

Field Manual

Bachelor of Social Work Program

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Cleveland State University
School of Social Work



School of Social Work

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OVERVIEW OF FIELD EDUCATION

The field education component of the BSW program is developed and designed to enable students to enhance their knowledge, skills, values, and cognitive affective processes in social work practice and to develop competent generalist practice abilities. Students participate in experiential learning that facilitates their working with client systems at all levels – individual, family, group, organization, and community. Field education, the signature pedagogy of social work education, is the curricular area that socializes students into the social work profession. Field education connects and integrates theory and practice in developing generalist social work practice abilities. 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 professional sense of self. The students develop abilities across the nine core competency areas and demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and generalist practice. The field education component functions within the context of the social service delivery systems in the Northeast Ohio region and across the state. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments.

Field education at the baccalaureate level is comprised of two semesters, where students gain experience in direct practice. Field education ensures that students enhance their understanding of the purpose and values of the social work profession as they apply the core competencies of 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

**APPLIED LEARNING COMPETENCIES SEQUENCE:
SWK 390 AND SWK 490**

The sequence of applied learning includes both classroom and agency experiences. These competencies are designed to enable the student to:

1. Apply an understanding of generalist social work that integrates theory and practice with individuals, families, groups, organizations, and communities.
2. Demonstrate the ability to assess personal, agency, and community resources toward the achievement of goal-oriented change.
3. Demonstrate the ability to evaluate the effectiveness of professional helping and problem-solving activities within and among systems.
4. Increase their capacity to draw upon a liberal arts perspective and the professional foundation for conducting assessments, interventions, termination, and evaluation.
5. Develop an awareness of the interaction among personal, professional, and societal values and ethics and understand how these interact to shape the quality and effectiveness of the planned change process.
6. Demonstrate sensitivity and commitment to vulnerable populations whose well-being and quality-of-life are at risk because of social and economic injustice.

Field education is an integral part of the social work curriculum and is required of all baccalaureate social work students. As a necessary supplement to classroom education, the field practicum provides students with opportunities to build on knowledge, values, skills and cognitive and affective processes through observational, imitative, and experiential learning. It is the field practicum experience that socializes students into the social work profession.

The purpose of field education is to:

- Utilize the theory of applied learning through the integration of classroom knowledge with practice.
- Identify and integrate social work values and ethics with practice.
- Develop the student's capacity and ability for generalized practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers, schools, and other settings appropriate for BSW level of social work learning. The BSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE 2022 standards for the field learning experience.

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, across the state, 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 and context of the BSW program. Field Instructors are trained in how the students implement the mission and context.

PROGRAM MISSION

The mission of the BSW program is to prepare students for generalist 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 a broadening 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

Cleveland State University's School of Social Work believes that the integration of theory and practice in field education should take place over an extended period of time rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over two semesters. Students must complete a minimum of 14 per week for 15 weeks for SWK 390 Field Practicum I and 14 hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 hours is required for the total field experience.

Course	Hours
SWK 390 Field Practicum I	210 hours/semester 14 hours/week
SWK 490 Field Practicum II	210 hours/semester 14 hours/week

Exxat POLICY

Exxat is the web-based platform system used for fieldwork documentation and evaluation. Students must maintain an active Exxat account and complete all assigned timesheets, student self-assessments, and learning contracts in Exxat. These materials are reviewed by their field instructor and faculty liaison throughout the semester. Additional directions for completion of timesheet, student learning contract, and the student self-assessment evaluation are found in Exxat under the general instructions section. All students are also given the Exxat instructional videos and user guide prior to starting field experience. Students are not permitted to move on to their second semester in field until they complete all first semester requirements and demonstrate professionalism and competency.

FIELD ROLES AND RESPONSIBILITIES

There are four primary roles within the BSW field education program: The Field Education Coordinator, Faculty Liaison, Field Instructor, and field student. The university employs the Field Education Coordinator and Faculty Liaison, and the Field Instructor is employed by the agency. These four roles interrelate to facilitate the student's ability to develop competencies in generalist practice.

Field Education Coordinator

The Field Education Coordinator is expected to carry out the following responsibilities:

- 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 social service agencies that have the capacity to provide appropriate generalist learning that meet the requirements of field education in context with the BSW program and CSWE standards.
- Develop, implement, and update the affiliation agreements between Cleveland State University and those field agencies requesting such an agreement.
- 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; approve the continued use of agencies and Field Instructors.

- Develop and maintain placement processes for students involving field placements, orientation, and notifying academic advisors of academic performance and professional development-related problems.
- Develop and implement student seminars that enhance learning and professional development and advance the students' professional skills and values.
- Plan for Faculty Liaison coverage of field agencies in conjunction with the Field Education Program Director and notify students and faculty of their Faculty Liaison assignments.
- Review student applications for field practicum and provide a field orientation that includes a review of the placement process and instructions for how to use Exxat.
- Review and approve students' proposals to participate in Employment-based Field Placements (EBP); ensure that the proposals meet the 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 electronically, including student files such as application, student learning contract, evaluation, and activity/timesheet.

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 most importantly, assisting and ensuring that field education competencies and practice behaviors are being developed and 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 Coordinator.

The Faculty Liaison assumes the following roles and functions:

1 Linkage: The Faculty Liaison serves as a bridge between the BSW program, the agency, and the community. Responsibilities include:

- Interpreting field education policies, procedures, and expectations of the BSW 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 persons in the agency.
- Identifying potential field placement sites in the community.
- Staying abreast of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the Field Education Coordinator informed of these changes.
- Ensuring that the student learning contract, evaluation, and activity/timesheet are completed on time and signed 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 program 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 Coordinator 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 to Field Instructors, agencies, and the Field Education Coordinator. 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/timesheet, and other sources relating to the student’s performance.
- Submitting to the Field Education Coordinator a semester review of the agency and how the Field Instructor met the program expectations and requirements.
- Completing the Field Instructor, agency, and Field Education Coordinator 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 developing the student learning contract. The initial contact includes clearly communicating the Faculty Liaison’s responsibilities and availability.

- The first field practicum meeting includes a review of the student’s work, and the progress made in preparing the student learning contract.
- The second field practicum meeting includes further review of the student’s work and orienting the Field Instructor and student to the formal evaluation process. Other contact throughout the semester may be made by telephone and e-mail. Additional visits may be necessary if field-related problems develop.
- Every effort is made to keep the same Faculty Liaison assignment for both semesters of field experience given in the academic year. When a change is unavoidable, the Field Education Coordinator will inform the newly assigned Faculty Liaison, and the new Faculty Liaison is then expected to contact the Field Instructor and the student to schedule field meetings and proceed as usual.
- During the second semester, a field meeting is required within the first seven weeks to monitor student progress in learning. Faculty Liaisons are available for phone or virtual consultation as needed.

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 BSW degree from an accredited school of social work; at least two years of post-BSW 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, a Faculty Liaison will perform this role and 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 bachelor’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.
- Assist student in the development and implementation of the student learning contract.
- Schedule weekly supervisory sessions with the student for a minimum of one hour.
- Provide appropriate activities for the student that achieve the competencies through the practice behaviors outlined in the student learning contract and offer a broad range of agency experiences.
- 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.
- Support the student's initiative in gaining access to other learning experiences and resources in the agency and professional community when appropriate.
- 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 Coordinator 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.

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 orientating 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 competency-

development progress in their learning. The Field Instructors gain information of how students work through the stages of the learning process. Those Field Instructors who have worked with the BSW 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 the student to employ a strengths-based perspective and empowerment approach with and on behalf of client systems; and promotion of sound professional practice to help students develop generalist practice abilities.

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 BSW 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 students with the 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 work with clients in the capacity of a social worker from engagement through termination, toward the enhancement of client well-being.
- Provide students with exposure to group process 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 apply 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, including vulnerable or oppressed groups.
- Provide timely information to the Field Education Coordinator 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 basic 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 develop generalist 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, in addition to the following:

- Learn to use Exxat, the web-based system used to maintain records of field hours and tasks, as well as submit other required work.
- Submit in a timely manner all required field documentation, including the field application; agency acceptance for field placement; Employment-based Field Placement (EBP) proposal, if applicable; student learning contract; activity/timesheets; and evaluation.
- Attend required field practicum orientations and planning meetings.
- Read and become familiar with all field documents, requirements, policies, and procedures.
- Assume the cost of a background check, physical examination, and medical onboarding requirements if required by the field agency.

- Develop a student learning contract in collaboration with the Field Instructor, integrating classroom assignments when appropriate.
- Maintain documentation of field activities and activity/timesheet on a weekly basis.
- Regularly update assigned Faculty Liaison on progress and problems related to the field experience (*see Field Problem Resolution Procedures*).
- Prepare for weekly Field Instructor supervisory meetings and utilize this time for generalist practice competency development and self-evaluation.
- Maintain professionalism in work and behavior and in accordance with the NASW *Code of Ethics* and agency's policies.

POLICIES AND PROCEDURES

MINIMUM REQUIREMENTS

All social work majors are required to complete a two-semester field placement in a human service agency. The student participates in field education over the course of 15 weeks at 14 hours per week, for two concurrent semesters.

During the field experience, students are expected to develop skills in assessment, intervention, and evaluation based upon the core knowledge, skills, values, and cognitive/affective processes of the social work profession. The School of Social Work's mission is to prepare students to become competent generalist social work practitioners. Achievement of this outcome requires that students develop their knowledge, skills, values, and cognitive/affective processes to a level of professional competency in service to all vulnerable populations.

Student Field Eligibility Criteria

SWK 390:

1. Completion of all general educational requirements for the College of Health.
2. All prerequisite social work courses with the exception of SWK 305.
3. Minimum 2.0 grade point average in the major.
4. Demonstrated competence in oral and written communication and the ability to engage in critical and reflective thinking.

SWK 490:

1. Successful completion of the previous semester of field (SWK 390), as documented by evaluation and activity/timesheets.

Notification regarding Felony Convictions and Unprofessional Conduct

Students admitted to the BSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact eligibility for field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker. Students should notify the Field Education Coordinator of any felony convictions prior to their senior year of the BSW program.

BSW Field Practicum Student Expectations

BSW 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 field practicum placements, unless there are extenuating circumstances in which a student needs to change agencies.
- Required to complete 210 field hours each semester, for a total of 420 hours.
- 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 understanding that if the affiliation agreement between their potential field placement and CSU 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 at all levels (individual, family, group, organization, and community).

The Field Education Coordinator 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 Coordinator will refer the student to the BSW Program Director who may refer the student to the Academic Performance Committee.

Field Placement Process

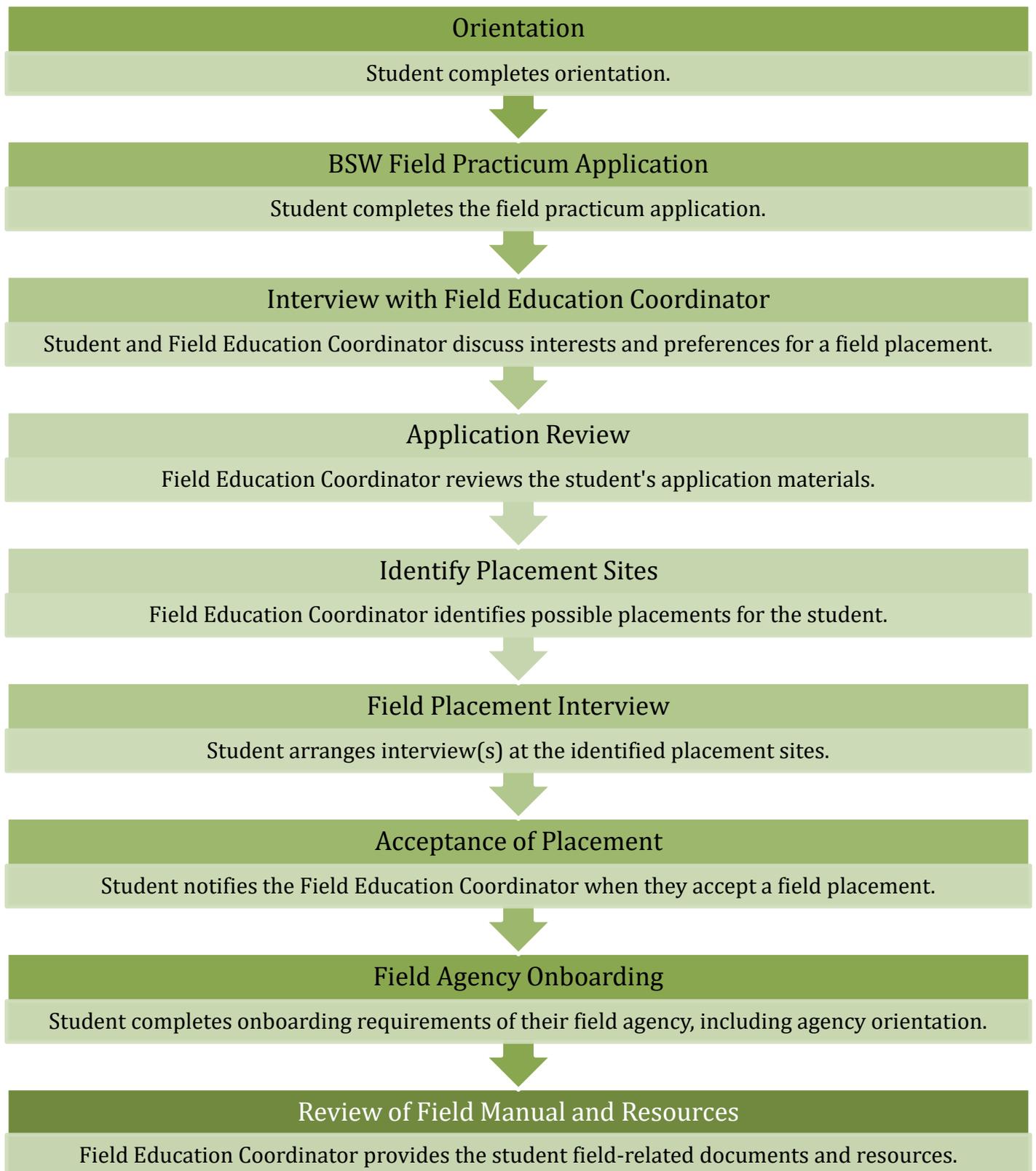
Students must adhere to the following requirements upon entering a field practicum. These requirements are for the purpose of securing a placement, as well as documenting field activities during the process.

- Students must submit the field Intake Form and meet with the Field Education Coordinator for planning **before** beginning field.
- Students are provided information on agencies that meet the requirements of the field education component.
- Students are responsible for securing and finalizing their field placement, including all placement related documents 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.)

- Students may be required by prospective field agencies to submit to legal, health, or substance screenings the results of which will determine the students' acceptance into the agencies.
- Placements are facilitated by the Field Education Coordinator based on 1) approved agency willingness to accept the student, and 2) student preference. **Agency acceptance forms are required for field assignment and the student's placement is not official until the Field Education Coordinator receives the agency acceptance form.**
- The Field Education Coordinator will suspend the interviewing process when three different approved agencies or programs have not accepted the student for placement. The Field Education Coordinator will meet with the student and discuss the situation and may refer the matter to the Director of Field Education and/or the Academic Performance Committee.
- Once a field assignment has been finalized, a change in field assignment requires adherence to the field education manual procedures.
- Students must complete a minimum of 14 hours per week for 15 weeks for SWK 390 Field Practicum I and 14 hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 hours is required for the total field experience.
- The Field Education Coordinator is available for consultation throughout the placement process.

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 timesheet, and site visits by Faculty Liaisons. The site visits, ongoing assessment of student competency development is monitored and reviewed over the two semesters and across the five levels of practice – individual, family, group, organization, and community: as shown by the form here:

Cleveland State University 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.

FAMILY LEVEL

Brief Description of Planned Learning to Demonstrate Competency with Families.

GROUP LEVEL

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

ORGANIZATIONAL LEVEL

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

COMMUNITY LEVEL

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

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:

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 School of Social Work. 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

- 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 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 field assignment no longer meeting the educational needs of the student, which is determined by the faculty liaison.
- The Field Education Coordinator 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 Coordinator 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, or significant disagreements and/or personality conflicts between the Field Instructor and student.

Evaluating Student Learning

Student Learning Contract

Daily timesheet in Exxat

Meetings with Faculty Liaison

Student Self-Assessment

Field Instructor Evaluation

- 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 at their place of employment if their employment is directly linked to social work competencies and level of practice. 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 Coordinator 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 the individual, family, group, organization, and community levels. 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 across the generalist competencies. Students are permitted to take on additional activities as part of their work week if their agency supports it.
- d. Student 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 Coordinator.
- 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.

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 Coordinator 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 Coordinator 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 and also makes a visit to the new agency 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, this agreement must be completed and signed by all stakeholders prior to the student beginning field practicum. 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 BSW degree from an accredited school of social work; at least two years of post-BSW 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 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 Education Coordinator and entered into the Exxat 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 Coordinator 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 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 developing generalist competencies and 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 Coordinator. The Program 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: BSW students in must attend field 14 hours per week over the course of 15 weeks of each of the two semesters. Students are instructed to complete this requirement in minimum of 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 of 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 during Thanksgiving, winter, spring, or summer breaks. All missed field hours due to holidays must be made up. These holidays include 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 Coordinator 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' learning opportunities for the student in relation to their learning contract. The Field Instructor may expect documentation and discussion of the learning experience.

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 Coordinator **prior to** writing the student learning contract. Exceptions may be granted upon 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.

Grading

BSW field practicum students for SWK 390 and SWK 490 will be graded on a pass/fail grading system. Students will earn either an “S” for satisfactory, a “U” for unsatisfactory, or an “I” for incomplete.

Grades are 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 Coordinator, a written plan for completion of the remaining hours specifying the number of hours remaining and the date to be completed.

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 director or field coordinator
- 5) The field coordinator grants permission for the incomplete

Reporting of Incompletes to the Field Education Coordinator: Notice of an unsatisfactory in field or an incomplete in field must be submitted by Faculty Liaisons to the Field Coordinator by the date grades are to be submitted to Campusnet.

The foundation upon which students receive a field grade should be a student learning contract agreed upon by the student Field Instructor and Faculty Liaison. The skill with which the student performs contracted assignments listed earlier should play a major role in determining the student’s ultimate field grade. In accordance with our field education policy, Field Instructors make grade recommendations to the Faculty Liaison. The Faculty Liaison has the final responsibility for assigning students the field grade.

Field Problem Resolution Procedures

Field problems are manifested over a period of 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:

- 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.
- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or lacking the emotional stability necessary for forming professional helping relationships.
- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty.
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

The 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, have an in-person meeting if needed, and for develop a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and Field Instructor within 7 business days and should notify the Field Education Coordinator 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 Coordinator 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, field liaison, Field Education Coordinator, and academic advisor.
- If the problem cannot be resolved satisfactorily for all parties, the Faculty Liaison will immediately notify the Field Education Coordinator and academic advisor in writing. The Field Education Coordinator 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 Coordinator will determine, in consultation with the Academic Performance Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, Field Instructor, liaison, and academic advisor.
- If the problem cannot be resolved by the above means, the Field Education Coordinator will notify the BSW Program Director and the Field Education 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 in the university's *Undergraduate Catalog*.
- When the problem involves a question of the Faculty Liaison's performance, the Field Education Coordinator will immediately refer the matter to the Field Education Program Director.
- If a student is dismissed from an agency for academic or nonacademic performance, the Field Education Coordinator may recommend that the student be terminated from field. If termination from field is recommended, the Field Education Coordinator will refer the matter to the Field Education Program Director for referral to the Academic Performance Committee.
- When the field problem results in assessing the student's continuation in the BSW program, the Field Education Coordinator will refer the matter to the BSW 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 Coordinator 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, and Field Education Coordinator.

Escalation

The Faculty Liaison will immediately notify the Field Education Coordinator and academic advisor in writing. The Field Education Coordinator 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 Coordinator will determine, in consultation with the Field Education Program Director 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 Coordinator will notify the BSW Program 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:

- Orientation for all entering students about safety in field.
- Copies of this Field Manual for students, agencies, and Field Instructors.
- Copies of the field safety PowerPoint distributed to students and Field Instructors.
- 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 Coordinator 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 BSW program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the BSW Field Education Coordinator refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the *CSU Undergraduate Catalog* of the university, the *BSW Program By-laws*, the *BSW Program Field Manual*, the *BSW 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 *CSU Undergraduate Catalog* for the appropriate procedures.

Dismissal for Non-Academic Reasons

The student's classroom and/or field performance must follow the university's policies and procedures, the mission of the BSW program, the purpose and values of the social work profession, and practice behaviors. If the student's behavior becomes non-compliant, they will be referred to the APC for review. Such students may be terminated from the BSW program for reasons that include:

- Violations of the NASW Code of Ethics, especially regarding 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 dissention among colleagues and/or supervision.
- Students violating agency's policies and procedures.

The Field Education Program Director, Field Education Coordinator, or School of Social Work Director may make 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 director regarding continuance or dismissal from the BSW program. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the faculty field 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 in the Undergraduate Catalog of the university.

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 to develop generalist practice competencies across all levels (individuals, families, groups, organizations, and communities). 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 student's Faculty Liaison **no later than the third week** of the first semester of field. Modifications and revisions for the second semester learning contract are also **due no later than the third week**.

Learning Contract Due Dates	
1st Semester	End of the third week of field practicum
2nd Semester	End of the third week of field practicum

The program ensures that students acquire knowledge, skills, values, and cognitive/affective process for generalist practice. Consequently, the learning expectations are an essential part of developing the student learning contract and supports experiential learning. The student learning contract is completed on a template in the Exxat system and encompasses the CSWE competency areas and across all levels.

Guidelines on Developing the Student Learning Contract

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 generalist practice and comply with the BSW program's expectations. The student learning contract is developed and evaluated in Exxat, along with all other field-related work (timesheet, student self-assessments, supervisor assessment, etc.). The student learning contract may be modified to add or delete a student's objectives and incremental tasks and practice behaviors.

Throughout the BSW field experience the student will develop practice behaviors which 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 and competency-development plan.

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.

Once the student learning contract is completed, the Faculty Liaison schedules a meeting and in a conference with the student and the Field Instructor. The Faculty Liaison 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 demonstrated the practice behaviors in competency development across levels. The Faculty Liaison assigns the grade based upon the student's accomplishments.

- 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, audio-visual taping, observation, and discussion.
- Learning objectives build on the student's past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity.
- Learning assignments should strike 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 student should continue to use the student learning contract as the ongoing frame of **reference** for their work and amend the student learning contract as necessary to reflect changes in learning objectives and/or assignments (practice behaviors).
- Field Instructors and students should consult with the Faculty Liaison, as needed or requested, regarding the development, use and/or major alteration of the student learning contract.

CSWE SOCIAL WORK COMPETENCIES (2022)

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

Council on Social Work Education’s Social Work 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) 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

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 in order 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.

THE EVALUATION PROCESS

Evaluation of a student's progress is ongoing and will determine the final grade. The Field Instructor regularly provides feedback on the student's performance. A formal evaluation is scheduled near the end of each semester of field.

- 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 provided.
- Students are evaluated throughout the semester, including on the timely submission of their work. Students must also assure that their Field Instructors are reviewing their work in Exxat.
- The student will complete their student self-assessment and send 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. Student with exceptional situations must be in communication with their liaisons well in advance of the end of the semester.

APPENDIX A – FIELD SYLLABI

Cleveland State University School of Social Work

FIELD PRACTICUM SWK 390

(6 Credit Hours)

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

Prerequisites and co-requisites: Gen Ed Requirements Met (with exception of SWK 495, capstone course) & SWK 200, SWK 201, SWK 300, SWK 302, SWK 303, SWK 304, & SWK 350. SWK 385, SWK 386 or SWK 390, and SWK 395

I. Course Description

Placement in a selected community-service agency for 14 hours provides an opportunity to gain experience in the application of concepts and principles of interventions through actual problem-solving in the human service context. The student is required to demonstrate the integration of skills and a professional attitude in their work with clients and the agency. Continuation onto a second field practicum (SWK 490) and completion of the major are contingent on a grade of “S.”

II. Course Overview

Field Practicum (SWK 390 and 490) is an essential component in the Practice/Field Sequence which must be taken concurrently with (SWK 385), Interventions I and (SWK 395) Field Seminar I, as well as Interventions II (SWK 485) and Field Seminar (SWK 495).

The Field Practicum experience is developed and designed to integrate the theoretical knowledge and skills learned in the classroom with experiential learning gained through its application in an array of social services settings. The students will obtain supervised practice experience in which they can apply the knowledge, skills, values and ethics that they bring to practicum to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely. As well, as the students apply their learning through practice, develop and maintain professional autonomy, they continue to learn and be a provider of social work practice.

This course assumes that students have a basic understanding of the nature, purpose and values of social work, as well as the generalist foundation of practice. Field Practicum builds upon that acquired knowledge and provides the students with principles of practice in working with individuals, families, small groups, organizations, communities, and institutions.

Students must complete a minimum of 14 hours per week for 15 weeks for SWK 390 Field Practicum I and 14 hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 hours is required for the total field experience.

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)

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.

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

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
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 constituencies, acknowledging them as experts of their own lived experiences.	1,2,3,4
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

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
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
34	C9 PBB4	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations.	1,2,3,4
35	C9 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 BSW 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 begins in the classroom.

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

Class attendance/Engagement: Students are expected to log in 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 BSW Field 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 student

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 the 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, 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 or visiting AC 236.

Faculty Expectations:

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 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.

Technology: The Social Work Program uses Exxat online assessment management to provide feedback on specific competency assessments to meet CSWE requirements. Students will also need to demonstrate proficiency and model best practices with online technology.

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. 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	Due Week Twelve
4	Student Acknowledgement of Evaluation	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>

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/unsatisfactory. 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:

Student’s field practicum schedule is individualized and is recorded in their student learning contract in Exxat.

X: Assignment Details

Students are required to read the BSW 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. The student learning contract is to specify the learning activities for the generalist practicum. The student learning contract is due in Exxat by the end of the third week of the semester. 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 timesheets 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 Field Instructor evaluation is completed by the Field Instructor and a grade will be assigned by the Faculty Liaison using a pass/fail grading system in which students will earn either a “S” for satisfactory, a “U” for unsatisfactory, or an “I” for an incomplete.

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
FIELD PRACTICUM II: SWK 490
(6 Credit Hours)

Semester
Section #
Days/time
Place

Instructor Name
Office Hours
Phone
Email

Prerequisites and co-requisites: ‘C’ grades or better in SWK 385, SWK 390, SWK 395. SWK 490 and SWK 495 must be taken concurrently.

I. Course Description

Continuation of SWK 390 involving an additional 14 hours per week minimum in community-service agency. Students may not receive field practicum experience for concurrent job experience, however, under exceptional circumstances, the department may agree to a field experience plan that incorporates part of a student’s experience into the field practicum. Completion of the major is contingent upon a grade of “S.”

II. Course Overview

Field Practicum (SWK 390 and 490) is an essential component in the Practice/Field Sequence which must be taken concurrently with (SWK 385), Interventions I and (SWK 395) Field Seminar I, as well as Interventions II (SWK 485) and Field Seminar (SWK 495).

The Field Practicum experience is developed and designed to integrate the theoretical knowledge and skills learned in the classroom with experiential learning gained through its application in an array of social services settings. The students will obtain supervised practice experience in which they can apply the knowledge, skills, values, and ethics that they bring to practicum to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely. As well, as the students apply their learning through practice, develop and maintain professional autonomy, they continue to learn and be a provider of social work practice.

This course assumes that students have a basic understanding of the nature, purpose, and values of social work, as well as the generalist foundation of practice. Field Practicum builds upon that acquired knowledge and provides the students with principles of practice in working with individuals, families, small groups, organizations, communities, and institutions.

Students must complete a minimum of 14 hours per week for 15 weeks for SWK 390 Field Practicum I and 14 hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 hours is required for the total field experience.

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, Groups, Communities & Organizations

Competency 7 - Assess Individuals, Families, Groups, Communities & Organizations

Competency 8 - Intervene with Individuals, Families, Groups, Communities & Organizations

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

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.

CSWE 2022 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
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.	1,2,3,4
1	C1 PBD	Use supervision and consultation to guide professional judgment and behavior.	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 PBA4	Advocate for human rights at the organizational level.	1,2,3,4
2	C2 PBA5	Advocate for human rights at the community 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 social work practice at the individual level.	1,2,3,4

CSWE 2022 Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
3	C3 PBA2	Demonstrate anti-racist and anti-oppressive social work practice at the family level.	1,2,3,4
3	C3 PBA3	Demonstrate anti-racist and anti-oppressive social work practice at the group level.	1,2,3,4
3	C3 PBA4	Demonstrate anti-racist and anti-oppressive social work practice at the organization level.	1,2,3,4
3	C3 PBA5	Demonstrate anti-racist and anti-oppressive social work practice at the community level.	1,2,3,4
3	C3 PBA6	Demonstrate anti-racist and anti-oppressive social work practice at the research level.	1,2,3,4
3	C3 PBA7	Demonstrate anti-racist and anti-oppressive social work practice at the policy level.	1,2,3,4
3	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 constituencies, acknowledging them as experts of their own lived experiences.	1,2,3,4
4	C4 PBA	Apply research findings to inform and improve 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 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 social services.	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 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
6	C6 PBB	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1,2,3,4
7	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
7	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
8	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

CSWE 2022 Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
8	C8 PBB	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	1,2,3,4
9	C9 PBA	Select and use culturally responsive methods for evaluation of outcomes.	1,2,3,4
9	C9 PBB1	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.	1,2,3,4
9	C9 PBB2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.	1,2,3,4
9	C9 PBB3	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.	1,2,3,4
9	C9 PBB4	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations.	1,2,3,4
9	C9 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 BSW 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 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 BSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Class attendance/Engagement: Students are expected to log in 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 BSW Field 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 student 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 the 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, 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 or visiting AC 236.

Faculty Expectations:

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 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.

Technology: The Social Work Program uses Exxat online assessment management to provide feedback on specific competency assessments to meet CSWE requirements. Students will also need to demonstrate proficiency and model best practices with online technology.

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. 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	Due Week Twelve
4	Student Acknowledgement of Evaluation	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/unsatisfactory. 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:

Student’s field practicum schedule is individualized, and is recorded in their learning contract, in Exxat.

X: Assignment Details

Students are required to read the BSW 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. The student learning contract is to specify the learning activities for the generalist practicum. The student learning contract is due in Exxat by the end of the third week of the semester. 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 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 Field Instructor evaluation is completed by the Field Instructor and a grade will be assigned by the Faculty Liaison using a pass/fail grading system in which students will earn either a “S” for satisfactory, a “U” for unsatisfactory, or an “I” for an incomplete.

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 PROPOSAL



School of
Social Work
COLLEGE OF HEALTH

EMPLOYER-BASED FIELD PLACEMENT (EBP) PROPOSAL- BSW PROGRAM

Student Information

Name: _____ CSU ID#: _____

CSU Email: _____

Proposed Agency & Program: _____ City/State: _____

Proposed Field Education Experience (select one): _____ BSW Field Practicum

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.

BSW 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 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 Bachelor degree from an accredited school of social work; at least two years of post BSW 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.**

APPENDIX C – SAFETY IN FIELD QUESTIONS

Safety & Field Placement Conversation Guide

Use this conversation guide with your field instructor to raise your awareness of workplace 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 – Bachelor 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>)