**EMPLOYMENT-BASED FIELD PLACEMENTS POLICY AND PROPOSAL**

Students are eligible for employment-based field placements. This is defined as participating in a field placement at an agency in which the student has been employed in the past or is currently employed when entering the field practicum. (Note: this policy may also apply to students who have volunteered extensively at agencies where they want to do a field placement.) Policies are provided below which will ensure that the student is participating in new learning and practicing experiences during the field placement; that the level-specific practice behaviors guide and direct the field experience; that the learning environment is maintained; and that the learning role is safeguarded for the student.

**The Student Role vs. the Employee Role**

The student and employee roles overlap in some ways and yet are fundamentally different. Commonly, both students and employees participate in an orientation period and engage in agency training. Tasks performed by both may, at times, be identical, as well. Further, both the student and the employee are expected to comply with organizational policies and practices. Considering these many similarities, the question arises: what, then, is different?

Differences fall under several categories: purpose for being at the agency, the nature of field activities, the supervision model, and workload. The explanation begins with consideration of the purpose for the student’s presence at the agency. The purpose for the student’s presence is to enhance the student’s education and not the agency’s need for employee productivity. Given that the purpose is different, it follows that the student’s projects and activities will be different in type and quantity. Rather than focusing on the agency’s needs, the student’s projects and activities will relate to the level-specific field practice behaviors.

Furthermore, the student’s supervision model for field experience plays a role in explaining the difference. Supervision of a student is referred to as “field Instruction,” because within the role is a definite element of teaching that extends throughout the field year. This is different from the supervision that employees typically receive. Supervision of a student focuses on the identification of and application of theories utilized in practice, the development of critical thinking, and the evaluation and implementation of alternative practice approaches. Typically, agency supervision of employees often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Related to that, one finds that workload is another difference. Students do not carry the full workload of paid staff, nor should they be expected to.

**Policies for the Consideration of an Employment-based Field Placement**

The policies stated below are based on the assumption that the student will continue to be employed by the agency during the duration of the field placement. The student must prepare a proposal that explains how his or her situation meets the following policies. A proposal for placement in a student’s place of employment will be considered only when the agency and the student are able to create and support an educationally based field learning experience. The student reviews and incorporates the policies discussed below:

1. Agency Eligibility: The agency meets the regular criteria for affiliated agencies, completes the “Facility Information Form,” and negotiates a contract for affiliation.
2. Field Instructor Eligibility and Affiliation: Related to emphasizing the difference in roles between supervisor and field instructor and related to precluding any conflict of interest, the proposed field instructor must not have previously supervised the student as an employee. **A different field instructor must be proposed, and this choice is subject to the approval of the social work program.** The proposed field instructor completes the “Field Instructor Affiliation Agreement.” The proposed field instructor expresses an understanding of the role of field instructor vs. supervisor.
3. Appropriate Field Assignments: Assuming, first of all, that the student’s field assignments are congruent with the field education practice behaviors, the student’s identified learning assignments must differ significantly in type and content from those performed as an employee. New roles and tasks will be proposed **which will be performed within a different program, team, or agency site.**
4. Practice Opportunities Related to Practice Behaviors: The social work program has specified achievable practice behaviors that are based on the nine core competencies of social work as promulgated by CSWE (<https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx>).
5. The practice behaviors are level specific and may be viewed in this manual under “Field Education Curriculum.” The practice behaviors are divided between the two semesters of field, and the entire year of field work and projects selected should reflect the totality of the practice behaviors for the student’s level of social work education.
6. Designated Hours: The hours designated for the field practicum must be clearly differentiated from the student’s regular work hours and documented.
7. Proposal Submittal: The student submits the “Employment-Based Field Instruction Proposal” in a timely fashion, according to the field practicum calendar.

**Employment-Based Field Placement Proposal Form**

The proposal is prepared by the student in consultation with the proposed field instructor and other involved agency personnel and is submitted to the field liaison by the date designated in the field calendar. The field liaison is available to assist the student in formulating this proposal. The signature of the field director indicates acceptance of the proposal. The student will be notified regarding the status of the proposal or any required changes or clarifications.

**OHIO UNIVERSITY SOCIAL WORK PROGRAM**

**EMPLOYMENT-BASED FIELD PLACEMENT PROPOSAL**

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| --- | --- |
| STUDENT NAME:ADDRESS:TELEPHONE NUMBER:EMAIL: | DATE:LICENSE I WILL HAVE (MSW only):LSW or SWT (circle one) |
| INDICATE PROGRAM LEVEL OF FIELD YOU ARE ENTERING:  UNDERGRAD FOUNDATION ADVANCED |
| AGENCY NAME WHERE STUDENT IS EMPLOYED:ADDRESS (precise location where the student is practicing):TELEPHONE NUMBER: |
| EMPLOYMENT SUPERVISOR NAME:CREDENTIALS (DEGREES AND LICENSES):TELEPHONE NUMBER:EMAIL: |
| PROPOSED FIELD INSTRUCTOR NAME FOR PLACEMENT:CREDENTIALS (DEGREES AND LICENSES):TELEPHONE NUMBER:EMAIL: |

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| --- |
| NAME OF TEAM STUDENT CURRENTLY WORKS WITH AS AN EMPLOYEE: |
| DESCRIBE THE CURRENT POPULATION STUDENT WORKS WITH AS AN EMPLOYEE: |

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| --- |
| CURRENT EMPLOYMENT DESCRIPTION (In this box, provide a complete description of the roles and responsibilities that the student performs at the agency as an employee): |
| Indicate below the days and hours designated for continuing employment: |
| Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. |

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| --- |
| NAME OF TEAM STUDENT WILL WORK WITH FOR FIELD PLACEMENT: |
| DESCRIBE THE POPULATION STUDENT WILL WORK WITH FOR FIELD PLACEMENT: |

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| PROPOSED FIELD PLACEMENT DESCRIPTION (In this box, provide a complete description of the proposed projects, activities, and roles for the student’s fieldwork; these must be different from employment responsibilities and congruent with the level-specific practice behaviors): |
| Indicate below the days and hours designated for engaging in fieldwork: |
| Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. |

**SIGNATURE AND DATES**

Signature indicates agreement and commitment to the proposal.

|  |  |
| --- | --- |
| STUDENT: | DATE: |
| CURRENT EMPLOYMENT SUPERVISOR: | DATE: |
| PROPOSED FIELD INSTRUCTOR: | DATE: |
| FIELD LIAISON: | DATE: |
| FIELD EDUCATION DIRECTOR: | DATE: |

Revised 2/21/2020