## FIELD EDUCATION POLICIES AND PROCEDURES

**PRE-REQUISITES AND PROCEDURES FOR ENROLLMENT IN THE FIELD**

**Undergraduate Prerequisites**

Enrollment in the undergraduate senior practice sequence, which includes the field practicum, requires the student to have met the following requirements:

* has attained either junior or senior rank
* has been accepted as a major in the Department of Social Work
* has demonstrated academic and intellectual ability as evidenced by achieving a minimum of a 2.5 overall GPA at the time of application to the major and at the end of Fall semester prior to the field placement process
* has completed all pre-requisites as listed in the Department of Social Work's

“Undergraduate Student Handbook”

* has completed all junior-level courses required for the major or will complete by the end of spring semester prior to entering the senior sequence
* has maintained conduct that is representative of the profession, including conduct described in the NASW Code of Ethics

For students seeking the BASW, which has a foreign language requirement, it is strongly recommended that all but one semester of the foreign language requirement be completed prior to entering the senior sequence.

## Undergraduate Procedures

To enhance the quality of learning and to promote professional behavior and problem solving, Ohio University’s Department of Social Work has developed the following procedures leading up to student placement in the social work field practicum:

Step 1 – Distribution of Placement Materials: At a pre-placement meeting in mid-February of the academic year preceding enrollment in the practice sequence, students will receive information regarding the field roles, policies, and procedures as well as instructions pertaining to the first step of field placement. This field material is part of the *Field Education Manual*, and the entire manual in available on Blackboard. **NOTE: students should refer to the field education manual throughout their program and comply with all policies, procedures, and timelines included therein.**

Step 2 – Application to Enter the Field Practicum: Students are to complete one (1) copy of the “Undergraduate Application to Enter the Field Practicum” (see “Forms” section of the field manual) by the date designated in the undergraduate pre-placement field calendar. This is to be submitted to the Department of Social Work office. Students will submit their applications to Typhon (this will require the purchase of a Typhon account at around the same time). Three additional copies are to be made and kept for agency interviews.

Step 3 – Advising: In accordance with the dates indicated on the pre-placement field calendar, students are responsible for making an appointment with their academic advisor and for bringing their

DARS to the appointment. Students are urged to talk to other students or faculty about ideas for possible field placements. Advising for field placement includes the following activities:

* determination of eligibility to enroll in the field/practice sequence as per the above-outlined requirements
* discussion of immediate and long-range interests and goals
* a review of the student’s GPA
* an exploration of possible practicum sites
* completion of the “Undergraduate Pre-placement Advising Form,” which is submitted to the field education director (this form certifies the student’s status as eligible for field placement).

## NOTES: 1) Students whom the faculty advisor considers to be in need of special assistance or about whom the faculty advisor may have reservations related to admittance to the field practicum will be referred to the field education director; 2) Students must participate in the above-described advising meeting prior to scheduling and conducting agency interviews; 3) A copy of the “Undergraduate Pre-placement Advising Form” form is included in the “Sample Forms” section of this manual.

Step 4 – Field Placement Fair: For undergraduates, a field placement fair is held during the spring semester (usually mid-March), during which students have the opportunity to further familiarize themselves with possible placement sites, field instructors, and learning opportunities. The placement fair is scheduled prior to the dates during which agency interviews will occur. The Typhon data base is another resource for researching desired placement sites.

Step 5 – Agency Interviews: During the time period designated on the field calendar, students will initiate contact, schedule, and interview with at least three agencies. For each interview, students are to take a completed copy of the “Undergraduate Application to Enter the Field Practicum” to the field instructor at the agency**. NOTE: These are two-sided interviews in terms of participation. This means that students are to explore the agency to gain information about whether or not this agency will best fit their needs and interests. Simultaneously, the agency field instructor is interviewing the student as a potential practicum student for his or her agency.**

Students have three weeks to complete three agency interviews. Should any difficulties arise in adhering to this schedule, it is the student’s responsibility to contact the field education director. The faculty advisor is also available for consultation during the time period in which the student is exploring potential field placements.

Step 6 – Appointment with Field Liaison: After the student has completed at least three (3) agency interviews and prior to the date designated in the field calendar, the student will schedule an appointment with one of the field liaisons. At this time, the student will discuss the agencies where they have been interviewed and will complete the “Field Practicum Preference Form.” On this form, the student designates first, second, and third choices for field placement. **NOTE: No agency is to be listed until the student has had a face-to-face contact with an agency representative. All agencies at which the student interviewed must be included on the preference form.**

Step 7 – Matching Process: Following the end of the interviewing period, the field education director will compile from the field practicum preference forms all student first choices and submit these students’ names to the agencies for acceptance (this is done by the field liaison for the regional campus). Should it be the case that more students list an agency than the agency can accommodate,

the field instructor and the field education director (or liaison for regional campus) will make the final decision jointly as to which students will be placed there. The field education director (or liaisons for the regional campuses) will engage in this matching process and finalize student placements for the Athens campus until all students are matched. In the event that a student’s first choice cannot be honored, the student's name will be submitted to the second setting for approval and, if necessary, to the third choice. If it appears that the student will not be assigned to any of the designated agency choices, the field education director (or liaison for the regional campus) will contact the student to discuss remaining options.

Students must put their best foot forward and cultivate a professional impression at these interviews. A student who is refused placement by three (3) agencies that have available placement slots will be denied admission to the senior practice sequence and field practicum.

Step 8 – Final Agency Assignment: When all placements have been negotiated with agency personnel and have been confirmed, the field director (or liaison) will notify the students in writing of their assignments.

## Graduate Prerequisites

Students seeking enrollment in the Foundation MSW field practicum must meet the following requirements:

* + adherence to the timeline and guidelines for the placement process listed in the “Foundation Pre-Placement and Field Practicum Calendar
  + successful completion of all coursework occurring prior to and concurrent with the placement process
  + maintain conduct that is representative of the profession, including conduct contained in the NASW Code of Ethics
  + attend all scheduled field meetings

There are two levels of MSW field instruction defined as follows:

## Foundation Practice (first year; fall and spring semesters for face-to-face program OR three semesters for part-time online program):

During the foundation practicum, the graduate student is learning the basic social work skills necessary to provide a solid foundation for practice, with the intention to integrate an advanced specialized curriculum in the Advanced Clinical Practice field courses. The foundation student is also integrating the knowledge learned in all of the social work curriculum areas. Although learning the generalist roles (counselor/clinician, broker, teacher, and advocate) is part of the foundation curriculum, the foundation learning experience does not, in and of itself, prepare students for independent practice but, rather, prepares them for advanced, specialized learning, that will occur in the advanced practicum courses. The learning plan template of the foundation student is the same as the undergraduate student but is adaptable to the learning goals of the mature and often experienced student.

## Advanced Clinical Practice (second year; fall and spring semesters for face-to-face program OR four semesters for part-time online program):

During the final year of education, the graduate student concentrates on provision of services to adults, children, and families within a clinical context, specializing in more complex therapy issues, advanced assessment skills and diagnosis, advanced counseling skills, agency and community leadership, some problem-solving and advocacy with larger social system

research, and consultancy. Likewise, the learning plan template for this level contains a variety of practice behaviors to guide the student in structuring the advanced practicum activities.

## Foundation Procedures

Distribution of Placement Materials: Early in the first semester of Foundation field, students will receive information regarding the field roles, policies, and procedures as well as instructions pertaining to the first step of field, which is the placement process. This field material is part of *Field Education Policies and Procedures*, and the entire document is available on Blackboard. **NOTE: students should refer to the field education manual throughout their program and comply with all policies, procedures, and timelines included therein.** The student is responsible for attending all group and individual meetings dealing with the field placement process and for adhering to the timelines and guidelines provided.

The Foundation Placement Process: The student is responsible for completing the “Field Interest Inventory” (refer to policy below) and for providing a current resume to the foundation field liaison. Revisions may be required, based on the liaison’s review of the documents. After reviewing the agencies listed in the Typhon data base under “Clinical Site List,” the student may seek additional consultation from the field liaison, other field faculty, or the faculty advisor to discuss placement possibilities. The final resume and inventory will be used as part of the interview process and will be shown to prospective field instructors at the time of each interview.

The student must have a face-to-face interview with every agency at which they may wish to be placed. If the student has multiple placement interests, the student may wish to interview at more than one agency. At least two interviews are recommended. After interviewing, the student is to make an appointment with the foundation field liaison to discuss placement preferences and must submit a “Field Practicum Preference Form,” listing all agencies the student interviewed with. The timeline listed in the field manual must be followed in order for the student to receive optimal consideration for placement at a particular agency. Failure to comply with pre-placement timelines may result in denial of a field placement.

Matching Process: Following the end of the student interview period, the field liaison will compile from the field practicum preference forms all student first choices and submit these students’ names to the agencies for final approval. Should more students list an agency than that agency can accommodate, the final decision as to which student will be placed there is made jointly by the agency and field education liaison. In the event that the student is not selected for an agency of their first or second choice, the field education director will contact the student to discuss alternatives.

A student who is refused placement by three (3) agencies with available placement slots will be denied admission to the MSW foundation field practicum.

Final Agency Assignment: Field assignments will be finalized by the 5th week of the semester. When all assignments have been confirmed with the agency representatives, the field liaison will notify the students in writing of their field assignment.

## Advanced Procedures

It is recognized that for some students and some agencies there may be benefits to continuing the student’s placement assignment for the advanced field experience within the same agency. Refer to the policy and form entitled “Continuation Policy and Proposal.” For other students and agencies, a switch to another agency is desirable.

The Advanced Placement Process: By the middle of the spring semester of the foundation year, the student and field instructor will have discussed whether the agency has the capability of providing an

advanced field experience in clinical social work. If the agency is approved as an advanced placement, a decision must be made regarding whether the student will remain in the agency or will move to another setting.

The availability of an advanced placement in the same agency does not guarantee the student a continued placement there. For the student to be assigned to the same agency for the advanced field placement, the student, field instructor, and field liaison must all be in agreement. The field education director makes the final decision regarding this matter. Factors to be considered are as follows: 1) can the agency provide an advanced placement focusing on clinical practice which includes learning activities that can operationalize the advanced practice behaviors; 2) has the student developed practice needs and interests which would best be addressed in a different setting; and 3) does the student meet the agency’s criteria for instruction in advanced clinical social work.

If the student, field instructor, and field liaison wish consideration for an advanced placement in the same agency, a proposal outlining the second-year supervisory assignment and proposed learning tasks must be submitted to the field liaison by the date specified in the field calendar (refer to “Continuation Policy and Proposal”).

For students who will be completing their advanced field placements at another agency, an interview process similar to the one conducted in the foundation year will occur. Timelines for updating the resume and the “Field Interest Inventory” (refer to policy below), completion of interviews, and a meeting with the foundation field liaison are listed in the “Foundation Field Placement Calendar.”

Matching Process: This process will be the same as for the foundation placement. The field education director will make every effort to accommodate student and agency preferences. The student will be notified if there is any problem with his or her agency choices.

A student who is refused placement by three (3) agencies with available placement slots shall be denied admission to the MSW advanced field practicum.

Final Agency Assignment: When all assignments have been confirmed with the agencies, the field liaison or the field education director will notify the students in writing of their field assignment.

## RESUME AND FIELD INTEREST INVENTORY

Graduate students must submit a current resume and a “Field Interest Inventory” to the field director prior to interviewing at potential field practicum agencies. A sample resume can be viewed at: <https://www.ohio.edu/student-affairs/sites/ohio.edu.student-affairs/files/sites/student-affairs/career-and-leadership/files/CLDC%20Sample%20Resume.pdf>

“Rufus Bobcat” is the resume to look at. This resume works pretty well for our purposes. Bullets should only be one line long. Students should review additional guidance on the Career and Leadership Development Center website to create the resume.

Due dates for these documents are specified in the “Pre-placement and Field Practicum Calendar.” Revisions may be requested by the field liaison or field director in order that these documents may be suitable to share with prospective field instructors. We are always seeking perfection in preparing these types of documents because these documents serve as a public relations advocate.

These two documents, composed by the student, are taken to the placement interviews and serve as an introduction of the student to the prospective field instructor. Preparing these documents is a requirement and is not optional.

A form is provided below for the “Field Interest Inventory,” and the student simply has to fill in brief statements in each of the seven boxes in order to provide detail on the student’s background, education, and professional development. You simply type in the boxes provided below. Each of the categories has an example listed to guide you in selecting applicable information pertaining to you!

When submitting your form, follow these four steps:

1. Type your content into the boxes.
2. Delete the instructions on this page.
3. Delete the examples that are provided in each of the boxes.
4. Install a heading at the top to match your resume heading.
5. Type the words “Field Interest Inventory” at the top of the page.

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| --- |
| **A. Your volunteer and paid experiences in human or social services:** |
| (Example: 1. For my undergraduate field experience, I worked with survivors of domestic violence.) |
| **B. Impact of the above experiences on your social work practice and career goals:** |
| (Example: 1. I studied and practiced the case management role with women experiencing relationship violence. 2. I implemented a crisis resolution model. 3. Now I am ready to take my training to the next level.) |
| **C. Your beliefs and values that you bring to the field of social work:** |
| (Example: 1. I am concerned for those in our society that have experienced trauma, especially life-long trauma, and I believe that this problem is overlooked in our society. I would like to make a positive impact on this situation, because without healing, people cannot move forward with their lives.) |
| **D. The impact of those beliefs and values in terms of strengths or weaknesses in**  **practice:** |
| (Example: 1. I hope to be able to study various treatment models related to trauma resolution and specialize in this area, and I want to be a resource for my agency and my community. This is motivating me to complete this program and get my MSW.) |
| **E. Impact of life experiences in shaping your commitment to social work:** |
| (Example: 1. My experience working at a DV shelter and being a witness to violence against females and children has struck a chord with me. I have also seen domestic violence in my own family. I have a strong commitment to assist in this area, promote healing, and hopefully change my community.) |
| **F. Next steps in terms of your graduate work and your desired training experiences (be specific in terms of the populations you want to work with or specific skills or practice**  **models):** |
| (Example: 1. I desire to obtain a complete background in mental health issues and treatment and also to have a chance to learn at least one trauma resolution model. I would also like for my research project to relate to the treatment of trauma, if possible.) |

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| **G. Special circumstances or accommodations that you might need within the field experience:** |
| (Example: 1. Because of my commitments, I need to plan out my field hours very carefully each week. 2. I am looking for a strong and knowledgeable field instructor who can guide my development.) |

## 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 Department of Social Work.** 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 Department of Social Work has specified achievable practice behaviors that are based on the ten core competencies of social work as promulgated by CSWE ([https://www.cswe.org/getattachment/Accreditation/](http://www.cswe.org/getattachment/Accreditation/) Accreditation-Process/2015EPAS\_Web\_FINAL-(1).pdf.aspx). The practice behaviors are level- specific and may be viewed in this manual under “Field Education Curriculum.” The practice behaviors are divided across the semesters of field, and the entirety of field work and projects selected should reflect the totality of the practice behaviors for the student’s level of social work education.
5. Designated Hours: The hours designated for the field practicum must be clearly differentiated from the student’s regular work hours and documented.
6. 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 Department of Social Work

**EMPLOYMENT-BASED FIELD PLACEMENT PROPOSAL**

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| STUDENT NAME:  ADDRESS: | DATE: | |
| TELEPHONE NUMBER: EMAIL: | LICENSE I WILL HAVE (MSW only):  LSW or SWT (circle one) | |
| INDICATE PROGRAM LEVEL OF FIELD YOU ARE ENTERING: UNDERGRAD FOUNDATION ADVANCED | | PART-TIME/ONLINE |
| AGENCY NAME WHERE STUDENT IS EMPLOYED:  ADDRESS (precise location where the student is practicing): TELEPHONE NUMBER: | | |
| EMPLOYMENT SUPERVISOR NAME: | | |

PROPOSED FIELD INSTRUCTOR NAME FOR PLACEMENT: CREDENTIALS (DEGREES AND LICENSES):

TELEPHONE NUMBER: EMAIL:

CREDENTIALS (DEGREES AND LICENSES): TELEPHONE NUMBER:

EMAIL:

DESCRIBE THE CURRENT POPULATION STUDENT WORKS WITH AS AN EMPLOYEE:

NAME OF TEAM STUDENT CURRENTLY 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. |

DESCRIBE THE POPULATION STUDENT WILL WORK WITH FOR FIELD PLACEMENT:

NAME OF TEAM STUDENT WILL WORK WITH FOR FIELD PLACEMENT:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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.

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| --- | --- |
| STUDENT: | DATE: |

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

## CONTINUATION POLICY AND PROPOSAL

**(STUDENT DESIRES THE FOUNDATIONAL AND ADVANCED PLACEMENT IN THE SAME AGENCY)**

In recognition of the ability of some field placement agencies to offer a broad range of student learning experiences, the option of a field placement in the same agency for both the foundational and the advanced years is possible, providing certain criteria are met. (Refer to important note below.)

There are fundamental differences between the foundation year and the advanced year. The foundation educational experience is designed to provide various opportunities for exposure to and application of the generalist roles of social work: broker, advocate, counselor/clinician, and teacher. Further, the foundation coursework and the field experience should prepare the student for the advanced, specialized learning that occurs in the second year. The social work curriculum for both years, including the field curriculum, is competency based (refer to the ten competencies of social work under “Field Education Curriculum”). These competencies are the same for both program levels; however, specific practice behaviors have been identified that are specific to each level – foundation and advanced.

In considering whether it is appropriate for a student to continue in the same agency for an advanced placement, the student and the field instructor should review the advanced practice behaviors, which reflect not only a higher level of achievement in social work practice but a concentration on clinical skills. Some examples are the ability to work with a variety of clients and client situations and to locate and incorporate additional models of practice into the student’s repertoire; the ability to resolve higher- level ethical situations; the ability to critically examine policy and to demonstrate leadership with other professionals at the agency and in the community; the ability to locate, use, and generate research toward quality practice outcomes; and the ability to practice independently in a variety of situations.

This is vastly different from merely increasing productivity or the size of a caseload. An example of a student continuing in the same agency is a student who learned the case management role at a mental health center and practiced basic problem-solving in the foundation level and then moved to a counseling role in the advanced level, providing individual and group counseling related to a variety of sensitive client issues.

If the student wishes to be considered for continuation of their placement in the same agency for the advanced year of graduate study, a proposal must be submitted to the field liaison by the date specified in the foundation field practicum calendar or advanced pre-placement calendar for advanced-standing students. Continuation in the same agency will be considered only when the agency and the student are able to design an educationally based field learning experience which meets the criteria for an advanced placement as guided by the advanced practice behaviors. As described above, this field learning experience would clearly be different from the foundation field experience.

The student prepares a continuation proposal utilizing the form that is provided in this manual and is shown below. The student signs the proposal. The following persons must review and approve the proposal: the current field instructor for the foundation year; the proposed advanced-level field

instructor, whether the same or someone new; and the current field liaison or field director. Final approval of the continuation proposal is granted by the field education director. The signature of the field director indicates acceptance of this proposal. The student will be notified regarding the status of the proposal or any required changes or clarifications that must be added.

Important Note: This policy and form should be used in cases in which an undergraduate social work student intends to participate in a field placement in the same agency for the advanced-standing program.

## Affiliation of the Field Instructor

If the proposed field instructor for the advanced year is not affiliated with the program, a completed affiliation form must accompany this proposal.

## Form Utilized for Submitting a Proposal for Continuation of Field in the Same Agency for the Advanced Field Experience

The following form must be filled out in accordance with the policy guidelines stated above and submitted to your field liaison or field director. The field director must grant final approval of all continuation forms.

## OHIO UNIVERSITY Department of Social Work CONTINUATION PROPOSAL

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| --- | --- |
| STUDENT NAME: ADDRESS:  TELEPHONE NUMBER: EMAIL: | DATE:  LICENSE I WILL HAVE (MSW ONLY):  LSW OR SWT (circle one) |
| AGENCY NAME:  ADDRESS (location where the student practiced for foundation or undergraduate year):  TELEPHONE NUMBER: | |
| NAME OF FOUNDATION FIELD INSTRUCTOR (or UG field instructor): CREDENTIALS (DEGREES AND LICENSES):  TELEPHONE NUMBER: EMAIL: | |
| NAME OF PROPOSED ADVANCED FIELD INSTRUCTOR: CREDENTIALS (DEGREES AND LICENSES): TELEPHONE NUMBER:  EMAIL: | |

NAME OF THE TEAM THAT THE STUDENT CURENTLY WORKS WITH AS A FOUNDATION OR AS AN UNDERGRADUATE STUDENT:

DESCRIBE CURRENT POPULATION THAT THE STUDENT WORKS WITH AS A FOUNDATION OR UNDERGRADUATE STUDENT:

ROLES, RESPONSIBILITIES, AND SKILLS: In this box, provide a complete description of the roles you took and the activities you participated in, pertaining to generalist practice, as a foundation or undergraduate student, commensurate with the practice behaviors for that level:

What skills did you acquire?

NAME OF THE TEAM THAT THE STUDENT PLANS TO WORK WITH FOR THE ADVANCED PLACEMENT:

DESCRIBE THE POPULATION THAT THE STUDENT PLANS TO WORK WITH AS AN ADVANCED STUDENT:

ROLES, RESPONSIBILITIES, AND SKILLS: In this box, provide a complete description of the roles and learning activities pertaining to advanced clinical practice that you intend to engage in at your agency; such activities are to be commensurate with the advanced practice behaviors set forth in this manual. These learning activities must lead to the ability to respond independently to a variety of practice situations, utilizing advanced clinical knowledge and skills.

SIGNATURE AND DATES:

Signature indicates agreement and commitment to the proposal.

|  |  |
| --- | --- |
| STUDENT: | DATE: |
| FOUNDATION OR UG FIELD INSTRUCTOR: | DATE: |
| PROPOSED ADVANCED FIELD INSTRUCTOR: | DATE: |
| CURRENT FIELD LIAISON (IF ASSIGNED): | DATE: |

|  |  |
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| FIELD EDUCATION DIRECTOR: | DATE: |

## ALLOWABLE FIELD DAYS

The student is to plan their field schedule in conjunction with the field instructor at the agency and will record the agreed-upon schedule on the face sheet of the learning plan. Tools that are available for the student for this planning activity are the university calendar, the field placement calendar, and the “Allowable Field Days” document. Students should always consult their field liaison for questions and concerns. Students are always responsible for serving the requisite number of field hours for their level of study.

Under no circumstances (except as described in the paragraph below) should a student be expected to complete more than the expected field hour total. An agency desiring additional services beyond those required by the Department of Social Work must engage in an employment or volunteer arrangement with the student. During the period of employment or volunteering, the student is considered to be an agency employee or volunteer and not a student of the Department of Social Work. (Refer to “Employment-Based Field Placements” policy for additional considerations that may apply.)

Occasionally, the field liaison, in consultation with the field instructor and field education director, may determine that a student requires additional hours in the agency in order to pass the field practicum. This situation could occur when it is late in the semester and the student is working on improving specific skills that have been outlined in a plan of improvement or correction. This occurrence would be rare and is the only time that a student may be required to complete more than the required field hours as part of the field practicum. In such cases, the student may be asked to complete these hours over breaks or in the summer.

Bad Weather and Illness: There are often situations in which illness or other time constraints or exigencies, such as excessive and continuous bad weather, may result in a student needing to make up missed field hours. Relevant procedures will be covered in the field orientation and training. For situations in which absences from field are extensive, students should consult with their field instructor and their field liaison and prepare a written proposal, which must be approved by the field liaison.

## LICENSING GUIDELINES FOR MSW STUDENTS

Two types of students attend the MSW program at Ohio University: 1) students who attend the

foundation program and 2) students who attend the advanced-standing program.

## STUDENTS IN THE FOUNDATION PROGRAM

Students in this program have two options:

1. Apply for and receive the Social Worker Trainee License (SWT) if you are practicing in the state of Ohio. You obtain this license by applying via this link: [*www.cswmft.ohio.gov/Social-Workers/Social-Work-Trainee/SW-T-a.*](http://www.cswmft.ohio.gov/Social-Workers/Social-Work-Trainee/SW-T-a)
2. No social work license while engaging in social work practice as a student, called an exemption.

The following is language from the Ohio Laws and Rules, page 43, which speaks to exemption from having a license in social work:

“(6) A student in an accredited educational institution while carrying out activities that are part of the student’s prescribed course of study if the activities are supervised as required by the educational institution and if the student does not hold his or herself out as a person licensed or registered under this chapter;”

If you decide to obtain the SWT license, please follow all directions for obtaining this license. You may hold this license for one or both years of your MSW program. Or, you do not need to get this license at all. The following are the conditions that involve this license:

1. Your agency would like for you to be licensed.
2. Your agency is planning to bill Medicaid for the services that you provide as a student at the agency.

This license was created so that agencies could bill the state for services provided by master-level students.

The application for this license requires that you complete a criminal records check from both the BCI and the FBI, and this can take 2-4 weeks to process. When you apply for this license, the site will ask you for proof of enrollment. At the start of each semester, you will need to renew this license at eLicense.Ohio.gov. You will be sent, by eLicense, a reminder to renew your SWT license.

Once you obtain the SWT status, it stays in effect for each semester you are enrolled plus 30 days as long as you are working at your internship site. If you are not currently enrolled in field or have completed your MSW, you may not use this license to practice.

\*If you are not a student in Ohio, consult with the state board where you are planning on completing your field practicum and communicate with the field director in order to be in compliance with state licensing laws.

Scope of Practice:

The scope of practice for this license is the same as for a LSW (Licensed Social Worker) in Ohio. For more information, refer to Ohio Laws and Rules, page 171. This may vary from state to state.

Students are required to research the law applying to their state of practice.

Supervision of a SWT:

In general, social worker trainees may be supervised by a LSW with a MSW, a LISW, or a LISW-S (Ohio Laws and Rules, page 166). However, the Laws and Rules of Ohio also state the following:

“Only a licensed independent social worker with a supervision designation may provide the supervision to a social worker trainee who is engaged in the practice of social psychotherapy, which includes the diagnosis and treatment of mental and emotional disorders.”

Social psychotherapy means clinical social work. Each student is to take responsibility to make sure that they have the proper supervision.

## ADVANCED-STANDING STUDENTS

These students have two options:

1. Obtain the LSW in Ohio (assuming your placement is in Ohio).
2. No social work license while performing social work practice as a student, called an exemption.

The following is language from the Ohio Laws and Rules, page 43, which speaks to exemption from having a license in social work:

“(6) A student in an accredited educational institution while carrying out activities that are part of the student’s prescribed course of study if the activities are supervised as required by the educational institution and if the student does not hold herself or himself out as a person licensed or registered under this chapter;”

Scope of Practice:

Refer to the Ohio Laws and Rules, page 171, for the scope of practice for the LSW.

Supervision of an LSW:

The following is language from the Ohio Laws and Rules, page 175:

“(B) Clinical supervision requirements.

1. A social worker engaged in social psychotherapy in an agency setting shall be supervised by an independent social worker, a professional clinical counselor, a psychologist, a psychiatrist or a registered nurse with a master's degree with a specialty in psychiatric nursing.”

General Policy Pertaining to Managing a Social Work License:

If you have a social work license (SWT or LSW) during the time that you are in the MSW program at Ohio University, it is your responsibility to know the social work law and to comply with all of the tenets. You may research this directly on the Ohio Board website (CSWMFT Board). Keep in mind that social work law sometimes changes, so updating yourself is important. Other resources are attorneys and the publications of the Ohio Chapter of the NASW.

If you plan to be placed in another state, please contact the field director.

## STUDENT PERFORMANCE PROBLEMS IN FIELD INSTRUCTION

Academic achievement, field performance, and ethical behaviors are critical indicators of the student's readiness to assume professional responsibilities. Since field instruction is a major requirement for the social work major, the student must earn a passing grade in all semesters of field instruction in order to complete candidacy for the relevant degree: BSW, BASW, or MSW.

Academic Competence: Academic credit for both field and the core curriculum is given only to students whose course work meets minimally acceptable performance standards and conforms to the professional standards of ethical behavior and conduct. The program adheres to the university’s academic honesty policy found at [https://www.ohio.edu/communitystandards/academic/students.cfm](http://www.ohio.edu/communitystandards/academic/students.cfm)

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Professional Competence: In the field, students must demonstrate professional conduct, relationship skills, and behavior consistent with the values and ethics of the profession. Students are expected to comply with the NASW Code of Ethics, published by the National Association of Social Workers.

Professional incompetence signifies that a student is not adequately or appropriately performing at their program level. The following list of behaviors are examples and are not a complete list, but these behaviors would constitute professional incompetence and could result in a referral to the social work Academic Performance Review Committee and in a possible recommendation of dismissal from the program:

* 1. inability to establish and maintain positive and constructive interpersonal relationships with clients and agency personnel
  2. inability to perform professional duties due to personal problems
  3. inability to accept constructive feedback from field instructor and/or an inability to make the changes recommended by this feedback
  4. failing to adhere to the time schedule for the placement hours
  5. consistent lateness in meeting deadlines to complete work
  6. rejection by three or more agencies during the placement process for reasons related to appropriateness or readiness for placement.

Issues related to behavior and conduct, relationship skills, and professionalism are often included in the student’s learning plan and, regardless, will be considered as factors in field grading and continuation in the program. The examples listed above are not inclusive, and additional performance competencies that students are expected to master are listed in the program’s “Academic and Professional Performance Review Policy,” which is included in this manual.

Ethical Behavior: The NASW Code of Ethics is the cornerstone for determining and guiding ethical behavior for social workers and students, and behavior in adherence with these ethical standards is a requirement and standard for the program. All students are given opportunity to study this code, and discussion of the code occurs in social work practice classes and in integrative seminar. The following list presents examples of behaviors that constitute a violation of the NASW Code of Ethics and that may result in dismissal from the program:

1. engaging in sexual activities with clients
2. participation in dishonesty, fraud, deceit, or misrepresentation
3. exploitation of clients for personal advantage

In addition, a conviction for a felony offense while in the program is an example of misconduct that may result in termination from the program.

It is very important that any academic performance deficiency, nonacademic performance deficiency, or behavior problem in the field be brought to the student’s attention by the field instructor, faculty, academic advisor, and/or field faculty as soon as it has been observed. Only in this way will the student and the field instructor have full opportunity to initiate timely corrective steps. These steps are described below but may also involve the initiation of the procedures delineated in the “Academic and Professional Performance Review Policy.”

## ROUTINE PROCESS FOR ONGOING COMMUNICATION AND PROBLEM SOLVING

All parties involved--student, field instructor, and field liaison--are responsible for identifying issues and/or problems in the field and are expected to engage in direct communication between relevant parties when appropriate. It is expected that many problems are quickly addressed and easily resolved through this method of problem solving.

**Student Responsibilities:** The student is responsible for notifying both the field instructor and the field liaison of any placement or performance concerns.

**Field Instructor Responsibilities:** The field instructor is expected to meet on a weekly basis with the student to discuss their performance. These meetings must include any potential or noted problems in skill development, job performance, ethical considerations, and any other relevant issues. Ongoing verbal evaluation and feedback is to be provided to the student throughout the semester before the formal written evaluation is completed and discussed at the conclusion of each semester of field placement.

**Field Liaison Responsibilities:** The field liaison monitors the student's progress through the student's participation in field seminars and by reviewing the student's field journal (undergraduates only). All students are monitored during individual and group field meetings and during agency field liaison visits or other contacts with the student and field instructor. Agency visits are required as specified in the role set policy document in this manual. When minor problems in the placement occur, the field liaison may coach the student in how to address the problem directly or may serve as a sounding board for the field instructor before they deal directly with the student.

**Field Education Director Responsibilities:** The field education director is responsible for administering and overseeing all aspects of the field program. In addition, the field education director may also serve as a field liaison with individual students and may teach seminar classes and perform other field liaison functions.

## GUIDELINES FOR PROBLEM SOLVING IN FIELD EDUCATION

Problem-solving steps in this process are modeled after commonly utilized problem-solving techniques and serve as the usual method for resolving problems in the field. In certain circumstances, the implementation of the “Academic and Professional Performance Review Policy,” including a referral to the Academic and Professional Performance Review Committee, will be initiated. The usual method for problem-solving in field education is the following:

1. Problem identification by student, field instructor, field liaison, field education director, or faculty advisor.
2. Discussion of the problem, issues, or concern by those immediately involved.
   * the issue is resolved, or
   * a plan to address the problem is agreed upon and implemented, or
   * there appears to be no workable solution.
3. If no workable solution is found, the field liaison becomes involved. The field liaison may coach the student, the field instructor, or both, and suggest they meet again.
   * the issue is resolved, or
   * a plan to address the problem is agreed upon and implemented, or
   * there still appears to be no workable solution.
4. If there is still no workable solution, the field liaison schedules a meeting with the student and field instructor. This meeting is usually at the field site. The field education director is notified of the meeting.
   * the issue is resolved, or
   * a plan to address the problem is agreed upon and implemented, or
   * a solution cannot be facilitated.
5. If a mutually agreed upon solution cannot be facilitated, the applicable program coordinator (undergraduate or graduate) is notified. The program coordinator and field education director may engage in further problem-solving activities.
   * the issue is resolved, or
   * a plan to address the problem is agreed upon and implemented, or
   * a solution cannot be facilitated.
6. If no solution is agreed upon, a decision to terminate the field placement may be recommended.

## At any point in the process, the field liaison, the field education director, the applicable program coordinator and/or the student may request a formal performance review by the Academic and Professional Performance Review Committee in accordance with the “Academic and Professional Performance Review Policy,” which is found in this manual.

**GRADING OF THE UNDERGRADUATE FIELD AND PRACTICE COURSES**

The curriculum for field is predicated on the social work competencies and the related practice behaviors for each level (CSWE, 2015). Refer to the “Field Curriculum” section in this manual for further information on the competencies and practice behaviors.

The field grade for the undergraduate program is assigned by the field liaison based on the following criteria:

* The field practicum is graded as “Credit” or “Fail.” (A traditional A-to-F grading system does not apply.)
* The field grade is based on the student completing **all** of the assignments listed in the field syllabus and in the field manual to a satisfactory level, adhering to all field deadlines, attending all field meetings, and maintaining ethical practice.
* In addition, the student must demonstrate satisfactory completion of the field learning plan as reported on the field evaluation document. On a scale of 1 to 5, the student would be striving for a score of 3 or higher on all field projects as presented under the nine competencies. Applicable to the first semester, a score that is below a 3 on the field evaluation must be accompanied by a corrective plan. Furthermore, with respect to the student attaining scores of 1 or 2 on the first-semester field evaluation, the field liaison has the option of using the “Interim Field Report” during the early part of the spring semester in order to ascertain timely improvement in those scores related to one or more competencies.
* The field evaluation scoring system, as utilized in the learning plan, is as follows:

**N/O = No Opportunity to Demonstrate/Not Applicable** (the learning activities were no

completed due to factors outside the control of the student

**1 = Insufficient Performance** (the learning activities were partially or insufficiently completed by the student and could not be evaluated)

**2 = Unsatisfactory Performance** (the learning activities were completed, but the results were inadequate, with improvement desired in multiple areas)

**3 = Satisfactory Performance** (the learning activities were completed adequately, with refinements expected over time)

**4 = Enhanced Performance** (the learning activities were completed; results met expectations and gave evidence of enhanced skills)

**5 = Superior/Outstanding Performance** (the student’s work was superb, and the outcome

Based upon input from the field instructor, data collected from observation of the student, and data related to performance criteria described above, the field liaison assigns the field grade for each student after considering all of this information. A grade of “Credit” must be achieved in order to successfully complete the field course and to enroll in the next field course. Critical field performance information is provided below.

## Attention Students!!

**Failing Field or Termination:**

**Termination from Field: A student can be terminated from field. Refer to the section of the field manual entitled, “Policies and Procedures,” for details on the causes of termination and relevant procedures. Students may also be placed on academic probation or be terminated from the program for academic misconduct or a violation of the NASW Code of Ethics in the field or in the classroom.**

**Repeating a Field Course: An undergraduate student may be offered an opportunity to repeat any of the two field courses, after demonstrating that they have addressed the concerns leading to the original field termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the field sequence more than once.**

**Senior Practice Sequence:**

When the student enrolls in the senior practice sequence, the student is embarking on a professional course of study that involves a combination of practice class, field seminar, and field practicum. A separate grade will be assigned for each of the three courses involved in the series. These three courses must be taken together for each semester. At the end of each term, a separate grade will be assigned for each of these classes for the semester as follows:

**SW 4801, Social Work Practice I (fall)** 3 credit hours; A-F grading **SW 4802, Social Work Practice II (spring)** 3 credit hours; A-F grading **SW 4921, Field Seminar I (fall)** 2 credit hours; A-F grading **SW 4922, Field Seminar II (spring)** 2 credit hours; A-F grading

**SW 4923, Field Practicum I (fall)** 6 credit hours; graded as credit or fail

**SW 4924, Field Practicum II (spring)** 6 credit hours; graded as credit or fail Reference:

Council on Social Work Education. (2015). *CSWE educational policy and accreditation standards.*

Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation](http://www.cswe.org/getattachment/Accreditation/Accreditation-)- Process/2015EPAS\_Web\_FINAL-(1).pdf.aspx

## GRADING OF THE GRADUATE FIELD PRACTICUM

The field experience for the social work graduate program is divided into two levels: foundation field with a focus on generalist practice and advanced clinical field, which is a specialization year focused on more advanced assessment techniques, interventions, and treatment models. The curriculum for field is predicated on the social work competencies and the respective practice behaviors for each level (CSWE, 2009, 2015). Refer to “Field Curriculum” in this manual for further information.

Regardless of the year (foundation or advanced), the field grade for the graduate program is assigned by the field liaison based on the following criteria:

* The field practicum is graded as “Credit” or “Fail.” A traditional A-to-F grading system does not apply.
* The field grade is based on the student completing **all** of the assignments listed in the field syllabus and in the field manual to a satisfactory level, adhering to all field deadlines, attending all field meetings, and maintaining ethical practice.
* In addition, the student must demonstrate satisfactory completion of the field learning plan as reported on the field evaluation document. On a scale of 1 to 5, the student would be striving for a score of 3 or higher on all field projects as presented under the ten competencies. Applicable to the first semester, a score that is below a 3 on the field evaluation must be accompanied by a corrective plan. Furthermore, with respect to the student attaining scores of 1 or 2 on the first-semester field evaluation, the field liaison has the option of using the “Interim Field Report” during the early part of the spring semester in order to ascertain timely improvement in those scores related to one or more competencies.

o The field evaluation scoring system, as utilized in the learning plan, is as follows:

**N/O = No Opportunity to Demonstrate/Not Applicable** (the learning activities were not

completed as due to factors outside the control of the student)

**1 = Insufficient Performance** (the learning activities were partially or insufficiently completed by the student and could not be evaluated)

**2 = Unsatisfactory Performance** (the learning activities were completed, but the results were inadequate, with improvement desired in multiple areas)

**3 = Satisfactory Performance** (the learning activities were completed adequately, with refinements expected over time)

**4 = Enhanced Performance** (the learning activities were completed; results met expectations and gave evidence of enhanced skills)

**5 = Superior/Outstanding Performance** (the student’s work was superb, and the outcome

exceeded expectations in multiple areas

Based upon input from the field instructor, data collected from observation of the student, and data related to performance criteria described above, the field liaison assigns the field grade for each student after considering all of this information. A grade of “Credit” must be achieved in order to successfully complete the field course and to enroll in the next field course. Critical information is provided below.

## Attention Students!

**Failing Field or Termination:**

**Termination from Field: A student can be terminated from field. Refer to the section of the field manual entitled, “Policies and Procedures,” for details on the causes of termination and relevant procedures. Students may also be placed on academic probation or be terminated from the program for academic misconduct or a violation of the NASW Code of Ethics in the field or in the classroom.**

**Repeating a Field Course: A MSW student is not allowed to repeat any failed field course. No graduate student who sustains a single failing grade in the field practicum will be retained in the program.**

At the end of the term, a separate grade will be assigned for each semester in the field practicum as follows:

**SW 5921, Foundation Field I:** 4 credit hours, graded as credit or fail (face-to- face program) **OR**

3 credit hours, graded as credit or fail (online)

**SW 5922, Foundation Field II:** 6 credit hours, graded as credit or fail (face-to- face program) **OR** 3 credit hours/2 semesters, graded as credit or fail (online)

**SW 6921, Advanced Field Practicum I:** 6 credit hours, graded as credit or fail (face-to- face program) **OR** 3 credit hours/2 semesters, graded as credit or fail (online)

**SW 6922, Advanced Field Practicum II:** 6 credit hours, graded as credit or fail (face-to- face program) **OR** 3 credit hours/2 semesters, graded as credit or fail (online)

References:

Council on Social Work Education. (2015). *CSWE educational policy and accreditation standards.* Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation-](http://www.cswe.org/getattachment/Accreditation/Accreditation-) Process/2015EPAS\_Web\_FINAL-(1).pdf.aspx

Council on Social Work Education. (2009). *CSWE advanced social work practice in clinical social work.* Retrieved from <http://www.cswe.org/Accreditation/EPASImplementation.aspx>

## SCHEDULING OF THE GRADUATE FIELD PRACTICUM

The graduate field practicum fulfills the mission and goals of the program. It presents an opportunity for integrating social work knowledge with practice and skill building. The field practicum is predicated on the social work competencies and subsumed practice behaviors (CSWE, 2009, 2015).

In this professional program, it is an educational tenet that the field practicum be linked with the courses that deliver content related to social work practice. Therefore, the field practicum should be scheduled during the same semester as the practice classes. A decision to withdraw from or to postpone field or practice class would necessitate withdrawal or postponement of the other.

All of the graduate classes and field meetings are on Wednesdays or Thursdays, with the exception of the field and learning plan training. The following information outlines the field practicum course sequence for the two-year program:

## SW 5921, FOUNDATION FIELD I (Face-to-Face Program):

This course is taken during fall semester, and the student locates a field placement and completes a total of 112 hours in the field, beginning during Week #8 of the semester. This computes to 14 to 16 field hours per week, depending on how much the holidays interfere with the student’s field schedule.

## SW 5922, FOUNDATION FIELD II (Face-to-Face Program):

This course is taken during spring semester. The student completes a total of 280 hours in the field for 14 weeks of the semester. The semester is 15 weeks; however, one week is designated as spring break and is not available for field hours. This then computes to 20 field hours per week.

## SW 6921, ADVANCED FIELD I (Face-to-Face Program):

This course is taken during the fall semester. The student completes a total of 280 hours in the field during the 15-week fall semester. This computes to approximately 20 field hours per week due to the interference of the holidays, which take up 4 days.

## SW 6922, ADVANCED FIELD II (Face-to-Face Program):

This course is taken during the spring semester. The student completes a total of 280 hours in the field for 14 weeks of the semester. The semester is 15 weeks; however, one week is designated as spring break and is not available for field hours. This then computes to 20 field hours per week.

## SW 5921, FOUNDATION FIELD I (Part-time Online Program):

This course is taken during the student's third semester, and the student locates a field placement and completes a total of 112 hours in the field, beginning during Week #4 of the semester. This computes to 10 field hours per week, depending on how much the holidays interfere with the student’s field schedule.

## SW 5922, FOUNDATION FIELD II (Part-time Online Program):

This course is taken two semesters during the student's fourth and fifth semesters. The student completes a total of 280 hours in the field for 14 weeks both semesters. This then computes to 10 field hours per week.

**SW 6921, ADVANCED FIELD I (Part-time Online Program)**

This course is taken during the sixth and seventh semesters for Advanced Standing students. The student completes a total of 280 hours in the field for 14 weeks of across semesters. The semester is 14 weeks. This computes to 10 field hours per week.

## SW 6922, ADVANCED FIELD II (Part-time Online Program)

This course is taken during the seventh and eighth semesters for Advanced Standing students. The student completes a total of 280 hours in the field for 14 weeks across two semesters. The semester is 14 weeks. This computes to 10 field hours per week.

Given that the student is in the field for 10 to 20 hours per week, is also taking social work practice and research classes, requires time to study and write assignments, and may be employed and/or have travel issues, each student should carefully consider how they will integrate the program’s requirements into their other life commitments. Students are encouraged to talk to their advisors or a field faculty person about the challenges of managing competing academic and personal demands.

## Student Responsibility

It is the student’s responsibility to plan out their field hours in such a way that all hours are served during the enrollment period of the semester. Field hours may start on the first day of classes and end on the last day of classes for the particular term. Field hours are not to be served outside of the academic schedule.

The student is expected to make a commitment to the agency and to its clients. Field days should be scheduled in a way that expresses that commitment and an attitude of service and consideration. For example, field days usually consist of at least a half-day block of time, and the student may not, on a regular basis, schedule short visits (meaning 1-2 hours) to the agency in between other commitments, as this is usually not helpful to the agency. Furthermore, such scheduling does not enhance the educational value of the placement. In addition, field hours are to be divided equally between each week in the semester and may not be completed early. If a student needs to deviate from these guidelines, they are expected to discuss the nature of this with the field instructor and the field liaison. In cases of illness, the plan to make up hours should be immediately formulated and shared with the field instructor and the field liaison. The field director is also available for consultation on emerging needs related to scheduling.

References:

Council on Social Work Education. (2015). *CSWE educational policy and accreditation standards.*

Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation-](http://www.cswe.org/getattachment/Accreditation/Accreditation-) Process/2015EPAS\_Web\_FINAL-(1).pdf.aspx

Council on Social Work Education. (2009). *CSWE advanced social work practice in clinical social work.* Retrieved from <http://www.cswe.org/Accreditation/EPASImplementation.aspx>

## SCHEDULING OF THE UNDERGRADUATE FIELD AND PRACTICE COURSES

The undergraduate field practicum fulfills the mission and goals of the program. It presents an opportunity for integrating social work knowledge with practice and skill building. The field practicum is predicated on the social work competencies and subsumed practice behaviors (CSWE, 2008).

In this professional program, it is an educational tenet that the field practicum is linked with the courses that deliver content related to social work practice. Therefore, the field practicum is scheduled during

the same semester as the practice course and the field seminar. A decision to withdraw from one or to

postpone one would necessitate withdrawal or postponement of the others.

Therefore, the senior practice sequence involves three separate and inter-related courses: social work practice, field seminar, and the field practicum. Throughout the senior year, the student must register for each of these for both semesters. The field practicum courses are SW 4923 and SW 4924. To complete these courses, the student must complete a total of 420 hours of field education in a community agency. This breaks down to 196 hours in the fall semester and 224 hours in the spring semester. These totals should be divided by 14 weeks to obtain the approximate number of field hours per week.

## Student Responsibility

It is the student’s responsibility to plan out their field hours in such a way that all hours are served during the enrollment period of the semester. Field hours may start on the first day of classes and end on the last day of classes for the particular term (not to include finals week). Field hours are not to be served outside of the enrollment period of the field class. Field hours are not to be served during finals week unless permission is given by the field liaison and the field instructor.

The student is expected to make a commitment to the agency and to its clients. Field days should be scheduled in a way that expresses that commitment and demonstrates an attitude of service and consideration. Problems in scheduling for field arise when the student has remaining class commitments to complete for graduation which go beyond the senior practice sequence or when a student is employed part-time. Often these problems can be resolved, but sometimes, they are challenging and involve difficult choices.

During the field placement process (junior year), issues related to course scheduling or other commitments must be discussed with the faculty advisor and a field faculty member, in order that a clear and complete yearly scheduling plan is formulated. After the senior practice sequence begins, additional scheduling issues that involve field practicum hours must be resolved with the field instructor and field liaison as well. Pending or unresolved scheduling issues must be brought to the attention of the field director, so that she may help.

## Guidelines for Scheduling Field Hours

Allowable Field Days:

Not every day is allowable for serving field hours. Consult the document “Allowable Field Days” for further information.

Field days usually consist of at least a half-day block of time, thus precluding the student from making short visits to the agency in between academic classes. Short visits to field are allowed at times for special circumstances, such as attending a court hearing on a different day from regular field hours.

Another guideline is that field hours are to be divided equally throughout the semester and may not be stacked or loaded at the front end or completed early. If a student needs to deviate from these guidelines, they are expected to discuss the nature and justification of this with the field instructor and the field liaison in order to have full agreement on the student’s plan.

In cases of illness, the plan to make up hours should be immediately formulated, shared with the field instructor and the field liaison, and implemented by the student. The field director is also available for consultation on emerging needs related to scheduling.

## DELAYED ENTRY INTO THE FIELD PRACTICUM:

**POLICIES AND PROCEDURES FOR UNDERGRADUATES AND GRADUATE STUDENTS**

**Purpose of the Policy** 36

The purpose of the policy is to create options for the student who is experiencing unexpected events in

their life and to set forth fair and reasonable guidelines, including necessary limitations, for

delayed entry. As part of the policy, a form will be used to document a planned deferment from field or the senior sequence (for undergraduates), along with re-entry plans. This form represents an agreement between the program and the student, which specifies the conditions of deferment and re- entry.

## Relevant Forms for this Policy

“Delayed Entry Request Form”

“Reapplication Form” (applies to undergraduates)

## Requesting Delayed Entry into the Field Practicum

Undergraduates: The senior sequence is a trio of courses that includes a practice class, a seminar class, and a field placement. Students who apply to the major are admitted with a specific year of the senior practice sequence designated in the student’s file. If for some reason a student no longer plans to or is unable to enter the senior sequence at the approved time, the student is responsible for notifying the following people as soon as possible: the student’s advisor, the field education director, the undergraduate coordinator, and the Department of Social Work director. It is recommended that the delayed extend to no longer than three years for this level of the program.

Graduate Students: If a graduate student no longer plans to or is unable to return to school in subsequent semesters and continue on with the field practicum, the student is responsible for notifying the advisor, the field education director, the graduate coordinator, and the Department of Social Work director. For planning purposes, graduate students should consult the regulations set forth by the graduate college with respect to duration to complete a master’s degree.

## Managing the Delayed Entry and the Return Process

Managing a delayed entry is a planned process. Firstly, the student should meet with their academic advisor to discuss the situation and to complete and sign a specific form**—“Delayed Entry Request Form,”** which will outline the conditions of the delayed entry, the duration of the expected delay, the expected re-entry date to the program, and, importantly, the planned date for notification to the program of the student’s intent to re-enter as planned.

After submitted, the delayed entry request form will be reviewed by the program coordinator, the field education director, and the Department of Social Work director for their approval and signature.

Without this approval, the student cannot proceed with this process. **Important Note: It is expected that the student will follow their delayed entry plan as set forth in the document.**

## Returning to the Field Practicum as Planned Including Notification to the Program

Undergraduates: When the undergraduate student is ready to return to the senior sequence, the undergraduate student will then reactivate entry by giving advanced notice to the program director, undergraduate coordinator, field education director, and the academic advisor. The student will provide this notice by using the **“Reapplication Form,”** which must be received at the program within a few days of **February 1**, in the year before re-entry into the field is expected, in order that the student may take part in the field placement process with the entire cohort. In filling out this form, the student would check the “To the Senior Sequence and Field” box.

If the student follows the plan set forth in the “Delayed Entry Request Form” and if the student notifies the program of their return within the above-mentioned time frame, the student can proceed with the field placement process in a routine fashion, as described in the “Undergraduate Pre-placement Field Calendar.” If the student does not return as per the plan in the request or does not notify the

program of their return in time to participate in the field placement process (see above date), then a review has to take place to consider the matter and re-entry is not guaranteed.

Graduate Students: After delayed entry has occurred and the student is ready to return to the academic program, including field, the student will then reactivate their entry by giving advanced notice to the program director, graduate coordinator, field education director, and the academic advisor. This notice must be in writing and must be received at or within **two months** prior to the time of re-entry into field, in order that the student may engage in the preparations of developing a field placement. If the student follows the plan set forth in the “Delayed Entry Request Form” and if the student notifies the program of their return within the above-mentioned time frame, the student can proceed with the field placement process in a routine fashion. If the student does not return as per the plan in the original request form or does not notify the program of their return in time to participate in a field placement process, then a review has to take place to consider the matter, and re-entry is not guaranteed.

## Holding a Review of the Student’s Request to Return

When a student desires to return and the return is outside of that which was stated in the original plan or when the student does not notify the program of re-entry in a timely way (see above dates), the appropriate committee (undergraduate or graduate) will meet to review the student’s documents, to discuss the student’s situation, and to make a decision regarding re-entry.

If the undergraduate deferment is lengthy and beyond the above-stated three-year period, re-entry could be denied. Graduate students must conform to the guidelines as set forth by the graduate college, namely, six years to complete the master’s degree for advanced standing (a program of less than 40 hours) and seven years for the two-year program (a 40-hour-or-more program).

## TERMINATION FROM THE FIELD

If a student is terminated from the field or does not receive a passing grade of "Credit," a report, which includes written statements from both the field instructor and the field liaison, will be compiled by the field education director and placed in the student's file. This report shall include a recommendation regarding further placement options.

Undergraduate: An undergraduate student **may** be offered an opportunity to repeat any of the two field courses, after demonstrating that they have addressed the concerns leading to the original field termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the field sequence more than once.

Master’s Level: **A MSW student is not allowed to repeat any failed field course**.

In both the undergraduate and graduate programs, there is a close link between field and the concurrent practice class. If a student chooses to or is required to withdraw from either the practice class or the field, the student must also withdraw from the other. A decision to enroll in a subsequent semester must include approval to register for both courses.

If the conclusion is reached that the student is unable to meet minimal performance standards in the field course for any reason related to professional competence, ethical behavior, and conduct or is otherwise unsuited to the profession, the faculty advisor will be informed by the field education director and will advise the student of the options available. These options could be one of the following: 1) dropping the course, 2) retaking the course at a later time (undergraduates only), 3) selecting another major, 4) withdrawal from the University, 5) termination from the Department of Social Work.

If a student is unable to meet the performance standards in a field course due to extended illness, they

should consult with their academic advisor and with the field education director.

## PROFESSIONAL BEHAVIOR

The faculty and staff at Ohio University Department of Social Work expect students to demonstrate the values and principles and ethics as outlined in the NASW Code of Ethics as part of their preparation to become professionals while in the classroom as students and during their field experience. Students in our program are expected to demonstrate the following behaviors consistent with the knowledge, values and skills of the social work profession.

## Professional Expectations of Student Behavior\*

1. **Accountability**: Attend class and field, arrive on time, and return from break in a timely manner. *Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to the directions provided by the instructor.*

*Come to class prepared, with readings and other assignments completed. Fulfill all commitments to your field agency.*

1. **Respect**: Treat all your peers, your instructors, your clients, and all those with whom you come in contact, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.*

*Dressing as professionally as other professionals in a given agency will help students to project a professional image, and to be treated professionally by others. If unsure how to dress in a particular setting or for a particular event, ask your Field Instructor or the staff of the Field Education Office, and err on the side of modesty.*

1. **Confidentiality**: Treat any personal information that you hear about a peer, instructor, or client as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements. Seek this support in a timely fashion (not waiting until the last minute).*

*Take responsibility for the quality of your work, such as tests, assignments, and field activities.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback.*

1. **Diversity**: Strive to become more open to people, ideas, and creeds with which you are unfamiliar. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping. Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers, instructors, and clients.*

*Practice positive, constructive, respectful and professional communications skills with peers, instructors, and clients (body language, empathy, listening)*

*Avoid communicating on your cell phone, iPad, TouchPad and other electronic devices during class, field education settings, planning and professional meetings, etc.*

1. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

*Apply an enhanced understanding of social justice issues to create change in the community where you live and work.*

## Consequences

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Program's faculty determines that a student's behavior has constituted

a significant violation or pattern of violations of the NASW Code of Ethics or Ohio University Department of Social Work’s Student Handbook. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Department of Social Work.
2. Academic cheating, lying, or plagiarism. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty or staff (in the Department of Social Work or in the field placement).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student Behavior and Consequences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

*\*Adapted from FAU School of Social Work, “Professional Expectations of Student Behavior” Available at:* [*http://www.fau.edu/ssw/expectations.html*](http://www.fau.edu/ssw/expectations.html)

## ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW POLICY

**Rationale**

The purpose of this policy is to establish a process for evaluating inadequate student performance in the Department of Social Work at Ohio University, whether in the classroom or in the field practicum, and for determining some form of intervention, in order to maintain minimum acceptable standards of performance in the program and to ensure student success. Within the context of a student facing serious or multiple performance challenges, it is important for the educational team to respond; therefore, progressive steps are set forth below for all phases of the Academic and Professional Performance Review. Within some situations in which students are struggling, problems are identified and an action plan can be implemented; in more serious situations, dismissal from the program is

appropriate. This policy describes how to set the procedures in motion that will achieve a resolution to the problem and also describes a process for student appeal.

## Student Competence in the Department of Social Work

Coursework, field performance, and ethical behaviors are critical indicators of a student’s readiness to assume professional responsibilities. All students are admitted to the program with the assumption that they have the potential to meet all academic standards, including standards for professional comportment and professional competency.

Academic Competence: The Department of Social Work is a professional program. Academic credit for both the core curriculum and the field practicum is given only to students who meet minimally acceptable course requirements, adhere to the field requirements, and conform to the professional and university standards pertaining to ethical behavior and conduct. Furthermore, student social workers are informed on issues of professional comportment early in the program, and these behaviors, therefore, are necessary to attain academic competence in the Department of Social Work.

Academic Misconduct: This term refers to dishonesty or deception in fulfilling academic requirements and is a serious infraction of the rules for students at a university. It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one’s work, or submitting the same assignment in different courses without the consent of the instructor.

If students are found to be involved in academic misconduct, they may receive a grade penalty for academic misconduct and/or may receive a referral to the University Judiciaries that may subject them to the full range of sanctions such as reprimand, disciplinary probation, suspension, or expulsion from the university. For a full explanation of academic misconduct, refer to the “Ohio University Student Code of Conduct” for the complete regulations published at [*http://www.ohio.edu/judiciaries/conduct\_policy.cfm*.](http://www.ohio.edu/judiciaries/conduct_policy.cfm)

Professional Comportment for Social Workers: Social work is a profession that is based on values and ethics, and reliable and ethical service to humanity is emphasized. While in professional training, students must demonstrate professional conduct, emotional stability, effective relationship skills, and behavior consistent with the values, ethics, and legal responsibilities of the profession. Students are expected to comply with the Code of Ethics of the National Association of Social Workers (NASW) and the Ohio state licensing board’s (CSW&MFT Board) code of ethics for social workers. Unprofessional behavior refers to student behaviors that are not consistent with adherence to the above-mentioned codes of ethics, illegal conduct on the part of the student, the inability to consistently form productive relationships within the profession, the inability to maintain consistent supportive emotional responses to clients, or the inability to perform the roles and skills of a social worker at their academic level.

Professional Competence: The social work curriculum is competency based. The course of study is designed to enable the student to develop the ten competencies of social work, along with the related practice behaviors (CSWE, 2009, 2015) formulated for each program level. These practice behaviors were developed to reflect the knowledge base of the profession, the basic practice skills of a social worker (or advanced skills for the master’s program), and ethical and professional conduct.

In order to successfully complete the program, the students are expected to acquire knowledge related to the practice behaviors as well as to demonstrate the practice behaviors at various points in the curriculum. The social work competencies and practice behaviors for this Department of Social Work, for the undergraduate, foundation, and advanced clinical programs, are based on those that are set forth by

the Council on Social Work Education (2009, 2-15) and are included in the field curriculum section of the field manual and are also published in every syllabus for the program.

## Indicators for an Academic and Professional Performance Review

There are four categories of performance which can lead to an Academic and Professional Performance Review: 1) the student demonstrates lack of competency with completion of academic coursework, or the student’s work is below expectations for the course; 2) the student has persistent difficulty with performance in the field practicum and is not meeting the achievement standards set forth in the field manual; 3) the student has difficulty in achieving the various competencies and practice behaviors at the student’s program level; or 4) the student displays difficulty conforming to professional habits and ethical behaviors. In general, a student’s performance in any of the above categories would be judged under three ratings: below expectations, meeting expectations, or exceeding expectations.

## When a student’s performance is assessed at below expectations in one or more of the four categories, a review will be conducted in accordance with the procedures outlined within this document.

The following list, which is not exhaustive, illustrates some examples of student difficulties that are indicators for initiation of an Academic and Professional Performance Review and, potentially, for serious consequences:

* Student is unable to perform professional duties due to personal problems.
* Student is rejected by three or more agencies during the placement process for reasons related to appropriateness of behavior or readiness for placement.
* Student has engaged in academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one’s own.
* Student produces coursework or fieldwork that is below expectations.
* Student engages in behavior that is inconsistent with social work professional ethics.
* Student engages in illegal behavior.
* Student is unable to form consistent and trusting collaborative relationships with clients and/or colleagues.
* Student fails to maintain the minimum GPA to remain in the program (for details, refer to undergraduate and graduate handbooks).

## Problem Identification:

Problem identification occurs when the student, field instructor, field liaison, field education director, faculty advisor, or faculty member notifies the coordinator of the undergraduate or of the graduate program of a concern related to the student’s performance. This notification will lead to the selection of members for the Academic and Professional Performance Review Committee and to the committee taking specified steps to explore and define the problem and to assist with resolution. Time guidelines for each step of the review process are suggested, and the review schedule may vary depending on availability of faculty to serve.

## Forming an Academic Performance Review Committee

1. Within five business days (suggested timeline) of problem notification (written or verbal) to the appropriate program coordinator, the student’s program coordinator (undergraduate or graduate) will appoint the members of the Academic and Professional Performance Review Committee. The Academic and Professional Performance Review Committee will consist of three members: 1) a field faculty member; 2) the student’s advisor; and 3) an additional departmental faculty member. In a case in which the coordinator of the student’s respective program is the student’s advisor, another faculty member shall be assigned to the

committee in their place. The chair of the APPR Committee will be appointed by the student’s program coordinator.

1. Student Code of Conduct: The student’s program coordinator will consult with the Department of Social Work director and other faculty as necessary to determine whether the situation involves a possible violation of the Student Code of Conduct. In cases in which there might be such a violation, the case will be referred to University Judiciaries, and depending upon the urgency of the situation, the Academic and Professional Performance Review will commence either simultaneously with or following the Judiciary’s determination.
2. Within five business days (suggested timeline) of appointment by the student’s program coordinator, the chair of the Academic and Professional Performance Review Committee will be responsible for calling the committee together to initiate the review process.

## Procedures for the Academic Performance Review:

1. Exploration of Concerns: As stated above, the Academic and Professional Performance Review Committee chair will initiate and assemble a meeting to explore any student situations which have developed relative to the above four indicators and will identify any problems that need to be addressed that are below the program’s expectations. Using data collection and interviewing of the academic team, the committee seeks to detect all emerging problems as soon as possible in order that corrective measures may be identified that would assist the student in meeting the expectations of the program.
2. Student Input Relative to Fact Finding: During the fact-finding phase, the student is notified in writing by the chair of the Academic and Professional Performance Review Committee that the committee has convened and has concerns pertaining to the student. The committee would request that the student meet with the committee to provide their clarification on the performance issues which are under consideration. Suggested timeline for the fact-finding phase is ten business days.
3. Recommendation and/ Or Proposed Action Plan: Following the fact-finding phase, if the student’s performance is evaluated as deficient (below expectations), the committee determines what, if any, course of action could bring the student’s performance into compliance with program and professional standards. Typically, an action plan may be developed which would outline specific steps for the student or others to take as part of a remedial strategy. The APPR Committee will complete a recommendation which would include an action plan. The action plan contains actions to be taken to solve the problems, a timetable for completion of each action, and a date and method for re-evaluation of the student’s performance. This recommendation and plan shall be communicated to the student’s program coordinator within three business days (suggested timeline) of the conclusion of the fact-finding phase.
4. Immediate Removal from the Program: In some cases a developing a corrective plan is not appropriate. The student’s behavior may be so serious or may pose a threat to clients such that the committee may recommend immediate removal from the program until a formal performance review can occur.

## Undergraduate or Graduate Coordinator’s Decision and Notification

After considering the APPR Committee’s recommendations, the student’s respective program coordinator will make their final decision and will notify the student in writing (suggested timeline is two business days).

## Initiating an Appeals Process

1. The student has five business days to appeal their program coordinator’s decision through a petition for reconsideration. The petition will be submitted to the coordinator of the undergraduate program in the case of graduate students and to the coordinator of the graduate program in the case of undergraduate students, who will be responsible for notifying the Department of Social Work director of the appeal.
2. The petition should be presented in writing and address two major points: 1) any extenuating circumstances that contributed to the poor performance should be identified; and
   1. steps that the student plans to take to address these circumstances or improve their

performance should be outlined.

* 1. Within five business days (suggested timeline) of receiving the petition for reconsideration, the Department of Social Work director will call the program’s Appeals Committee to order. The Appeals Committee will consist of one Group I non-social work faculty member of the Department of Social and Public Health, one social work faculty member from a regional campus (different from the student’s campus), and one social work faculty member from the student’s own campus who was not involved in the previous deliberations. The chair of this committee will be assigned by the Department of Social Work director.

## Convening an Appeals Hearing

1. Within five days (suggested timeline) after the Appeals Committee has been established, the committee chair will set a date for a hearing.
2. Giving at least one week’s advance notice, the Appeals Committee chair will inform the student, the student’s advisor, a field faculty member, and the Appeals Committee members of the time and place of the hearing.
3. All committee members, the student’s advisor, and the field faculty member must be present at the appeals hearing.

## Role of the Advisor Related to the Appeals Hearing

1. The student’s advisor will present brief background information about the student and provide their assessment of the student’s overall performance.
2. The advisor will also make recommendations intended to resolve the student’s performance problems.

## Phases of the Appeals Hearing

1. Fact-Finding Phase of the Hearing
   1. The student may attend during the fact-finding part of the meeting and may present information to the committee at that time.
   2. The student may ask up to two persons who are knowledgeable about their

performance to present information to the committee as well.

* 1. The student and their advocates must leave the meeting when the committee is ready to begin deliberations.
  2. Other faculty can also contribute information about the student’s performance and may participate or submit written statements supporting the student’s reinstatement or dismissal.

1. Deliberation and Action Phase of the Hearing
   1. Only the committee members, the student’s advisor, and the field faculty representative will be present. The advisor and the field faculty representative will be present for informational purposes only and do not have a vote.
   2. The committee will reach one of three possible recommendations by majority vote:
      1. To validate the program coordinator’s original decision as communicated to the student;
      2. To develop a decision and an action plan for the student’s completion in order to resolve the performance problem enabling the student to remain in the program; or
      3. To dismiss the student from the program.
   3. Within five business days (suggested timeline) after the appeals hearing, the Appeals Committee, via the chair of that committee, will prepare a written recommendation for submission to the Department of Social Work director, which will include a statement describing the performance problem, a summary of the facts as they were presented to the committee, a description of the committee’s recommendation, and the rationale supporting that recommendation.

## Department of Social Work Chair’s Decision and Notification

1. In rendering a decision, the Department of Social Work Chair may accept, reject, or modify the recommendation of the Appeals Committee.
2. Within two business days (suggested timeline), the Chair of the Department of Social Work will send their decision in writing to the student, the student’s advisor, the field education director, and the Appeals Committee members.
3. If the Department of Social Work Chair is also the student’s program coordinator, the appeals decision will be made by the Director of the School of Social and Public Health.

4) A copy of the decision will be placed in the student’s file.

## Confidentiality of the Academic and Professional Performance Review

1. All procedures related to the performance review must be carried out in a manner that protects the student’s right to privacy related to information about his or her academic records and performance.
2. The student has the right to review all written information that is presented to the committee.
3. Actions of the APPR Committee and the Appeals Committee are to remain confidential and are to be shared only with those persons who are affiliated with the program and institution and are involved in an educational capacity, including possible communication with University Judiciaries if warranted.

References:

Council on Social Work Education. (2015). *CSWE educational policy and accreditation standards.*

Retrieved from: [https://www.cswe.org/getattachment/Accreditation/Accreditation-](http://www.cswe.org/getattachment/Accreditation/Accreditation-) Process/2015EPAS\_Web\_FINAL-(1).pdf.aspx

Council on Social Work Education. (2009). *CSWE advanced social work practice in clinical social work.* Retrieved from <http://www.cswe.org/Accreditation/EPASImplementation.aspx>

**INTERRUPTION OF FIELD PLACEMENT**

**Field Education Strategies for Remote Competency Development**

Ohio University has developed a plan to address temporary disruption to students’ social work field placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

* Students should contact the Field/Task Instructor at the field agency to see if there are mandatory agency closures and follow the directive of the agency.
* If field is in a setting where additional support is needed, such as a hospital or disaster relief agency, we encourage students to make every effort to attend field as scheduled while closely monitoring their own health. Students should following the guidance of state and local Departments of Public Health and the federal [Centers for Disease Control and Prevention](https://www.cdc.gov/coronavirus/2019-ncov/index.html) (CDC).

If students are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with **BOTH** their Ohio University Field Liaison and their agency Field Instructor.

In efforts to fulfill the intern’s hour requirements and educational competencies during temporary field placement stoppages, we will provide **alternative field learning activities** that can be completed off site.

This policy is meant to address short term field placement disruptions, with a maximum of 45 days. If the field placement stoppage continues beyond a 45-day period, a review will be conducted by the Ohio University Field Office to determine the most appropriate response to support students in completing their field placement requirements.

## STUDENT GRIEVANCE POLICY

The Academic and Professional Performance Review Policy outlines established procedures for reviewing concerns that may exist between faculty and students. The Student Grievance Policy will follow an analogous process for any student-initiated grievance. Students may initiate a grievance if they perceive the faculty member has unfairly or unjustly treated the student and/or if a classroom or programmatic policy has been unfairly applied to a student. The initiating of a grievance by a student will automatically cause the formation of an Academic and Professional Review Committee and the process will ensue as outlined above.

## Remaining Unresolved Concerns:

If a student's concern is not resolved through the aforementioned process, the student is welcome to engage the University process for filing a grievance. The University process can be found at: <http://www.ohio.edu/students/handbook/policies/index.cfm#CP_JUMP_323433>

## APPEALS

Appeals of any action that the student perceives as adverse will be processed according to program guidelines as specified in the “Academic and Professional Performance Review Policy” and in conjunction with university policy as stated in the *Ohio University Student Handbook*.

## MALPRACTICE LIABILITY INSURANCE

Approximately two weeks prior to the beginning of the field start date, students are required to purchase student individual malpractice liability insurance. The student is to buy “student” insurance and not “professional” insurance. Professional insurance will not cover social work practice performed by a student. Also, this topic refers to the student’s individual policy over and above any coverage that may be provided by the placement agency. Malpractice liability insurance is available through a variety of vendors, including the National Association of Social Workers (NASW).

Since this is a requirement of all students, the field office will keep an accounting of these purchases for all students in all cohorts; therefore, all students are required to provide proof of their purchased insurance to the social work office prior to the start of field. This can be accomplished for all students by their uploading their certificate of insurance into Typhon. For the regional campuses, the students will submit this documentation to their regional field liaison who immediately will make note of them and forward them to the Administrative Specialist (the documents are usually sent by email). The Administrative Specialist will record these documents on the computerized master list.

This policy’s certificate of insurance should include the words “student” or “student insurance.” Sometimes, the identification of the insured as a student is on the front page, and sometimes it is on page 2, and in that case, the Department of Social Work would also need the second page. For example, the NASW Assurance Trust states this information as, “Occupation: Student,” found on page

1. Sometimes it is found in the footnote.

Until the required verification of your insurance policy has been received, no field hours may be served or counted. This means that you may not report to your field placement at your designated agency.

Failure to comply with the above policy related to malpractice liability insurance can also impact your grade for field or could lead to termination from the field course.

It is the student’s responsibility to research the available insurance policies, to decide on a vendor, to make the purchase, and to upload into Typhon. As stated, the student must purchase “student” insurance and must verify to OU social work the purchase of same. The social work office does not endorse or recommend an insurance vendor. Some vendors that students have used in the past are as follows:

NASW, <http://www.naswassurance.org/> CPH & Associates, <http://www.cphins.com/>

American Professional Agency, <http://www.americanprofesssional.com/socialwork/> Healthcare Providers Service Organization, [www.hpso.com](http://www.hpso.com/)

## RELEASE OF LIABILITY

Students are required by Ohio University to sign a waiver to absolve Ohio University of any risk of accident, injury, damage and/or loss to the student or the student's property that may arise out of participation in the field practicum (see “Release and Acknowledgment” form).

## AUTOMOBILE INSURANCE

For students with automobiles, you are required to carry sufficient auto liability and personal injury insurance of your own. This would be part of your automobile insurance, which is required by law.

## HANDLING SENSITIVE CLIENT DATA POLICY

While you are enrolled in the Ohio University Department of Social Work, there will be assignments and class discussions that ask you to reflect upon and/or analyze sensitive client or agency information. **In order to maintain the confidentiality of your clients, you are required to adhere to all pertinent agency confidentiality policies as well as to comply with the following program requirements:**

## Course Assignments

In all written and oral presentation assignments requiring the disclosure of your work with clients, it is required that you specify what will be done to protect client confidentiality and avoid the sharing of non- essential information. It is not enough to cross out or change clients’ names. In this rural environment, other demographic information should be disguised as well. It is required that you change one or more of the following:

* + Give the client a fictitious name, age, address, and a change of marital status; modify the number and ages of children; and modify the occupation, etc. Also, note that this information has been altered.
  + Label any written project as having “modified client data.”

In addition, the course instructor may request that you seek oral or written permission from clients to share this modified client data.

When writing about a particular client in repeated assignments, such as in your integrative journal, it is beneficial for the reader to know that you are referring to a previously mentioned client. At these times, follow the guidelines outlined above and then be consistent in using the same fictitious name and other disguised identifiers in each subsequent entry or assignment.

## Non-planned Oral Disclosure

There will be occasions when you will wish to bring up aspects of your work with your clients in class discussions where it is unrealistic to expect that you will have had the opportunity to obtain the client’s permission first. When information is shared without written or oral permission, it is absolutely essential that you make every effort to protect the client’s identity. If shared orally, tell your audience that you are disguising information and follow the criteria for disguising identities stated above.

## Photos and Videos of Clients

Written permission by the client or guardian is required before you share photos, videotapes, or other images of clients. Even with written permission to use the image, disguise the name and demographic data of these individuals unless given written permission to do otherwise. Some agencies absolutely prohibit photos or images of clients.

## Computers, Cell Phones, and Other Technology

Protect all sensitive client information while working on an assignment by making sure you use a password and other protective devices. Cell phones are not secure. Follow agency policies when using them to conduct agency business. It is your responsibility to be aware of and to use the most current and/or effective technology for disguising and/or deleting sensitive client data. Students are required to conduct themselves on social medial in compliance with the NASW Code of Ethics and the Ohio

University Department of Social Work Social Media Guidelines.

## Shredding, Deleting, Overwriting, and Destroying Files

Destroy all written materials, disks, and files containing identifying client data that you have used in preparing all reports and presentations.

## Student’s Acceptance of this Policy

The above information will be reviewed with the students, and students will be asked to sign a form indicating their understanding of and agreement to comply with this policy. To review this form, refer to the forms section of the *Field Education Manual.*

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