b>Competency 2:</b>   | Advance Human Rights and Social, Racial, Economic, and Environmental Justice         |
| <b>Competency 3:</b>   | Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice              |
| <b>Competency 4:</b>   | Engage in Practice-Informed Research and Research-Informed Practice                  |
| <b>Competency 5:</b>   | Engage in Policy Practice  |
| <b>Competency 6:</b>   | Engage with Individuals, Families, Groups, Organizations, and Communities            |
| <b>Competency 7:</b>   | Assess Individuals, Families, Groups, Organizations, and Communities                 |
| <b>Competency 8:</b>   | Intervene with Individuals, Families, Groups, Organizations, and Communities         |
| <b>Competency 9:</b>   | Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually

updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and

expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with



clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting issues and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **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. Social workers understand theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

### **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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of

human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### **Generalist Year Learning Experiences and Program Expectations**

There are two semesters of generalist practicum that students complete. Students complete 200 hours of field each semester in their assigned placement setting, under the supervision of their Field Instructors. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging, assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment and their student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat.

### **Advanced Generalist Specialization Year Field Learning Experiences and Program Expectations**

Students will complete two semesters of advanced generalist practicum. Students complete 250 hours of field placement each semester in their assigned setting, under the supervision of their Field Instructors. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, skills, and cognitive/affective processes developed in their course work to develop advanced generalist social work competencies in a complex, multidimensional view with increased complexity of the social work helping process when engaging, assessing, and intervening with individuals, families, groups, organizations, and communities in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and

coordinated. Students are evaluated on criteria by which they demonstrate advanced generalist social work competencies.

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that are in non-clinical settings, with individuals, families, groups, organizations, and communities which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment, and their student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat.

### **Clinical Specialization Year Field Learning Experiences and Program Expectations**

There are two semesters of clinical practicum that students in the clinical social work specialization complete. Students complete 250 hours each semester of field placement in their assigned setting, under the supervision of their Field Instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, skills, and cognitive/affective processes developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate clinical social work competencies.

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment, and their student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat.

## THE EVALUATION PROCESS

Ongoing evaluation occurs in regular supervisory conferences as the Field Instructor provides feedback on the student's performance and keeps the student informed of their progress. Evaluation begins with the development of the student learning contract and is sustained throughout the field experience by ongoing feedback and periodic summarization at strategic points in time. Periodic evaluation is more systematic, formal, and comprehensive. It involves designating time for assessing progress to date and developing plans. A formal evaluation is scheduled near the end of each semester of field.

### **Formal Evaluation - Each Semester**

- Students must maintain their daily timesheets, student learning contract, student self-assessment, field instructor evaluation, and Student Acknowledgement and faculty liaison Review in Exxat. Students who are having difficulty using Exxat or in operating a computer must plan to acquire these skills. No exceptions will be given.
- Students are evaluated throughout the semester, including on the timely submission of their work. Students must also ensure that their Field Instructors are reviewing their work in Exxat.
- The student will complete their student self-assessment and send it to their Field Instructor through Exxat. The Field Instructor will complete the field evaluation as well as provide any comments and feedback regarding the student's progress throughout field practicum.
- Faculty Liaisons will review all submitted work and assign final grades. Grades will not be given until all assignments are completed in Exxat. All Exxat assignments must be completed before the end of the semester; late submissions may result in an incomplete or failure. Students with exceptional situations must be in communication with their liaisons well in advance of the end of the semester.

## APPENDIX A – FIELD SYLLABI

### Generalist Practicum Syllabus and Competencies

#### CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK SWK 504 GENERALIST PRACTICUM I (3 Credit Hours)

| Semester  | Instructor Name |
|-----------|-----------------|
| Section # | Office Hours    |
| Days/time | Phone           |
| Place     | Email           |

**Prerequisites and co-requisites:** Graduate Social Work Major, to be taken concurrently SWK 505

#### I. Course Description

This is the first of two generalist practicums that students complete. Students complete 200 hours of field placement in their assigned setting, under the supervision of their Field Instructors this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging, assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate generalist social work competencies.

#### II. Course Overview

Students in the generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment and their student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat.

#### III. Social Work Competencies of the Council on Social Work Education (CSWE)

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

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

**IV. Social Work Competencies Addressed in this Course (Course Competencies)**

| Course Competency Number | CSWE Code | Practice Behaviors and Knowledge Elements Addressed  | Number of Assignment from VII |
|--------------------------|-----------|--|-------------------------------|
| 1                        | C1 PBA    | 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 within the profession as appropriate to the context. | 1,2,3,4                       |
| 2                        | C1 PBB    | Demonstrate professional behavior; appearance; and oral, written, and electronic communication.  | 1,2,3,4                       |
| 4                        | C1 PBC    | Use technology ethically and appropriately to facilitate practice outcomes.  | 1,2,3,4                       |
| 5                        | C1 PBD    | Use supervision and consultation to guide professional judgment and behavior.  | 1,2,3,4                       |
| 6                        | C2 PBA1   | Advocate for human rights at the individual level.   | 1,2,3,4                       |
| 7                        | C2 PBA2   | Advocate for human rights at the family level.   | 1,2,3,4                       |
| 8                        | C2 PBA3   | Advocate for human rights at the group level.  | 1,2,3,4                       |
| 9                        | C2 PBA4   | Advocate for human rights at the organizational level.   | 1,2,3,4                       |
| 10                       | C2 PBA5   | Advocate for human rights at the community level.  | 1,2,3,4                       |
| 11                       | C2 PBB    | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  | 1,2,3,4                       |
| 12                       | C3 PBA1   | Demonstrate anti-racist and anti-oppressive social work practice at the individual level.  | 1,2,3,4                       |
| 13                       | C3 PBA2   | Demonstrate anti-racist and anti-oppressive social work practice at the family level.  | 1,2,3,4                       |
| 14                       | C3 PBA3   | Demonstrate anti-racist and anti-oppressive social work practice at the group level.   | 1,2,3,4                       |
| 15                       | C3 PBA4   | Demonstrate anti-racist and anti-oppressive social work practice at the organization level.  | 1,2,3,4                       |
| 16                       | C3 PBA5   | Demonstrate anti-racist and anti-oppressive social work practice at the community level.   | 1,2,3,4                       |
| 17                       | C3 PBA6   | Demonstrate anti-racist and anti-oppressive social work practice at the research level.  | 1,2,3,4                       |
| 18                       | C3 PBA7   | Demonstrate anti-racist and anti-oppressive social work practice at the policy level.  | 1,2,3,4                       |
| 19                       | C3 PBB    | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and   | 1,2,3,4                       |

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
|                                 |                  | constituencies, acknowledging them as experts of their own lived experiences.  |                                      |
| 20                              | C4 PBA           | Apply research findings to inform and improve practice, policy, and programs.  | 1,2,3,4                              |
| 21                              | C4 PBB           | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of social work. | 1,2,3,4                              |
| 22                              | C5 PBA           | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.  | 1,2,3,4                              |
| 23                              | C5 PBB           | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.                                      | 1,2,3,4                              |
| 24                              | C6 PBA           | Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.                                       | 1,2,3,4                              |
| 25                              | C6 PBB           | Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.   | 1,2,3,4                              |
| 26                              | C7 PBA           | Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.       | 1,2,3,4                              |
| 27                              | C7 PBB           | Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.                      | 1,2,3,4                              |
| 28                              | C8 PBA           | Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve client and constituency goals.                      | 1,2,3,4                              |
| 29                              | C8 PBB           | Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.   | 1,2,3,4                              |
| 30                              | C9 PBA           | Select and use culturally responsive methods for evaluation of outcomes.   | 1,2,3,4                              |
| 31                              | C9 PBB1          | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.  | 1,2,3,4                              |
| 32                              | C9 PBB2          | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.   | 1,2,3,4                              |
| 33                              | C9 PBB3          | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.   | 1,2,3,4                              |

| Course Competency Number | CSWE Code  | Practice Behaviors and Knowledge Elements Addressed   | Number of Assignment from VII |
|--------------------------|------------|---|-------------------------------|
| 34                       | C9<br>PBB4 | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations. | 1,2,3,4                       |
| 35                       | C9<br>PBB5 | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with communities.   | 1,2,3,4                       |

## **V. Required Textbooks and Materials**

Cleveland State University School of Social Work MSW Field Practicum Manual.

## **VI. Student and Faculty Expectations:**

### **Student Expectations**

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begin in the classroom.

Students are expected to adhere to the CSU student code of conduct and the MSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: [www.csuohio.edu/studentlife](http://www.csuohio.edu/studentlife)

**Class attendance/Engagement:** Students are expected to log on regularly to the Exxat system and check their CSU email. For students who are not actively participating in class, or go more than two weeks without logging in, the instructor will contact the student, and the MSW Field Director will be notified. Students will be active with the online material consistently throughout the semester. Internet based and hard copy resources may be used to support learning. The University recognizes certain activities as legitimate reasons for an excused absence from class.

**Class participation:** For field practicum classes, this includes turning in all work submissions and requirements and scheduling/participating in meetings with your field instructor and faculty liaison throughout the semester.

**Assignments:** Students are expected to turn in all field education requirements on time. The deadlines for submission of work are indicated in the assignment description. Students are required to participate actively in all required course activities. Students are required to use Microsoft Office 365 products and the Exxat system for field submissions. Technological problems are not an excuse for missing class content and assignments.

### **Academic Integrity**



Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress.

CSU's academic misconduct policy and procedures are posted on CSU's academic integrity website: <https://www.csuohio.edu/academic-integrity>

### **Mental Health Statement**

As a CSU student, you may face a variety of stressors that impact your learning and academic success. CSU has many resources to support students in their mental health, social well-being, and connection to academic experience. Students who may benefit from speaking with a confidential mental health professional can access free services through the CSU Counseling Center. To get connected: Call (216) 687-2277 (24/7), email [counselingcenter@csuohio.edu](mailto:counselingcenter@csuohio.edu), or visit UN220. For urgent concerns, drop-in appointments are available from 1:00-3:00 pm M-F.

### **Office of Disability Services**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who believes they may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes West 210. Accommodations need to be requested in advance and will not be granted retroactively.

### **Office of Institutional Equity**

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to [OIE@csuohio.edumailto:r.lutner@csuhoio.edu](mailto:OIE@csuohio.edumailto:r.lutner@csuhoio.edu) or visiting AC 236.

### **Expectations of Faculty**

#### **Preferred Name**

I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or 216-687-2223.

### **Religious Accommodations**

Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

### **Responsible Employee Statement**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence.

### **Responsible Employee Statement – including supportive statement**

As a CSU faculty member, I am a Responsible Employee who has a duty to report to the Office for Institutional Equity when students disclose experiences with discrimination, harassment and/or sexual violence. Even though I have this duty, I will continue to support you. If you want to speak to someone who won't share what you've told them except in an emergency, I will help you connect to a Confidential Resource.

### **Responsible Employee Statement – class discussions and writing assignments**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence. Faculty members' duty to report to OIE includes disclosures made by students in class discussions or autobiographical and/or nonfiction writing assignments.

**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment" (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

The instructor reserves the right to require all students to submit papers to [www.turnitin.com](http://www.turnitin.com). The Code of Student Conduct with the academic honesty provisions is here:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing their name to any assignment that they did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered academic fraud.

Please note that it is the School of Social Work’s policy that all written graded assignments worth 15% or more of the course grade must be submitted through a plagiarism detection program such as SafeAssign or Turnitin.com that the professor will monitor. If a major or minor infraction is confirmed, the instructor is obligated to notify the Social Work Academic Performance (APC) Chairperson and to follow the university plagiarism policy.

**VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

|   | Assignment or Activity Brief Description   | Date Due or Date of Activity |
|---|--|------------------------------|
| 1 | Weekly Timesheet   | Due Weekly                   |
| 2 | Student Learning Contract  | Due Week Three               |
| 3 | Student Self-assessment of Learning and Field Instructor Evaluation  | Due Week Twelve              |
| 4 | Student Acknowledgement of Evaluation and Faculty Liaison Review   | Due Week Thirteen            |
| 5 | Two Field Seminars (Webinars)- 1 hour each, created by Faculty and led by the Faculty Liaison to integrate field practicum with classroom learning | TBD                          |

**VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

The School of Social Work Grading Scale below is consistent with the above referenced CSU policies and is used for calculating the final grade in all courses in the MSW and BSW program. Courses and instructors may be different in the grading rubrics for assignments.

**S – Satisfactory.** Student has met the requirements to pass the class.

**U – Unsatisfactory.** Student has not met the requirements to pass the class.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours, 2) completion of tasks outlined in the student learning contract, and 3) Students must

receive an overall assessment of “meets competencies” on their field evaluation. The Field Instructor and Faculty Liaison evaluate the student.

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

### **IX. Course Outline:**

The student’s field practicum schedule is individualized and is recorded in their student learning contract and weekly timesheet.

### **X: Assignment Details**

**Students are required to read the MSW Program Field Education Manual.**

Students, in collaboration with their Field Instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Exxat. This contract is to specify the learning activities for the generalist practicum. The student learning contract is due in Exxat at the end of the third week of the field practicum. Students may have other assignments at the discretion of the Field Instructor in consultation, as needed, with the Faculty Liaison, to develop skill in the generalist social work competencies. Students are to maintain weekly activity/time sheet documenting their activities and field hours in Exxat. Students should participate in weekly supervision with their Field Instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the Field Instructor and assigned by the Faculty Liaison.

Detailed description of assignments is included in Exxat. Students should refer to their field practicum manual for additional guidelines and policies for field.

**CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK**  
**SWK 506 GENERALIST PRACTICUM II (3 Credit Hours)**

|                  |                        |
|------------------|------------------------|
| <b>Semester</b>  | <b>Instructor Name</b> |
| <b>Section #</b> | <b>Office Hours</b>    |
| <b>Days/time</b> | <b>Phone</b>           |
| <b>Place</b>     | <b>Email</b>           |

**Prerequisites:** Graduate Social Work Major, SWK 504, SWK 505

**Co-requisites:** SWK 507

**I. Course Description**

This is the second of two generalist practicums that students complete. Students complete 200 hours of field placement in their assigned setting, under the supervision of their Field Instructors this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate generalist social work competencies.

**II. Course Overview**

Students in the second generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment and their student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat.

**III. Social Work Competencies of the Council on Social Work Education (CSWE)**

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

**IV. Social Work Competencies Addressed in this Course (Course Competencies)**

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
| 1                               | C1 PBA           | 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 within the profession as appropriate to the context. | 1,2,3,4                              |
| 2                               | C1 PBB           | Demonstrate professional behavior; appearance; and oral, written, and electronic communication.  | 1,2,3,4                              |
| 4                               | C1 PBC           | Use technology ethically and appropriately to facilitate practice outcomes.  | 1,2,3,4                              |
| 5                               | C1 PBD           | Use supervision and consultation to guide professional judgment and behavior.  | 1,2,3,4                              |
| 6                               | C2 PBA1          | Advocate for human rights at the individual level.   | 1,2,3,4                              |
| 7                               | C2 PBA2          | Advocate for human rights at the family level.   | 1,2,3,4                              |
| 8                               | C2 PBA3          | Advocate for human rights at the group level.  | 1,2,3,4                              |
| 9                               | C2 PBA4          | Advocate for human rights at the organizational level.   | 1,2,3,4                              |
| 10                              | C2 PBA5          | Advocate for human rights at the community level.  | 1,2,3,4                              |
| 11                              | C2 PBB           | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  | 1,2,3,4                              |
| 12                              | C3 PBA1          | Demonstrate anti-racist and anti-oppressive social work practice at the individual level.  | 1,2,3,4                              |
| 13                              | C3 PBA2          | Demonstrate anti-racist and anti-oppressive social work practice at the family level.  | 1,2,3,4                              |
| 14                              | C3 PBA3          | Demonstrate anti-racist and anti-oppressive social work practice at the group level.   | 1,2,3,4                              |
| 15                              | C3 PBA4          | Demonstrate anti-racist and anti-oppressive social work practice at the organization level.  | 1,2,3,4                              |
| 16                              | C3 PBA5          | Demonstrate anti-racist and anti-oppressive social work practice at the community level.   | 1,2,3,4                              |
| 17                              | C3 PBA6          | Demonstrate anti-racist and anti-oppressive social work practice at the research level.  | 1,2,3,4                              |
| 18                              | C3 PBA7          | Demonstrate anti-racist and anti-oppressive social work practice at the policy level.  | 1,2,3,4                              |
| 19                              | C3 PBB           | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and   | 1,2,3,4                              |

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
|                                 |                  | constituencies, acknowledging them as experts of their own lived experiences.  |                                      |
| 20                              | C4 PBA           | Apply research findings to inform and improve practice, policy, and programs.  | 1,2,3,4                              |
| 21                              | C4 PBB           | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of social work. | 1,2,3,4                              |
| 22                              | C5 PBA           | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.  | 1,2,3,4                              |
| 23                              | C5 PBB           | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.                                      | 1,2,3,4                              |
| 24                              | C6 PBA           | Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.                                       | 1,2,3,4                              |
| 25                              | C6 PBB           | Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.   | 1,2,3,4                              |
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| 27                              | C7 PBB           | Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.                      | 1,2,3,4                              |
| 28                              | C8 PBA           | Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve client and constituency goals.                      | 1,2,3,4                              |
| 29                              | C8 PBB           | Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.   | 1,2,3,4                              |
| 30                              | C9 PBA           | Select and use culturally responsive methods for evaluation of outcomes.   | 1,2,3,4                              |
| 31                              | C9 PBB1          | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.  | 1,2,3,4                              |
| 32                              | C9 PBB2          | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.   | 1,2,3,4                              |
| 33                              | C9 PBB3          | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.   | 1,2,3,4                              |

| Course Competency Number | CSWE Code  | Practice Behaviors and Knowledge Elements Addressed   | Number of Assignment from VII |
|--------------------------|------------|---|-------------------------------|
| 34                       | C9<br>PBB4 | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations. | 1,2,3,4                       |
| 35                       | C9<br>PBB5 | Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with communities.   | 1,2,3,4                       |

## **V. Required Textbooks and Materials**

Cleveland State University Social of Social Work MSW Field Practicum Manual.

## **VI. Student and Faculty Expectations:**

### **Student Expectations**

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begin in the classroom.

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**Class attendance/Engagement:** Students are expected to log on regularly to Blackboard and check emails. For students who are not actively participating in class, or go more than two weeks without logging in, the instructor will contact the student, and the MSW coordinator will be notified. Students will be active with the online material consistently throughout the semester. Internet based and hard copy resources may be used to support learning. The University recognizes certain activities as legitimate reasons for an excused absence from class.

**Class participation:** includes reading all required assignments ahead of time and being prepared to discuss and apply the readings. All students are expected to contribute to class discussions and class exercises.

**Assignments:** Students are expected to turn in all field education requirements on time. The deadlines for submission of work are indicated in the assignment description. Students are required to participate actively in all required course activities. Students are required to use Microsoft Office 365 products and the Exxat system for field submissions. Technological problems are not an excuse for missing class content and assignments.

### **Academic Integrity**

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community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress.

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As a CSU student, you may face a variety of stressors that impact your learning and academic success. CSU has many resources to support students in their mental health, social well-being, and connection to academic experience. Students who may benefit from speaking with a confidential mental health professional can access free services through the CSU Counseling Center. To get connected: Call (216) 687-2277 (24/7), email [counselingcenter@csuohio.edu](mailto:counselingcenter@csuohio.edu), or visit UN220. For urgent concerns, drop-in appointments are available from 1:00-3:00 pm M-F.

### **Office of Disability Services**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels they may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes West 210. Accommodations need to be requested in advance and will not be granted retroactively.

### **Office of Institutional Equity**

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or [r.lutner@csuohio.edu](mailto:r.lutner@csuohio.edu) or visiting AC 236.

**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

The instructor reserves the right to require all students to submit papers to [www.turnitin.com](http://www.turnitin.com). The Code of Student Conduct with the academic honesty provisions is here:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing their name to any assignment that they did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered academic fraud.

Please note that it is the School of Social Work's policy that all written graded assignments worth 15% or more of the course grade must be submitted through a plagiarism detection program such as SafeAssign or Turnitin.com that the professor will monitor. If a major or minor infraction is confirmed, the instructor is obligated to notify the Social Work Academic Performance (APC) Chairperson and to follow the university plagiarism policy.

### **Expectations of Faculty**

#### **Preferred Name**

I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or 216-687-2223.

#### **Religious Accommodations**

Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

#### **Responsible Employee Statement**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence.

#### **Responsible Employee Statement – including supportive statement**

As a CSU faculty member, I am a Responsible Employee who has a duty to report to the Office for Institutional Equity when students disclose experiences with discrimination, harassment and/or sexual violence. Even though I have this duty, I will continue to support you. If you want to speak to someone who won't share what you've told them except in an emergency, I will help you connect to a Confidential Resource.

#### **Responsible Employee Statement – class discussions and writing assignments**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence. Faculty members'

duty to report to OIE includes disclosures made by students in class discussions or autobiographical and/or nonfiction writing assignments.

**VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

|   | Assignment or Activity Brief Description   | Date Due or Date of Activity |
|---|--|------------------------------|
| 1 | Weekly Timesheet   | Due Weekly                   |
| 2 | Student Learning Contract  | Due Week Three               |
| 3 | Student Self-assessment of Learning  | Due Week Twelve              |
| 4 | Student Acknowledgement of Evaluation and Faculty Liaison Review   | Due Week Thirteen            |
| 5 | Two Field Seminars (Webinars)- 1 hour each, created by Faculty and led by the Faculty Liaison to integrate field practicum with classroom learning | TBD                          |

**VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

**S – Satisfactory.** Student has met the requirements to pass the class.

**U – Unsatisfactory.** Student has not met the requirements to pass the class.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours, 2) completion of tasks outlined in the student learning contract, and 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. The Field Instructor and Faculty Liaison evaluate the student.

**IX. Course Outline:**

The student's field practicum schedule is individualized and is recorded in their student learning contract and weekly timesheet.

### **X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their Field Instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Exxat. This contract is to specify the learning activities for the generalist practicum. The student learning contract is due in Exxat at the end of the third week of the field practicum. Students may have other assignments at the discretion of the Field Instructor in consultation, as needed, with the Faculty Liaison, to develop skill in the generalist social work competencies. Students are to maintain weekly activity/time sheet documenting their activities and field hours in Exxat. Students should participate in weekly supervision with their Field Instructor. They are also expected to participate in the evaluation of their field\work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the Field Instructor and assigned by the Faculty Liaison.

Detailed description of assignments are included in Exxat. Students should refer to their field practicum manual for additional guidelines and policies for field.

## Clinical Practicum Syllabus and Competencies

### **CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK SWK 612 CLINICAL PRACTICUM I (3 Credit Hours)**

|                  |                        |
|------------------|------------------------|
| <b>Semester</b>  | <b>Instructor Name</b> |
| <b>Section #</b> | <b>Office Hours</b>    |
| <b>Days/time</b> | <b>Phone</b>           |
| <b>Place</b>     | <b>Email</b>           |

**Prerequisites:** Graduate Social Work Major. SWK 501, SWK 502, SWK 503, SWK 504, SWK 505, SWK 506, SWK 507, SWK 508, SWK 509, and SWK 510; or permission of the program; or advanced standing.

**Co-requisites:** SWK 613

#### **I. Course Description**

This is the first of two clinical practicums that students in the clinical social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate clinical social work competencies.

#### **II. Course Overview**

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment and the student-learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat.

#### **III. Social Work Competencies of the Council on Social Work Education (CSWE)**

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

- Competency 4 - Engage Practice-informed Research and Research-informed Practice
- Competency 5 - Engage in Policy Practice
- Competency 6 - Engage with Individuals, Families, and Groups
- Competency 7 - Assess Individuals, Families, and Groups
- Competency 8 - Intervene with Individuals, Families, and Groups
- Competency 9 - Evaluate Practice with Individuals, Families, and Groups

**IV. Social Work Competencies Addressed in this Course (Course Competencies)**

The below table shows the course competencies (CC#), a Code for the Council on Social Work Education knowledge element or practice behavior addressed in this course, the associated knowledge element or practice behavior itself, and the number of the assignment or activity from VII. Overview of Assignments and Activities in this syllabus.

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
| 1                               | C1 PBA           | 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 within the profession as appropriate to the clinical practice context. | 1,2,3,4                              |
| 2                               | C1 PBB           | Demonstrate professional behavior; appearance; and oral, written, and electronic communication.  | 1,2,3,4                              |
| 4                               | C1 PBC           | Use technology ethically and appropriately to facilitate practice outcomes in clinical practice.   | 1,2,3,4                              |
| 5                               | C1 PBD           | Use supervision and consultation to guide professional judgment and behavior in clinical practice.   | 1,2,3,4                              |
| 6                               | C2 PBA1          | Advocate for human rights at the individual level.   | 1,2,3,4                              |
| 7                               | C2 PBA2          | Advocate for human rights at the family level.   | 1,2,3,4                              |
| 8                               | C2 PBA3          | Advocate for human rights at the group level.  | 1,2,3,4                              |
| 9                               | C2 PBB           | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  | 1,2,3,4                              |
| 10                              | C3 PBA1          | Demonstrate anti-racist and anti-oppressive clinical social work practice at the individual level.   | 1,2,3,4                              |
| Course Competency Number        | CSWE Code        | Practice Behaviors and Knowledge Elements Addressed  | Number of Assignment from VII        |
| 11                              | C3 PBA2          | Demonstrate anti-racist and anti-oppressive clinical social work practice at the family level.   | 1,2,3,4                              |

|                                |              |   |                                     |
|--------------------------------|--------------|---|-------------------------------------|
| 12                             | C3<br>PBA3   | Demonstrate anti-racist and anti-oppressive clinical social work practice at the group level.   | 1,2,3,4                             |
| 13                             | C3<br>PBA4   | Demonstrate anti-racist and anti-oppressive clinical social work practice at the research level.  | 1,2,3,4                             |
| 14                             | C3<br>PBA5   | Demonstrate anti-racist and anti-oppressive clinical social work practice at the policy level.  | 1,2,3,4                             |
| 15                             | C3<br>PBB    | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies in clinical practice, acknowledging them as experts of their own lived experiences. | 1,2,3,4                             |
| 16                             | C4 PBA       | Apply research findings to inform and improve clinical practice, policy, and programs.  | 1,2,3,4                             |
| 17                             | C4 PBB       | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of clinical social work.   | 1,2,3,4                             |
| 18                             | C5 PBA       | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical social work services, including access to needed therapeutic interventions.   | 1,2,3,4                             |
| 19                             | C5 PBB       | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.   | 1,2,3,4                             |
| 20                             | C6<br>PBA    | Apply an advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies in clinical practice.   | 1,2,3,4                             |
| 21                             | C6<br>PBB    | Use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical practice with clients and constituencies.   | 1,2,3,4                             |
| Course<br>Competency<br>Number | CSWE<br>Code | Practice Behaviors and Knowledge Elements Addressed   | Number of<br>Assignment<br>from VII |
| 22                             | C7<br>PBA    | Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing and diagnosing clients and constituencies in clinical practice.  | 1,2,3,4                             |
| 23                             | C7<br>PBB    | Demonstrate respect for client self-determination during the assessment and diagnosis process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.   | 1,2,3,4                             |
| 24                             | C8<br>PBA    | Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed clinical interventions to achieve client and constituency goals.  | 1,2,3,4                             |

|    |            |   |         |
|----|------------|---|---------|
| 25 | C8<br>PBB  | Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies in clinical practice. | 1,2,3,4 |
| 26 | C9<br>PBA  | Select and use culturally responsive methods for evaluation of outcomes in clinical practice.   | 1,2,3,4 |
| 27 | C9<br>PBB1 | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with individuals.                                | 1,2,3,4 |
| 28 | C9<br>PBB2 | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with families.                                   | 1,2,3,4 |
| 29 | C9<br>PBB3 | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with groups.                                     | 1,2,3,4 |

## **V. Required Textbooks and Materials**

Cleveland State University Social of Social Work MSW Field Practicum Manual

## **VI. Student and Faculty Expectations:**

### **Expectations of Students**

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to hone the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begin in the classroom.

Students are expected to adhere to the CSU student code of conduct and the MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: [www.csuohio.edu/studentlife](http://www.csuohio.edu/studentlife)

**Class attendance/Engagement:** Students are expected to log on regularly to Blackboard and check emails. For students who are not actively participating in class, or go more than two weeks without logging in, the instructor will contact the student, and the MSW coordinator will be notified. Students will be active with the online material consistently throughout the semester. Internet based and hard copy resources may be used to support learning. The University recognizes certain activities as legitimate reasons for an excused absence from class.

**Class participation:** includes reading all required assignments ahead of time and being prepared to discuss and apply the readings. All students are expected to contribute to class discussions and class exercises.

**Assignments:** Students are expected to turn in all assignments and class exercises on time. The deadlines for submission of work are indicated in the assignment description. Students are required to participate actively in all required course activities. Students are required to use Microsoft Office 365 products and the Exxat system for field submissions. Technological problems are not an excuse for missing class content and assignments.



## **Academic Integrity**

Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress.

CSU's academic misconduct policy and procedures are posted on CSU's academic integrity website: <https://www.csuohio.edu/academic-integrity>

## **Mental Health Statement**

As a CSU student, you may face a variety of stressors that impact your learning and academic success. CSU has many resources to support students in their mental health, social well-being, and connection to academic experience. Students who may benefit from speaking with a confidential mental health professional can access free services through the CSU Counseling Center. To get connected: Call (216) 687-2277 (24/7), email [counselingcenter@csuohio.edu](mailto:counselingcenter@csuohio.edu), or visit UN220. For urgent concerns, drop-in appointments are available from 1:00-3:00 pm M-F.

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**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without

full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

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If there is any incident with a student signing their name to any assignment that they did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered academic fraud.

Please note that it is the School of Social Work’s policy that all written graded assignments worth 15% or more of the course grade must be submitted through a plagiarism detection program such as SafeAssign or Turnitin.com that the professor will monitor. If a major or minor infraction is confirmed, the instructor is obligated to notify the Social Work Academic Performance (APC) Chairperson and to follow the university plagiarism policy.

## **Expectations of Faculty**

### **Preferred Name**

I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or 216-687-2223.

### **Religious Accommodations**

Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

### **Responsible Employee Statement**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence.

### **Responsible Employee Statement – including supportive statement**

As a CSU faculty member, I am a Responsible Employee who has a duty to report to the Office for Institutional Equity when students disclose experiences with discrimination, harassment and/or sexual violence. Even though I have this duty, I will continue to support you. If you want to speak to someone who won’t share what you’ve told them except in an emergency, I will help you connect to a Confidential Resource.

### **Responsible Employee Statement – class discussions and writing assignments**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence. Faculty members' duty to report to OIE includes disclosures made by students in class discussions or autobiographical and/or nonfiction writing assignments.

### **VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

|   | Assignment or Activity Brief Description   | Date Due or Date of Activity |
|---|--|------------------------------|
| 1 | Weekly Timesheet   | Due Weekly                   |
| 2 | Student Learning Contract  | Due Week Three               |
| 3 | Student Self-Assessment of Learning  | Due Week Twelve              |
| 4 | Student Acknowledgement of Evaluation and Faculty Liaison Review   | Due Week Fifteen             |
| 5 | Two Field Seminars (Webinars)- 1 hour each, created by Faculty and led by the Faculty Liaison to integrate field practicum with classroom learning | TBD                          |

### **VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

**S – Satisfactory.** Student has met the requirements to pass the class.

**U - Unsatisfactory.** Student has not met the requirements to pass the class.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (450) , 2) completion of tasks outlined in the student learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. The Field Instructor and Faculty Liaison evaluate the student.

### **IX. Course Outline:**

The student's field practicum schedule is individualized and is recorded in their student learning contract and weekly timesheet.

### **X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their Field Instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Exxat. This contract is to specify the learning activities for the clinical practicum. The student learning contract is due in Exxat at the end of the third week of the field practicum. Students may have other assignments at the discretion of the Field Instructor in consultation, as needed, with the Faculty Liaison, to develop skill in the clinical social work competencies. Students are to maintain weekly activity/timesheet documenting their activities and field hours in Exxat. Students should participate in weekly supervision with their Field Instructor. They are also expected to participate in the evaluation of their field\work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the Field Instructor and assigned by the Faculty Liaison.

Detailed description of assignments are included in Exxat. Students should refer to their field practicum manual for additional guidelines and policies for field.

**CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK**  
**SWK 618 CLINICAL PRACTICUM II (3 Credit Hours)**

| <b>Semester</b>  | <b>Instructor Name</b> |
|------------------|------------------------|
| <b>Section #</b> | <b>Office Hours</b>    |
| <b>Days/time</b> | <b>Phone</b>           |
| <b>Place</b>     | <b>Email</b>           |

**Prerequisites:** Graduate Social Work Major. SWK 501, SWK 502, SWK 503, SWK 504, SWK 505, SWK 506, SWK 507, SWK 508, SWK 509, SWK 510, SWK 612, and SWK 613; or permission of the program; or advanced standing.

**Co-requisites:** SWK 616.

**I. Course Description**

This is the second of two clinical practicum that students in the clinical social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate clinical social work competencies.

**II. Course Overview**

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment and the student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat

**III. Social Work Competencies of the Council on Social Work Education (CSWE)**

- Competency 1 - Demonstrate Ethical and Professional Behavior
- Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion in Practice
- Competency 4 - Engage Practice-informed Research and Research-informed Practice
- Competency 5 - Engage in Policy Practice
- Competency 6 - Engage with Individuals, Families, and Groups

Competency 7 - Assess Individuals, Families, and Groups

Competency 8 - Intervene with Individuals, Families, and Groups

Competency 9 - Evaluate Practice with Individuals, Families, and Groups

**IV. Social Work Competencies Addressed in this Course (Course Competencies)**

The below table shows the course competencies (CC#), a Code for the Council on Social Work Education knowledge element or practice behavior addressed in this course, the associated knowledge element or practice behavior itself, and the number of the assignment or activity from VII. Overview of Assignments and Activities in this syllabus.

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
| 1                               | C1 PBA           | 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 within the profession as appropriate to the clinical practice context. | 1,2,3,4                              |
| 1                               | C1 PBB           | Demonstrate professional behavior; appearance; and oral, written, and electronic communication.  | 1,2,3,4                              |
| 1                               | C1 PBC           | Use technology ethically and appropriately to facilitate practice outcomes in clinical practice.   | 1,2,3,4                              |
| 1                               | C1 PBD           | Use supervision and consultation to guide professional judgment and behavior in clinical practice.   | 1,2,3,4                              |
| 2                               | C2 PBA1          | Advocate for human rights at the individual level.   | 1,2,3,4                              |
| 2                               | C2 PBA2          | Advocate for human rights at the family level.   | 1,2,3,4                              |
| 2                               | C2 PBA3          | Advocate for human rights at the group level.  | 1,2,3,4                              |
| 2                               | C2 PBB           | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  | 1,2,3,4                              |
| 3                               | C3 PBA1          | Demonstrate anti-racist and anti-oppressive clinical social work practice at the individual level.   | 1,2,3,4                              |

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>  | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|---|--------------------------------------|
| 3                               | C3<br>PBA2       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the family level.  | 1,2,3,4                              |
| 3                               | C3<br>PBA3       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the group level.   | 1,2,3,4                              |
| 3                               | C3<br>PBA4       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the research level.  | 1,2,3,4                              |
| 3                               | C3<br>PBA5       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the policy level.  | 1,2,3,4                              |
| 3                               | C3<br>PBB        | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies in clinical practice, acknowledging them as experts of their own lived experiences. | 1,2,3,4                              |
| 4                               | C4 PBA           | Apply research findings to inform and improve clinical practice, policy, and programs.  | 1,2,3,4                              |
| 4                               | C4 PBB           | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of clinical social work.   | 1,2,3,4                              |
| 5                               | C5 PBA           | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical social work services, including access to needed therapeutic interventions.   | 1,2,3,4                              |
| 5                               | C5 PBB           | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.   | 1,2,3,4                              |
| 6                               | C6<br>PBA        | Apply an advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies in clinical practice.   | 1,2,3,4                              |
| 6                               | C6<br>PBB        | Use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical practice with clients and constituencies.   | 1,2,3,4                              |

| Course Competency Number | CSWE Code | Practice Behaviors and Knowledge Elements Addressed  | Number of Assignment from VII |
|--------------------------|-----------|--|-------------------------------|
| 7                        | C7 PBA    | Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing and diagnosing clients and constituencies in clinical practice. | 1,2,3,4                       |
| 7                        | C7 PBB    | Demonstrate respect for client self-determination during the assessment and diagnosis process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.                                      | 1,2,3,4                       |
| 8                        | C8 PBA    | Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed clinical interventions to achieve client and constituency goals.   | 1,2,3,4                       |
| 8                        | C8 PBB    | Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies in clinical practice.  | 1,2,3,4                       |
| 9                        | C9 PBA    | Select and use culturally responsive methods for evaluation of outcomes in clinical practice.  | 1,2,3,4                       |
| 9                        | C9 PBB1   | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with individuals.   | 1,2,3,4                       |
| 9                        | C9 PBB2   | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with families.  | 1,2,3,4                       |
| 9                        | C9 PBB3   | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with groups.  | 1,2,3,4                       |

## **V. Required Textbooks and Materials**

Cleveland State University Social of Social Work MSW Field Practicum Manual

## **VI. Student and Faculty Expectations:**

### **Expectations of Students**

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to hone the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begin in the classroom.

Students are expected to adhere to the CSU student code of conduct and the MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: [www.csuohio.edu/studentlife](http://www.csuohio.edu/studentlife)



**Class attendance/Engagement:** Students are expected to log on regularly to Blackboard and check emails. For students who are not actively participating in class, or go more than two weeks without logging in, the instructor will contact the student, and the MSW coordinator will be notified. Students will be active with the online material consistently throughout the semester. Internet based and hard copy resources may be used to support learning. The University recognizes certain activities as legitimate reasons for an excused absence from class.

**Class participation:** includes reading all required assignments ahead of time and being prepared to discuss and apply the readings. All students are expected to contribute to class discussions and class exercises.

**Assignments:** Students are expected to turn in all assignments and class exercises on time. The instructor will reduce the overall grade 10% for every day late. The deadlines for submission of work are indicated in the assignment description. Students are required to participate actively in all required course activities. Students are required to use Microsoft Office 365 products and the Exxat system for field submissions. Technological problems are not an excuse for missing class content and assignments.

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**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

The instructor reserves the right to require all students to submit papers to [www.turnitin.com](http://www.turnitin.com). The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing their name to any assignment that they did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered academic fraud.

Please note that it is the School of Social Work’s policy that all written graded assignments worth 15% or more of the course grade must be submitted through a plagiarism detection program such as SafeAssign or Turnitin.com that the professor will monitor. If a major or minor infraction is confirmed, the instructor is obligated to notify the Social Work Academic Performance (APC) Chairperson and to follow the university plagiarism policy.

## **Expectations of Faculty**

### **Preferred Name**

I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or 216-687-2223.

### **Religious Accommodations**

Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

### **Responsible Employee Statement**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence.

### **Responsible Employee Statement – including supportive statement**

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### **Responsible Employee Statement – class discussions and writing assignments**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence. Faculty members' duty to report to OIE includes disclosures made by students in class discussions or autobiographical and/or nonfiction writing assignments.

### **VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

|   | Assignment or Activity Brief Description   | Date Due or Date of Activity |
|---|--|------------------------------|
| 1 | Weekly Timesheet   | Due Weekly                   |
| 2 | Student Learning Contract  | Due Week Three               |
| 3 | Student Self-assessment of Learning  | Due Week Twelve              |
| 4 | Student Acknowledgement of Evaluation and Faculty Liaison Review   | Due Week Fifteen             |
| 5 | Two Field Seminars (Webinars)- 1 hour each, created by Faculty and led by the Faculty Liaison to integrate field practicum with classroom learning | TBD                          |

### **VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

**S – Satisfactory.** Student has met the requirements to pass the class.

**U- Unsatisfactory.** Student has not met the requirements to pass the class.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (450) , 2) completion of tasks outlined in the student learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. The Field Instructor and Faculty Liaison evaluate the student.

### **IX. Course Outline:**

The student’s field practicum schedule is individualized and is recorded in their student learning contract and weekly timesheet.

### **X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their Field Instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Exxat. This contract is to specify the learning activities for the clinical practicum. The student learning contract is due in Exxat at the end of the third week of the field practicum. Students may have other assignments at the discretion of the Field Instructor in consultation, as needed, with the Faculty Liaison, to develop skill in the clinical social work competencies. Students are to maintain weekly activity/timesheet documenting their activities and field hours in Exxat. Students should participate in weekly supervision with their Field Instructor. They are also expected to participate in the evaluation of their field\work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or not satisfactory is recommended by the Field Instructor and assigned by the Faculty Liaison.

Detailed description of assignments are included in Exxat. Students should refer to their field practicum manual for additional guidelines and policies for field.

**Advanced Generalist Syllabus and Competencies**

**CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK  
SWK 621 ADVANCED GENERALIST PRACTICUM I (3 Credit Hours)**

|                  |                        |
|------------------|------------------------|
| <b>Semester</b>  | <b>Instructor Name</b> |
| <b>Section #</b> | <b>Office Hours</b>    |
| <b>Days/time</b> | <b>Phone</b>           |
| <b>Place</b>     | <b>Email</b>           |

**Prerequisites:** SWK 501-510

**Co-requisites:** SWK 624 & SWK 625

**I. Course Description**

This is the first of two advanced generalist practicum that students in the advanced generalist social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their Field Instructors this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies in a complex, multidimensional view with increased complexity of the social work helping process when engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate advanced generalist social work competencies.

**II. Course Overview**

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that is in non-clinical settings, with individuals, families, groups, communities and organizations, which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students are placed in a advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheets, student self-assessment and the student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat

**III. Social Work Competencies of the Council on Social Work Education (CSWE)**

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion in Practice
- Competency 4 - Engage Practice-informed Research and Research-informed Practice
- Competency 5 - Engage in Policy Practice
- Competency 6 - Engage with Individuals, Families, and Groups
- Competency 7 - Assess Individuals, Families, and Groups
- Competency 8 - Intervene with Individuals, Families, and Groups
- Competency 9 - Evaluate Practice with Individuals, Families, and Groups

**IV. Social Work Competencies Addressed in this Course (Course Competencies)**

The below table shows the course competencies (CC#), a Code for the Council on Social Work Education knowledge element or practice behavior addressed in this course, the associated knowledge element or practice behavior itself, and the number of the assignment or activity from VII. Overview of Assignments and Activities in this syllabus.

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
| 1                               | C1 PBA           | 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 within the profession as appropriate to the clinical practice context. | 1,2,3,4                              |
| 1                               | C1 PBB           | Demonstrate professional behavior; appearance; and oral, written, and electronic communication.  | 1,2,3,4                              |
| 1                               | C1 PBC           | Use technology ethically and appropriately to facilitate practice outcomes in clinical practice.   | 1,2,3,4                              |
| 1                               | C1 PBD           | Use supervision and consultation to guide professional judgment and behavior in clinical practice.   | 1,2,3,4                              |
| 2                               | C2 PBA1          | Advocate for human rights at the individual level.   | 1,2,3,4                              |
| 2                               | C2 PBA2          | Advocate for human rights at the family level.   | 1,2,3,4                              |
| 2                               | C2 PBA3          | Advocate for human rights at the group level.  | 1,2,3,4                              |
| 2                               | C2 PBB           | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  | 1,2,3,4                              |
| 3                               | C3 PBA1          | Demonstrate anti-racist and anti-oppressive clinical social work practice at the individual level.   | 1,2,3,4                              |

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>  | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|---|--------------------------------------|
| 3                               | C3<br>PBA2       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the family level.  | 1,2,3,4                              |
| 3                               | C3<br>PBA3       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the group level.   | 1,2,3,4                              |
| 3                               | C3<br>PBA4       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the research level.  | 1,2,3,4                              |
| 3                               | C3<br>PBA5       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the policy level.  | 1,2,3,4                              |
| 3                               | C3<br>PBB        | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies in clinical practice, acknowledging them as experts of their own lived experiences. | 1,2,3,4                              |
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| 5                               | C5 PBA           | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical social work services, including access to needed therapeutic interventions.   | 1,2,3,4                              |
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| 6                               | C6<br>PBA        | Apply an advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies in clinical practice.   | 1,2,3,4                              |
| 6                               | C6<br>PBB        | Use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical practice with clients and constituencies.   | 1,2,3,4                              |

| Course Competency Number | CSWE Code | Practice Behaviors and Knowledge Elements Addressed  | Number of Assignment from VII |
|--------------------------|-----------|--|-------------------------------|
| 7                        | C7 PBA    | Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing and diagnosing clients and constituencies in clinical practice. | 1,2,3,4                       |
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| 9                        | C9 PBA    | Select and use culturally responsive methods for evaluation of outcomes in clinical practice.  | 1,2,3,4                       |
| 9                        | C9 PBB1   | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with individuals.   | 1,2,3,4                       |
| 9                        | C9 PBB2   | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with families.  | 1,2,3,4                       |
| 9                        | C9 PBB3   | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with groups.  | 1,2,3,4                       |

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**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to hone the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

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| 3 | Student Self-assessment of Learning  | Due Week Twelve              |
| 4 | Student Acknowledgement of Evaluation and Faculty Liaison Review   | Due Week Fifteen             |
| 5 | Two Field Seminars (Webinars)- 1 hour each, created by Faculty and led by the Faculty Liaison to integrate field practicum with classroom learning | TBD                          |

### **VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

**S – Satisfactory.** Student has met the requirements to pass the class.

**U- Unsatisfactory.** Student has not met the requirements to pass the class.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250 hours) , 2) completion of tasks outlined in the student learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. The Field Instructor and Faculty Liaison evaluate the student.

### **IX. Course Outline:**

The student’s field practicum schedule is individualized and is recorded in their student learning contract and weekly timesheet.

### **X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their Field Instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Exxat. This contract is to specify the learning activities for the clinical practicum. The student learning contract is due in Exxat at the end of the third week of the field practicum. Students may have other assignments at the discretion of the Field Instructor in consultation, as needed, with the Faculty Liaison, to develop skill in the clinical social work competencies. Students are to maintain week activity/timesheet documenting their activities and field hours in Exxat. Students should participate in weekly supervision with their Field Instructor. They are also expected to participate in the evaluation of their field \work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or not satisfactory is recommended by the Field Instructor and assigned by the Faculty Liaison.

Detailed description of assignments are included in Exxat. Students should refer to their field practicum manual for additional guidelines and policies for field.

**CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK  
SWK 628 ADVANCED GENERALIST PRACTICUM II (3 Credit Hours)**

|                  |                        |
|------------------|------------------------|
| <b>Semester</b>  | <b>Instructor Name</b> |
| <b>Section #</b> | <b>Office Hours</b>    |
| <b>Days/time</b> | <b>Phone</b>           |
| <b>Place</b>     | <b>Email</b>           |

**Prerequisites:** SWK 501-510, SWK 621

**Co-requisites:** SWK 626 & SWK 627

**I. Course Description**

This is the second of two advanced generalist practicum that students in the advanced generalist social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their Field Instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies in a complex, multidimensional view with increased complexity of the social work helping process when engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

**II. Course Overview**

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that is in non-clinical settings, with individuals, families, groups, communities and organizations, which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students are placed in a advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have an Employment-based Field Placement (EBP) proposal.

Students must maintain an active Exxat account, and complete all assigned timesheet, student self-assessment and the student learning contract in Exxat. These materials are reviewed by their Field Instructor prior to evaluation by their Faculty Liaison. Additional directions for completion of timesheet, student learning contract, and evaluation are found in Exxat

**III. Social Work Competencies of the Council on Social Work Education (CSWE)**

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

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

- Competency 5 - Engage in Policy Practice
- Competency 6 - Engage with Individuals, Families, and Groups
- Competency 7 - Assess Individuals, Families, and Groups
- Competency 8 - Intervene with Individuals, Families, and Groups
- Competency 9 - Evaluate Practice with Individuals, Families, and Groups

**IV. Social Work Competencies Addressed in this Course (Course Competencies)**

The below table shows the course competencies (CC#), a Code for the Council on Social Work Education knowledge element or practice behavior addressed in this course, the associated knowledge element or practice behavior itself, and the number of the assignment or activity from VII. Overview of Assignments and Activities in this syllabus.

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>   | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|--|--------------------------------------|
| 1                               | C1 PBA           | 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 within the profession as appropriate to the clinical practice context. | 1,2,3,4                              |
| 1                               | C1 PBB           | Demonstrate professional behavior; appearance; and oral, written, and electronic communication.  | 1,2,3,4                              |
| 1                               | C1 PBC           | Use technology ethically and appropriately to facilitate practice outcomes in clinical practice.   | 1,2,3,4                              |
| 1                               | C1 PBD           | Use supervision and consultation to guide professional judgment and behavior in clinical practice.   | 1,2,3,4                              |
| 2                               | C2 PBA1          | Advocate for human rights at the individual level.   | 1,2,3,4                              |
| 2                               | C2 PBA2          | Advocate for human rights at the family level.   | 1,2,3,4                              |
| 2                               | C2 PBA3          | Advocate for human rights at the group level.  | 1,2,3,4                              |
| 2                               | C2 PBB           | Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.  | 1,2,3,4                              |
| 3                               | C3 PBA1          | Demonstrate anti-racist and anti-oppressive clinical social work practice at the individual level.   | 1,2,3,4                              |

| <b>Course Competency Number</b> | <b>CSWE Code</b> | <b>Practice Behaviors and Knowledge Elements Addressed</b>  | <b>Number of Assignment from VII</b> |
|---------------------------------|------------------|---|--------------------------------------|
| 3                               | C3<br>PBA2       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the family level.  | 1,2,3,4                              |
| 3                               | C3<br>PBA3       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the group level.   | 1,2,3,4                              |
| 3                               | C3<br>PBA4       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the research level.  | 1,2,3,4                              |
| 3                               | C3<br>PBA5       | Demonstrate anti-racist and anti-oppressive clinical social work practice at the policy level.  | 1,2,3,4                              |
| 3                               | C3<br>PBB        | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies in clinical practice, acknowledging them as experts of their own lived experiences. | 1,2,3,4                              |
| 4                               | C4 PBA           | Apply research findings to inform and improve clinical practice, policy, and programs.  | 1,2,3,4                              |
| 4                               | C4 PBB           | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of clinical social work.   | 1,2,3,4                              |
| 5                               | C5 PBA           | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical social work services, including access to needed therapeutic interventions.   | 1,2,3,4                              |
| 5                               | C5 PBB           | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.   | 1,2,3,4                              |
| 6                               | C6<br>PBA        | Apply an advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies in clinical practice.   | 1,2,3,4                              |
| 6                               | C6<br>PBB        | Use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical practice with clients and constituencies.   | 1,2,3,4                              |

| Course Competency Number | CSWE Code  | Practice Behaviors and Knowledge Elements Addressed  | Number of Assignment from VII |
|--------------------------|------------|--|-------------------------------|
| 7                        | C7<br>PBA  | Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing and diagnosing clients and constituencies in clinical practice. | 1,2,3,4                       |
| 7                        | C7<br>PBB  | Demonstrate respect for client self-determination during the assessment and diagnosis process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.                                      | 1,2,3,4                       |
| 8                        | C8<br>PBA  | Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed clinical interventions to achieve client and constituency goals.   | 1,2,3,4                       |
| 8                        | C8<br>PBB  | Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies in clinical practice.  | 1,2,3,4                       |
| 9                        | C9<br>PBA  | Select and use culturally responsive methods for evaluation of outcomes in clinical practice.  | 1,2,3,4                       |
| 9                        | C9<br>PBB1 | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with individuals.   | 1,2,3,4                       |
| 9                        | C9<br>PBB2 | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with families.  | 1,2,3,4                       |
| 9                        | C9<br>PBB3 | Critically analyze outcomes and apply evaluation findings to improve clinical practice effectiveness with groups.  | 1,2,3,4                       |

## **V. Required Textbooks and Materials**

Cleveland State University Social of Social Work MSW Field Practicum Manual

## **VI. Student and Faculty Expectations:**

### **Expectations of Students**

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to hone the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: [www.csuohio.edu/studentlife](http://www.csuohio.edu/studentlife)



**Class attendance/Engagement:** Students are expected to log on regularly to Blackboard and check emails. For students who are not actively participating in class, or go more than two weeks without logging in, the instructor will contact the student, and the MSW coordinator will be notified. Students will be active with the online material consistently throughout the semester. Internet based and hard copy resources may be used to support learning. The University recognizes certain activities as legitimate reasons for an excused absence from class.

**Class participation:** includes reading all required assignments ahead of time and being prepared to discuss and apply the readings. All students are expected to contribute to class discussions and class exercises.

**Assignments:** Students are expected to turn in all assignments and class exercises on time. The instructor will reduce the overall grade 10% for every day late. The deadlines for submission of work are indicated in the assignment description. Students are required to participate actively in all required course activities. Students are required to use Microsoft Office 365 products and the Exxat system for field submissions. Technological problems are not an excuse for missing class content and assignments.

### **Academic Integrity**

Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress.

CSU's academic misconduct policy and procedures are posted on CSU's academic integrity website: <https://www.csuohio.edu/academic-integrity>

### **Mental Health Statement**

As a CSU student, you may face a variety of stressors that impact your learning and academic success. CSU has many resources to support students in their mental health, social well-being, and connection to academic experience. Students who may benefit from speaking with a confidential mental health professional can access free services through the CSU Counseling Center. To get connected: Call (216) 687-2277 (24/7), email [counselingcenter@csuohio.edu](mailto:counselingcenter@csuohio.edu), or visit UN220. For urgent concerns, drop-in appointments are available from 1:00-3:00 pm M-F.

### **Office of Disability Services**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels they may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes West 210. Accommodations need to be requested in advance and will not be granted retroactively.

## **Office of Institutional Equity**

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or [r.lutner@csuohio.edu](mailto:r.lutner@csuohio.edu) or visiting AC 236.

**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

The instructor reserves the right to require all students to submit papers to [www.turnitin.com](http://www.turnitin.com). The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing their name to any assignment that they did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered academic fraud.

Please note that it is the School of Social Work’s policy that all written graded assignments worth 15% or more of the course grade must be submitted through a plagiarism detection program such as SafeAssign or Turnitin.com that the professor will monitor. If a major or minor infraction is confirmed, the instructor is obligated to notify the Social Work Academic Performance (APC) Chairperson and to follow the university plagiarism policy.

## **Expectations of Faculty**

### **Preferred Name**

I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at [OIE@csuohio.edu](mailto:OIE@csuohio.edu) or 216-687-2223.

### **Religious Accommodations**

Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and the University Compliance webpage, and must include dates, reasons, duration of absence.

### **Responsible Employee Statement**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence.

### **Responsible Employee Statement – including supportive statement**

As a CSU faculty member, I am a Responsible Employee who has a duty to report to the Office for Institutional Equity when students disclose experiences with discrimination, harassment and/or sexual violence. Even though I have this duty, I will continue to support you. If you want to speak to someone who won't share what you've told them except in an emergency, I will help you connect to a Confidential Resource.

### **Responsible Employee Statement – class discussions and writing assignments**

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence. Faculty members' duty to report to OIE includes disclosures made by students in class discussions or autobiographical and/or nonfiction writing assignments.

### **VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

|   | Assignment or Activity Brief Description   | Date Due or Date of Activity |
|---|--|------------------------------|
| 1 | Weekly Timesheet   | Due Weekly                   |
| 2 | Student Learning Contract  | Due Week Three               |
| 3 | Student Self-assessment of Learning  | Due Week Twelve              |
| 4 | Student Acknowledgement of Evaluation and Faculty Liaison Review   | Due Week Fifteen             |
| 5 | Two Field Seminars (Webinars)- 1 hour each, created by Faculty and led by the Faculty Liaison to integrate field practicum with classroom learning | TBD                          |

### **VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

**S – Satisfactory.** Student has met the requirements to pass the class.

**U- Unsatisfactory.** Student has not met the requirements to pass the class.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250 hours) , 2) completion of tasks outlined in the student learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. The Field Instructor and Faculty Liaison evaluate the student.

### **IX. Course Outline:**

The student’s field practicum schedule is individualized and is recorded in their student learning contract and weekly timesheet.

### **X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their Field Instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Exxat. This contract is to specify the learning activities for the clinical practicum. The student learning contract is due in Exxat at the end of the third week of the field practicum. Students may have other assignments at the discretion of the Field Instructor in consultation, as needed, with the Faculty Liaison, to develop skill in the clinical social work competencies. Students are to maintain weekly activity/timesheet documenting their activities and field hours in Exxat. Students should participate in weekly supervision with their Field Instructor. They are also expected to participate in the evaluation of their field\work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or not satisfactory is recommended by the Field Instructor and assigned by the Faculty Liaison.

Detailed description of assignments are included in Exxat. Students should refer to their field practicum manual for additional guidelines and policies for field.

APPENDIX B – EMPLOYMENT-BASED FIELD PLACEMENT PROPOSALS AND CONTINUATION REQUEST FORM



School of Social Work

COLLEGE OF HEALTH

EMPLOYMENT-BASED FIELD PLACEMENT (EBP) PROPOSAL - MSW PROGRAM

Student Information

Name: \_\_\_\_\_ CSU ID#: \_\_\_\_\_

CSU Email: \_\_\_\_\_

Proposed Agency & Program: \_\_\_\_\_ City/State: \_\_\_\_\_

Proposed Field Education Experience (select one): \_\_\_\_\_ MSW Generalist Year \_\_\_\_\_ MSW Specialization Year/Advanced Standing

Proposed Placement Start Date: \_\_\_\_\_ Employment Start Date: \_\_\_\_\_

**All items, including a job description and signatures on the final page, must be completed and submitted to the Field Office before placement can be finalized.**

MSW Students are permitted to use their place of employment for field practicum hours with permission of the Field Education Department in the School of Social Work. The questions below will answer how your employment will be used for field practicum and explore how it provides you the opportunity to meet the Council of Social Work Education 9 Competency areas.

- 1) Describe your place of employment and the available programs and populations served.
- 2) Please attach your job description to this proposal. Describe your **current work duties** and **potential activities** that would support social work competency development at the micro-, mezzo-, and macro-levels. *\*See CSWE Competency Areas in the Field Education Manual for further detail.*
- 3) Some employers may be able to accommodate you taking on additional activities as part of your work week, while others may require you to do this outside of your role. Describe **any additional activities** that your agency would support as part of your placement that are not a part of your current role.

4) Please share the opportunities that would be available for you to attend and participate in during the proposed placement (e.g., staff meetings, case conferences, interagency meetings, task forces, and/or continuing education events, etc.)

5) The Field Instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the Field Instructor must have their MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the Field Instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon the agency's learning opportunities. In situations where exceptions are made, a Faculty Liaison assigned by CSU will perform this role and facilitate the agency task supervisor's ability and capacity to provide experiential learning. **Describe your plan for supervision and include the names and contact information for the supervisor(s) you are proposing.**

Field Instructor Name: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Email: \_\_\_\_\_

Student name: \_\_\_\_\_

Student Signature \_\_\_\_\_

Email: \_\_\_\_\_

Proposed Supervision Plan: (For example, supervision weekly meetings, daily observation, etc.)  
**The School of Social Work requires students and supervisors to meet for 1 hour a week for direct supervision.**

**MSW PROGRAM**

**EMPLOYER-BASED FIELD PLACEMENT (EBP) PROPOSAL**

**(Specialization year)**

*For students that would like to continue their field placement (For Year two) at the same field agency that they completed year one of field practicum*

**Student Information**

Name: \_\_\_\_\_ CSU ID#: \_\_\_\_\_

Specialization (Clinical or Advanced Generalist): \_\_\_\_\_

CSU Email: \_\_\_\_\_

Proposed Agency & Program: \_\_\_\_\_ City/State: \_\_\_\_\_

Proposed Placement Start Date: \_\_\_\_\_ Employment Start Date: \_\_\_\_\_

**All items, including a job description and signatures on the final page, must be completed and submitted to the Field Office before placement can be finalized/approved.**

MSW Students are permitted to use their place of employment for field practicum hours with permission of the Field Education Department in the School of Social Work. The questions below will answer how your employment will be used for field practicum and explore how it provides you the opportunity to meet the Council of Social Work Education 9 Competency areas.

- 1) How will your field experience be different from your year one field experience? Will you be able to learn new skills or be exposed to new experiences that will reflect a specialization year learning experience? (Students must demonstrate that there will be a learning trajectory from year one to year one and explain how year two will differ/expand from their year 1 field experience)

- 2) Describe your place of employment and the available programs and populations served.
  
- 3) Please attach your job description to this proposal. Describe your **current work duties** and **potential activities** that would support social work competency development at the micro-, mezzo-, and macro-levels. *\*See CSWE Competency Areas in the Field Education Manual for further detail. **From the current job description, indicate if there are new activities for you to develop or that you need to increase your knowledge skill.***
  
- 4) Some employers may be able to accommodate you taking on additional activities as part of your work week, while others may require you to do this outside of your role. Describe **any additional activities** that your agency would support as part of your placement that are not a part of your current role.
  
- 5) Please share the opportunities that would be available for you to attend and participate in during the proposed placement (e.g., staff meetings, case conferences, interagency meetings, task forces, and/or continuing education events, etc.)



- 6) The field instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the field instructor must have their MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the field instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon the agency's learning opportunities. In situations where exceptions are made, a faculty liaison assigned by CSU will perform this role and facilitate the agency task supervisor's ability and capacity to provide experiential learning. **Describe your plan for supervision and include the names and contact information for the supervisor(s) you are proposing.** Proposed Supervision Plan: (For example, supervision weekly meetings, daily observation, etc.) **The School of Social Work requires students and supervisors to meet for 1 hour a week for direct supervision.**

Field Instructor Name: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Email: \_\_\_\_\_

Student \_\_\_\_\_ name:

Student Signature \_\_\_\_\_

Email: \_\_\_\_\_

## Agency Continuation Request Form

**Student Information:**

Name: \_\_\_\_\_ CSU ID: \_\_\_\_\_ CSU Email: \_\_\_\_\_

Proposed Agency: \_\_\_\_\_

Assuming all requirements for placement are met, the Field Education Department may permit students to complete their field placement at the same agency for both their generalist and specialization field placements. The student must demonstrate that instruction from the generalist year and the specialization year are different and specify how specialization year activities meet the required specialization year competencies and associated practice behaviors. The Field Education Department will also need to see that the field agency can offer a significant learning trajectory for the student for the upcoming field experience, moving from generalist to specialization year field.

Submit completed and signed form to [fieldpaperwork@onlinelearning.csuohio.edu](mailto:fieldpaperwork@onlinelearning.csuohio.edu) for consideration.

1. Provide an overview of the populations served and general duties and activities performed throughout your generalist field placement.
  
2. Provide an overview of the opportunities available that will differ during the specializations field placement, including how they will meet the required specialization year competencies and associated practice behaviors.
  
3. Has your Field Instructor agreed to continue oversight for the specialization year?

\_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Email: \_\_\_\_\_

Student name: \_\_\_\_\_

Student Signature \_\_\_\_\_

Email: \_\_\_\_\_

## APPENDIX C – SAFETY IN FIELD QUESTIONS

### Safety & Field Placement Conversation Guide

Use this conversation guide with your field instructor to raise your awareness of work-place safety risks and strategies.

1. What are the safety issues I am likely to encounter in this field placement (*health, weather, fire, crime, conflict, safety for self, safety for others, etc.*)?
2. What does this agency do to keep staff safe?
3. What are some resources you can share with me to help me attend to safety concerns within this social work setting? (*safety orientation, trainings, specific policies/protocols, use of equipment such as “panic buttons”*).
4. In general, what do you think new social workers should know about safety? What do you wish you would have known?
5. Other specific questions/ issues.

Other resources to consider:

1. Field Manual – Master of Social Work Program
2. NASW Guidelines for Social Work Safety in the Workplace  
(<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0%27>)