

Field Manual

Bachelor of Social Work Program

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Cleveland State University
School of Social Work



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Table of Contents

OVERVIEW OF FIELD EDUCATION	5
PROGRAM MISSION AND GOALS	8
CURRICULUM DESIGN FOR FIELD EDUCATION	9
TASKSTREAM POLICY	9
FIELD ROLES AND RESPONSIBILITIES	10
Field Education Coordinator	10
Faculty Liaison	12
Field Instructor	14
Field Agency	16
Field Student	17
POLICIES AND PROCEDURES	19
Student Field Eligibility Criteria	19
Notification regarding Felony Convictions and Unprofessional Conduct	19
BSW Field Practicum Student Expectations	20
Field Placement Process	20
Evaluating Student Learning	23
Employment-based Field Placement (EBP)	24
Protocol for New Field Placements and Evaluating Field Placements	25
Attendance	27
Holiday Break Between Semesters	27
Grading	29
Field Problem Resolution Procedures	29
Student Safety	33
Academic Performance Committee	35
Dismissal for Non-Academic Reasons	35
THE STUDENT LEARNING CONTRACT	37
Guidelines on Developing the Student Learning Contract	37
CSWE SOCIAL WORK COMPETENCIES (2022)	39
THE EVALUATION PROCESS	45
APPENDIX A – FIELD SYLLABI	46

APPENDIX B - EMPLOYMENT-BASED FIELD PLACEMENT PROPOSAL	60
APPENDIX C – SAFETY IN FIELD QUESTIONS	62

OVERVIEW OF FIELD EDUCATION

The field education component of the BSW program is developed and designed to enable students to enhance their knowledge, skills, and values in social work practice. Students participate in experiential learning that facilitates their working with client systems at all levels. Field education, the signature pedagogy, is the curricular area that socializes students into the social work profession. Field education connects and integrates theory and practice. 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 enhance their abilities in the nine core competency areas, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills.

The field education component functions within the context of the social service delivery systems in Northeast Ohio. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment.

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.

Field education is viewed as the integrated process through which students will 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: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Students develop these competencies in a culminating experience known as field education, where real-world experiences allow them to integrate classroom knowledge, values, and skills acquired in the generalist area, as well as to develop a reflective, self-evaluating practice stance.

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 and skills 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 advanced practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers, 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, 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 goals of the BSW program. Field Instructors are trained in how the students implement the mission and goals.

PROGRAM MISSION AND GOALS

The mission of the BSW program is to graduate a diverse student body, to encourage civic engagement, and dedication to public service. We are committed to social and economic justice for poor and oppressed populations. We endeavor to promote a more humane society through excellence in our research, teaching, and service, both to the university and the community. We strive to graduate social workers who are well prepared to address the challenges of practice in a dynamic urban environment, and who are guided by a deep respect for cultural diversity and the resilience of the human spirit.

This mission is consistent with the profession's purpose and values as it emphasizes enhancing wellbeing for all. Service is elevated through a focus on preparing students for practice and collaboration with the broader community. The pursuit of social and economic justice are named as key undertakings, evident throughout the course catalog. By fostering a diverse learning environment, the program engenders respect for others as a core principle. This is further promoted through an emphasis on collaboration as a means of achieving success. Moreover, the program's commitment to social work values is clearly demonstrated in the manner in which human relationships, with clients and professionals, are stressed as a key component of our engagement with the community.

The School carries out its mission by meeting **four major goals** that reflect the philosophy and purpose of the social work profession, the mission and goals of the university and the Council on Social Work Education's Curriculum Policy Statement. These goals are:

1. Provide a coherent integrated curriculum within a diverse urban environment, grounded in an interdisciplinary liberal arts perspective that supports the professional foundation and exhibits student competency in social work knowledge, skills, values, and ethics.
2. Advocate for all policies to ensure social and economic justice and effective service delivery to all at risk and vulnerable populations, both locally and globally.
3. Establish relationships with public and private human services agencies that improve the quality of life for Northeast Ohio residents, as well as offer applied learning experiences for students.
4. Stay abreast of research that informs practice and prepares graduates to engage in scientific inquiry and life-long learning to ensure ongoing professional development and best practices.

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.

Summer semester hours for SWK 390 Field Practicum I or SWK 490 Field Practicum II are 17.5 hours per week for 12 weeks.

Course	Hours
SWK 390 Field Practicum I	210 hours/semester 14 hours/week
SWK 490 Field Practicum II	210 hours/semester 14 hours/week
Summer Classes: SWK 390 or SWK 490	210 hours/semester 17.5 hours/week

TASKSTREAM POLICY

Taskstream is the web-based system used for fieldwork documentation and evaluation. Students must maintain an active Taskstream account and complete all assigned logs, student self-assessment, and their student learning contract in Taskstream. These materials are reviewed by their Field Instructor and Faculty Liaison throughout the semester. Additional directions for completion of logs, student learning contract, and the student self-assessment evaluation are found in Taskstream under the general instructions section. All students are also given the Taskstream 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 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 Director of the BSW program 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 Taskstream.
- 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/time logs.
- Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

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, assisting and ensuring that field education competencies and practice behaviors are being met by the Field Instructor and student. Faculty Liaison assignments are made by the School of Social Work Director in conjunction with the Field Education Coordinator during the first two weeks of the semester.

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/time logs 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/time logs, 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 in order to participate in developing the student learning contract. The initial contact includes clearly communicating the Faculty Liaison's responsibilities and availability.

- The first field visit includes a review of the student's work and the progress made in preparing the student learning contract.
- The second field visit 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 determine if a field visit is indicated, and proceed as usual.
- During the second semester, a site visit is required within the first seven weeks so as to monitor student progress in learning. Faculty Liaisons are available for phone or in-person 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 his/her 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 Taskstream 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 objectives 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 Taskstream, 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 progress in his/her 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.

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 Taskstream 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, and skills 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, and values of the social work profession that will enable them to fulfill program competencies through operationalizing practice behaviors. The student, in collaboration with his/her 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 Taskstream, 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: application; agency acceptance for field placement; Employment-based Field Placement (EBP) proposal, if applicable; student learning contract; activity/time logs; and evaluation.
- Attend all required field orientations and seminars to discuss field and other topics relevant to social work practice.
- Read and become familiar with all field documents, requirements, policies, and procedures.
- Assume the cost of a background check and physical examination 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/time logs 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 professional 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, and values of the social work profession. The School of Social Work's mission is to prepare students to become effective generalist social work practitioners. Achievement of this outcome requires that students develop their knowledge, skills, and values to a level of professional competency in service to all vulnerable populations

The School of Social Work does **NOT** grant academic credit toward life experiences.

Student Field Eligibility Criteria

SWK 390:

1. Completion of all general educational requirements for the College of Liberal Arts and Social Sciences.
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/time logs.

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 a field placement no later than three weeks prior to the start of the semester.
- Responsible for taking a lead in developing their individualized student learning contract, describing how they will learn and demonstrate the 9 generalist social work competencies.

As stated in the BSW Field Manual on page 20, the Field Education Coordinator will suspend the interviewing process in the event that 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 Coordinator who may refer the student to the Academic Performance Committee.

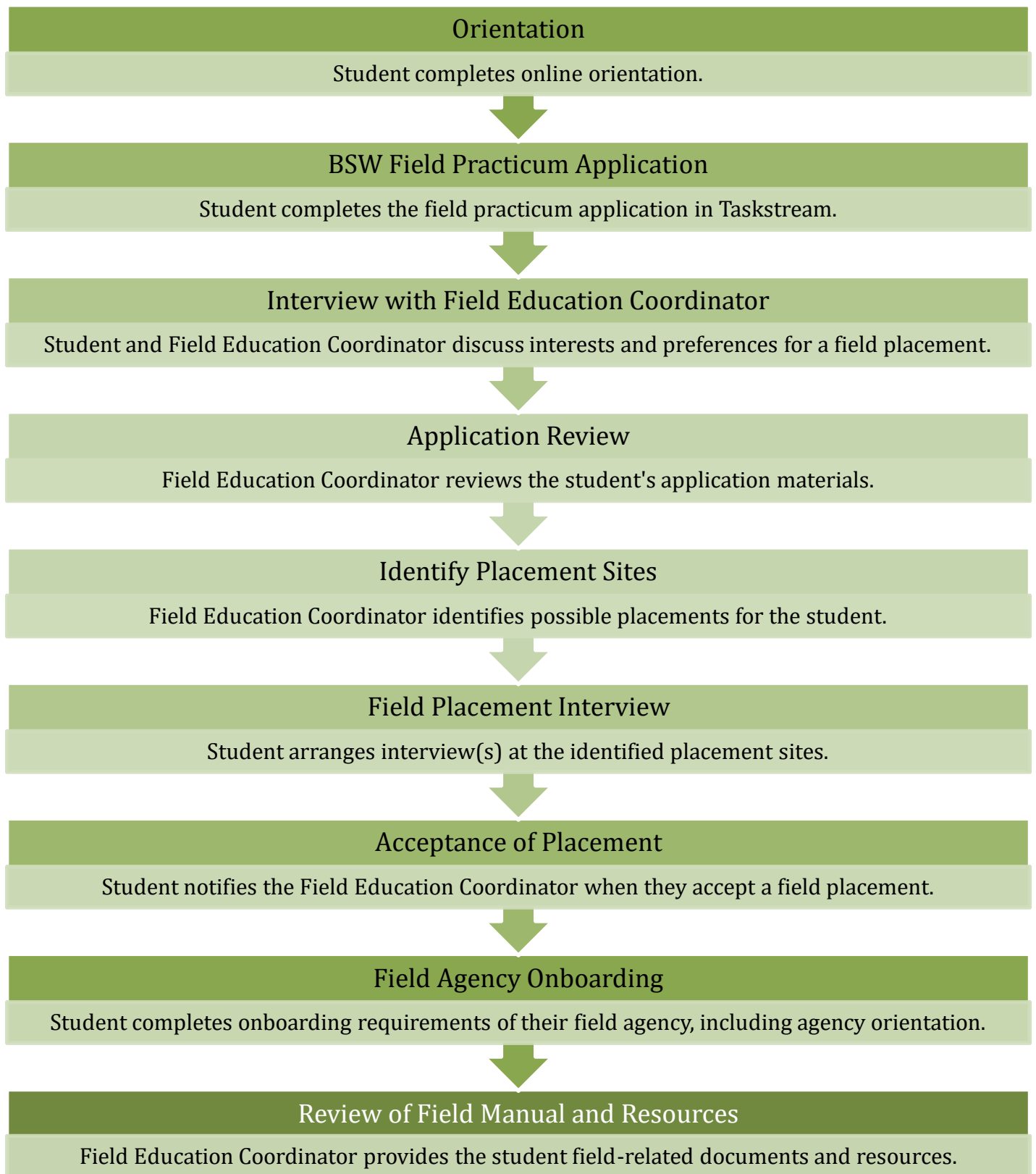
Field Placement Process

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 through Taskstream the field application and orientation materials **before** beginning field.
- Students are provided information on agencies that meet the requirements of the field education component.
- Students must secure field placement **no later than three weeks before to the start of the semester**. If a student does not have placement secured by this time or is not currently working with the Field Education Coordinator to secure placement, they will not be permitted to take field practicum that semester.
- 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 Academic Performance Committee.
- Once a field assignment has been finalized, a change in field assignment requires adherence to this field education manual.
- 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.
- Summer semester hours for SWK 390 Field Practicum I or SWK 490 Field Practicum II are 17.5 hours per week for 12 weeks.
- 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 logs, and visits by Faculty Liaisons. At the end of each semester, students also complete a student self-assessment. Students discuss their student self-assessment with their Field Instructor prior to the Field Instructor completing the student's evaluation.

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 CSU 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.

Students also submit weekly logs which summarize their tasks and describe progress made that week in developing the social work competencies. The weekly log includes a checklist that enables them to identify the competencies they were addressing and their related tasks during the week. In addition to the checklist, the log contains open-ended sections allowing students to describe how they addressed the competencies. Students complete the weekly logs in Taskstream and submit the logs to their Field Instructor for review. The Field Instructor reviews the logs and provides feedback describing their assessment of students' progress to date, as well as any strengths or areas of concern. After receiving their Field Instructor feedback, the student submits the log to their Faculty Liaison, who reviews both the student's input and Field Instructor comments. By reviewing the weekly logs, the Field Instructor and Faculty Liaison can determine the student's proficiency regarding each competency throughout the semester.

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

Evaluating Student Learning

Student Learning Contract

Weekly logs in Taskstream

Meetings with Faculty Liaison

Student Self-Assessment

Field Instructor Evaluation

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 or not 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.
- The Field Education Coordinator 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, and personnel going on strike.
- 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.
- 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.

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:

- The agency meets established program requirements.
- Submission to the Field Education Director of an EBP proposal using the provided form in Appendix B.
- The field assignments must be directly linked to the social work competencies and support development at the micro-, mezzo-, and macro-levels. Students are permitted to take on additional activities as part of their work week if their agency supports it.
- 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.
- 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. Any deviation must comply with the process outlined within this policy regarding employment termination and/or resignation.
- 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 log.

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 does 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 which is in place for 5 years. 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 Taskstream 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 different ways. This includes:

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

The Field Education Program assesses field effectiveness on an ongoing basis through the Faculty Liaison's evaluation of the student's weekly logs. In addition to reviewing/evaluating the student's weekly logs, the Faculty Liaison is also assessing the student learning contract, student self-assessment, and Field Instructor evaluation to determine if the student is actively demonstrating that they are learning the competencies 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 Taskstream system, thoroughly reviews the student's feedback, and shares this feedback with the Field Education Coordinator. The School of Social Work also assesses the effectiveness of field placement with the implicit curriculum survey which is distributed to all students each semester.

Attendance

Patterns of weekly attendance: BSW students 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, 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. 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.

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, an in-person meeting if needed, and for developing 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 time line 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 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 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 School of Social Work Director for possible 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 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, Field Education Coordinator and academic advisor.

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 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, Faculty Liaison, and academic advisor.

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

Student Safety

Students participating in field must be aware of their environment to protect their own personal safety. Although safety issues are not anticipated, it can be difficult to predict when dangerous situations may occur and it is important for students to be consciously aware of their surroundings at all times. Proactive planning and training increases 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 be in compliance with the university of record policies and procedures, the mission and goals of the BSW program, the purpose and values of the social work profession, and practice behaviors. In the event that 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 in regard to client confidentiality and respect for the dignity and worth of clients.

- Consistent acts of racism, sexism, heterosexism, ableism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students.
- Behavior that violates the protocol of the field practicum sites, as well as activities that create dissention among colleagues and/or supervision.
- Students violating agency's policies and procedures.

The Field Education 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. 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, and values in advanced 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 Taskstream system and encompasses the CSWE competency areas.

Guidelines on Developing the Student Learning Contract

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

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.

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, determines whether the program's expectations are being met and that the student has the opportunity to operationalize the professional competencies through practice behaviors. The Faculty Liaison approves the student learning contract.

The Faculty Liaison also schedules a meeting at the end of the semester to participate in the evaluation process. The expectation is that the students will have accomplished the incremental tasks and objectives, as well as having demonstrated the practice behaviors. The 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.
- Field Instructors and students should consult with the Faculty Liaison, as needed or requested, in regard to the development, use and/or major alteration of the student learning contract.

CSWE SOCIAL WORK COMPETENCIES (2022)

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

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 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, 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:

- 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;
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Manage personal and professional value conflicts and affective reactions;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- 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 engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Advocate for human rights at the individual and system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion 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, and they 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 and systemically oppress, marginalize, and alienate.

Social workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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 Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, and 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:

- Apply research findings to inform and improve practice, policy, and programs; and

- 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:

- 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
- 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:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and

- 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:

- Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

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:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and

- 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:

- Select and use culturally responsive methods for evaluation of outcomes; and
- 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 weekly logs, student learning contract, and evaluations in Taskstream throughout the semester. Students who are having difficulty using Taskstream or in operating a computer must make arrangements to acquire these skills. No exceptions will be given.
- Students are evaluated throughout the semester, including on the timely submission of their work. Students must also assure that their Field Instructors are commenting on their work in Taskstream before submitting to their liaisons.
- Students must complete the student self-assessment component in Taskstream and submit to their Field Instructor. Field Instructors will then complete their own evaluation of the students' progress throughout field practicum.
- Following the Field Instructors' completion of the evaluation, students will review and save the evaluation as a PDF. Finally, students will complete the student acknowledgement **OF** Faculty Liaison review, upload the PDF evaluation as an attachment, and submit to their Faculty Liaisons (see *Taskstream Student User Guide for detailed instructions*).
- Faculty Liaisons will review all submitted work and assign final grades. Grades will not be given until all assignments are completed in Taskstream. All Taskstream 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's School of Social Work FIELD PRACTICUM I SWK 390

Semester Year	Instructor Name
Office Hours	Contact Information

Course Prerequisites: Students shall complete all Social Work Core courses and must be in their year junior year, having attained a 2.0 grade point average prior to their being accepted in Field Practicum. Students must have also completed all pre-requisites for SWK 302 and SWK 303. Co-requisite: SWK 385, SWK 386 or SWK 390, and SWK 395 must be taken concurrently.

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.

Summer semester hours for SWK 390 Field Practicum I or SWK 490 Field Practicum II are 18 hours per week for 12 weeks.

III. GENERALIST SOCIAL WORK COMPETENCIES

The following CSWE generalist social work competencies are addressed by the overall curriculum. For each competency, there is set of knowledge areas and practice behaviors, which are omitted here to save space, but which inform the course competencies in the next section.

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, 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. COURSE COMPETENCIES ADDRESSED IN THIS COURSE

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	Make ethical reflections by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of	1,2,3,4

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
		research, and additional codes of ethics within the profession as appropriate to the context.	
2	C1 PBB	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	1,2,3,4
3	C1 PBC	Manage personal and professional value conflicts and affective reactions.	1,2,3,4
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes.	1,2,3,4
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	1,2,3,4
6	C2 PBA	Advocate for human rights at the individual and system levels.	1,2,3,4
7	C2 PBB	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1,2,3,4
8	C3 PBA	Demonstrate anti-racist and anti-oppressive social work practice at the individual level.	1,2,3,4
9	C3 PBB	Demonstrate anti-racist and anti-oppressive social work practice at the family level.	1,2,3,4
10	C3 PBC	Demonstrate anti-racist and anti-oppressive social work practice at the group level.	1,2,3,4
11	C3 PBD	Demonstrate anti-racist and anti-oppressive social work practice at the organization level.	1,2,3,4
12	C3 PBE	Demonstrate anti-racist and anti-oppressive social work practice at the community level.	1,2,3,4
13	C3 PBF	Demonstrate anti-racist and anti-oppressive social work practice at the research level.	1,2,3,4
14	C3 PBG	Demonstrate anti-racist and anti-oppressive social work practice at the policy level.	1,2,3,4
15	C3 PBH	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
16	C4 PBA	Apply research findings to inform and improve practice, policy, and programs.	1,2,3,4
17	C4 PBB	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of social work.	1,2,3,4
18	C5 PBA	Use social justice, anti-racist, and anti-oppressive lenses to	1,2,3,4

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
		assess how social welfare policies affect the delivery of and access to social services.	
19	C5 PBB	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1,2,3,4
20	C6 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
21	C6 PBB	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1,2,3,4
22	C7 PBA	Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies.	1,2,3,4
23	C7 PBB	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	1,2,3,4
24	C8 PBA	Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase capacities of clients and constituencies.	1,2,3,4
25	C8 PBB	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with an on behalf of clients and constituencies.	1,2,3,4
26	C9 PBA	Select and use culturally responsive methods for evaluation of outcomes.	1,2,3,4
27	C9 PBB	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.	1,2,3,4
28	C9 PBC	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.	1,2,3,4
29	C9 PBD	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.	1,2,3,4
30	C9 PBE	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations.	1,2,3,4
31	C9 PBF	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with communities.	1,2,3,4

V. REQUIRED TEXT

Not Applicable

VI. EXPECTATIONS OF STUDENTS

Class Attendance Policies

Students are expected to attend field regularly in accordance with hours stated in the student learning contract. Students should keep their field instructor informed of changes in their schedule, and advise their Faculty Liaison when there are any major changes in their schedule.

Students with Disabilities

Students with a disability should inform the instructor during the first week so that necessary accommodations can be discussed. 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 MC147.

Accommodations need to be requested in advance and will not be granted retroactively.

VII. ASSIGNMENTS, READINGS, AND EXERCISES

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required BSW paperwork must be completed prior to the beginning of field.

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

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 (p.18).

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 shall be considered to be academic fraud.

In addition to meeting the stated objectives listed in the students 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 Logs	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

VIII. COURSE OUTLINE:

Student's field practicum schedule is individualized, and is recorded in their student learning contract in Taskstream.

IX: 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 Taskstream. The student learning contract is to specify the learning activities for the generalist practicum. The student learning contract is due in Taskstream during the third to fourth 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/time log documenting their activities and field hours in Taskstream. 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 Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

Cleveland State University's School of Social Work
FIELD PRACTICUM II: SWK 490

Semester Year	Instructor Name
Office Hours	Contact Information

Course Prerequisites: Students shall complete all Social Work Core courses and must be in their year junior year, having attained a 2.0 grade point average prior to their being accepted in Field Practicum. Students must have also completed all pre-requisites for SWK 302 and SWK 303. Prerequisites: 'C' grades or better in SWK 385, SWK 390, SWK 395. SWK 490 and SWK 495 must be taken concurrently.

IV. COURSE DESCRIPTION

Continuation of SWK 390 involving an additional 14 hours per week minimum in community-service agency. Completion of the major is contingent upon a grade of "S."

V. 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.

Summer semester hours for SWK 390 Field Practicum I or SWK 490 Field Practicum II are 18 hours per week for 12 weeks.

VI. GENERALIST SOCIAL WORK COMPETENCIES

The following CSWE generalist social work competencies are addressed by the overall curriculum. For each competency, there is set of knowledge areas and practice behaviors, which are omitted here to save space, but which inform the course competencies in the next section.

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, 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. COURSE COMPETENCIES ADDRESSED IN THIS COURSE

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	Make ethical reflections 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
3	C1 PBC	Manage personal and professional value conflicts and affective reactions.	1,2,3,4

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes.	1,2,3,4
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	1,2,3,4
6	C2 PBA	Advocate for human rights at the individual and system levels.	1,2,3,4
7	C2 PBB	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1,2,3,4
8	C3 PBA	Demonstrate anti-racist and anti-oppressive social work practice at the individual level.	1,2,3,4
9	C3 PBB	Demonstrate anti-racist and anti-oppressive social work practice at the family level.	1,2,3,4
10	C3 PBC	Demonstrate anti-racist and anti-oppressive social work practice at the group level.	1,2,3,4
11	C3 PBD	Demonstrate anti-racist and anti-oppressive social work practice at the organization level.	1,2,3,4
12	C3 PBE	Demonstrate anti-racist and anti-oppressive social work practice at the community level.	1,2,3,4
13	C3 PBF	Demonstrate anti-racist and anti-oppressive social work practice at the research level.	1,2,3,4
14	C3 PBG	Demonstrate anti-racist and anti-oppressive social work practice at the policy level.	1,2,3,4
15	C3 PBH	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
16	C4 PBA	Apply research findings to inform and improve practice, policy, and programs.	1,2,3,4
17	C4 PBB	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of social work.	1,2,3,4
18	C5 PBA	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	1,2,3,4
19	C5 PBB	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1,2,3,4

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
20	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
21	C6 PBB	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1,2,3,4
22	C7 PBA	Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies.	1,2,3,4
23	C7 PBB	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	1,2,3,4
24	C8 PBA	Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase capacities of clients and constituencies.	1,2,3,4
25	C8 PBB	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with an on behalf of clients and constituencies.	1,2,3,4
26	C9 PBA	Select and use culturally responsive methods for evaluation of outcomes.	1,2,3,4
27	C9 PBB	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.	1,2,3,4
28	C9 PBC	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.	1,2,3,4
29	C9 PBD	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.	1,2,3,4
30	C9 PBE	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations.	1,2,3,4
31	C9 PBF	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with communities.	1,2,3,4

V. REQUIRED TEXT

Not Applicable

VI. EXPECTATIONS OF STUDENTS

Class Attendance Policies

Students are expected to attend field regularly in accordance with hours stated in their student learning contract. Students should keep their Field Instructor informed of changes in their schedule, and advise their Faculty Liaison when there are any major changes in their schedule.

Students with Disabilities

Students with a disability should inform the instructor during the first week so that necessary accommodations can be discussed. 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 MC147.

Accommodations need to be requested in advance and will not be granted retroactively.

VII. ASSIGNMENTS, READINGS, AND EXERCISES

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required BSW paperwork must be completed prior to the beginning of field.

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

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 (p.18).

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 shall be considered to be academic fraud.

In addition to meeting the stated objectives listed in the students 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 Logs	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

VIII. COURSE OUTLINE:

Student's field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

IX: 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 Taskstream. The student learning contract is to specify the learning activities for the generalist practicum. The student learning contract is due in Taskstream during the third to fourth 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/time log documenting their activities and field hours in Taskstream. 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 Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

APPENDIX B - EMPLOYMENT-BASED FIELD PLACEMENT PROPOSAL



College of Liberal Arts & Social Sciences

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 work-place safety risks and strategies.

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

Other resources to consider:

1. Field Manual – 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>)