Dear Students and Field Supervisors,

It is with great pleasure that we welcome you to the Field Education Program at Franciscan University of Steubenville. We view field education as an important ingredient of our program, one that is vital to a rewarding and successful social work education.

This manual is intended to guide you through the field education process. It provides information regarding the program, including our goals, while outlining the important policies and procedures of our field program. It also includes forms that students and supervisors will utilize. We are confident that it will serve as an effective and valuable tool.

We aim to provide an enriching field experience for you. We thank our field supervisors for their dedication and commitment to social work education. We look forward to partnering with you and providing the support and assistance that each of you may need to enjoy a satisfying and meaningful experience.

Respectfully,

Dr. Jerry Jo Manfred-Gilham, LISW-S
Director of Social Work / Coordinator of Field Education
FIELD EDUCATION MANUAL

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The Mission of the University

The purpose of Franciscan University is to further the higher education of men and women through programs of liberal, professional, and pre-professional studies leading to the conferral of the baccalaureate and master degrees in the arts and sciences.

It is the further purpose of the University, publicly identified as a Catholic and a Franciscan institution, to promote the moral, spiritual and religious values of its students. The University is guided by the example and teaching of St. Francis of Assisi.

The Mission of the Social Work Program

The mission of the social work program at Franciscan University of Steubenville is to engage in educational activities, including knowledge and skill building, that prepare baccalaureate social work students for competent and ethical professional practice and service that promotes social justice, human rights and the dignity of all humans.

The Social Work Program

The Undergraduate Social Work Program at Franciscan University of Steubenville was established in 1995. The program was introduced to prepare professional social workers for generalist practice with a variety of populations in various settings. The program received initial accreditation by the Council on Social Work Education in October 2004. The program was granted reaffirmation of its accreditation in 2008.

Field Education is an integral component of the Social Work Program. This component is anchored in the mission, goals and educational level of the program. It is systematically designed, supervised, coordinated and evaluated.
Generalist social work practice can be defined as the application of eclectic knowledge, basic skills, and professional values necessary for culturally sensitive and competent planned intervention with individuals, families, groups, organizations, and communities. The generalist is able to use engagement, assessment, intervention, evaluation, and critical thinking skills in a planned change process that emphasizes client strengths and empowerment. The generalist practitioner works within an organizational structure and under competent supervision offering a full range of prevention and intervention methods for a variety of populations. All of these activities are performed within the scope of professional social work values and ethics.

The generalist practitioner must be armed with the necessary relationship, communication, interview, assessment, goal planning and evaluation skills needed to accurately and effectively understand the strengths and needs of the client system. The requisite skills, knowledge and theory are learned from various courses including the practice courses, human behavior and the social environment, social work research as well as the various social work elective courses. In these courses students learn and practice intervention skills and their applicability to diverse populations at all levels of intervention.

The social work practitioner must be aware of the core values of the profession and the standards and principles of ethical practice consistent with these values. Values and ethics are initially introduced in courses in the liberal arts foundation such as Foundations of Ethics and Foundations of Catholicism. Professional values are introduced in the Introduction to Social Work course. These values are the guiding principles for all interventions and influence the attitude and behavior of the social work practitioner. Examination of value and ethical dilemmas are included across the curriculum so students have an opportunity to critically analyze situations and consider appropriate responses.

A planned intervention or change process is taught that is applicable to all social system interventions: individual, family, group, organization, and community. The generalist understands the importance of purposeful interventions and strategizes to ensure the most appropriate course of action is outlined. They engage in research informed practice that is sensitive to the practice environment and context. Students learn how to build strong, ethically appropriate relationships that empower clients and build on their strengths. Planning skills are developed that maximize the efforts of the worker and client, and enhance the practitioner’s value to the client. Theory and research provide the foundation for intervention with diverse populations and across social systems.
Finally, the generalist practitioner understands the value and importance of evaluation at all intervention levels. The generalist engages in examining and assessing both the process and the outcomes of their work. They are accountable to consumers, funders, and community members for their work. The generalist prides him/herself on being both efficient and effective.
The Bachelor of Science in Social Work Program prepares graduates to engage in entry-level generalist social work practice with individuals, families, groups, communities and organizations. Program instruction is rooted in both the liberal arts and social work education. The program provides opportunities for instruction, practice and professional development of students in preparation for practice guided by planned change. The program is appropriate for students planning to enter professional practice upon graduation as well as those students planning to attend graduate school.

The goals of the Social Work Program at Franciscan University of Steubenville follow:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Develop and use oral and written communication skills for a variety of client populations, colleagues and community members
The missions of the Franciscan University of Steubenville and the Social Work program have led to the development of the academic and field placement curriculum. The curriculum is consistent with the Educational Policy and Accreditation Standards for undergraduate programs established by the Council on Social Work Education.

The social work curriculum is based on a liberal arts foundation. For successful completion of the program, students must complete courses outlined in the university’s core curriculum as well as several other courses that serve as supporting courses for the social work curriculum. These courses include general psychology, introduction to sociology, economics and anatomy and physiology. Some of these supportive courses also satisfy requirements in the natural and social sciences.

Content areas of the Social Work Curriculum include:
- The History of Social Welfare (3 Hours)
- Human Rights, Social Justice and Social Policy (3 Hours)
- Issues of Culture and Diversity
- Social Work Practice, including Intro to SWK (16 Hours)
- Human Behavior and the Social Environment (6 Hours)
- Social Work Research (3 Hours)
- Field and Seminar (12 Hours)
- Social Work Electives (12 Hours)

Students must complete a minimum of 400 hours of field education. Students will satisfy the field requirement through completion of two placements, each requiring at least 200 hours, at different settings. The field experience is completed concurrently with senior level courses. Students must also attend a weekly seminar course while enrolled in field.
INTRODUCTION TO THE FIELD PRACTICUM

Field education is the signature pedagogy of social work education. The Social Work program faculty is committed to a meaningful opportunity for students to engage in supervised practice experience as a primary component of the social work curriculum. A wide range of placement opportunities is available to students in a variety of practice settings.

Every effort is made to recruit degreed social workers to serve as field supervisors to oversee a student’s placement. Supervisors are selected based on their willingness to provide opportunities that will allow the student to demonstrate competence and provide prevention and intervention activities that are consistent with the generalist perspective. Field supervisors must complete an orientation session and agree to provide supervision of the student as well as a final evaluation of the student’s experience.

In those circumstances when a degreed social worker is not available and the placement setting meets all of the other criteria, the Field Liaisons/Field Education Coordinators will take responsibility for meeting on a weekly basis with the student to provide supervision and serve as a social work role model.

Students are required to complete a minimum of 400 hours of field practicum during their senior year. Students have the opportunity to complete placements with a variety of populations and to practice at various levels of intervention. Field placements are completed concurrently with senior level coursework.

The field practicum allows students to actively engage in generalist practice with individuals, families, groups, organizations and communities. Students are provided opportunities to interact and work directly with professional staff, specifically social work staff. These staff members serve as role models and also provide continuous support and guidance for students. In addition, university faculty provide support through on-site meetings with the student and the field supervisor as well as personal consultation with students as they complete their field work. On-going collaboration and communication between the student, field supervisor, and university faculty ensure a satisfactory and meaningful experience for the student.

Students are also required to participate in a scheduled, structured seminar concurrent with their placements. The seminar is yet another mechanism for monitoring the student to ensure a beneficial and purposeful experience while providing much needed support and encouragement.
Grades are determined in accordance with University and program standards and based on three components: the student’s performance in the practicum setting as evaluated by the field supervisor, the student’s performance in the required seminar, and the student’s completion of seminar assignments including journals, a case presentation and a self-evaluation paper. Grades are assigned by social work faculty members.

Field practicum is limited to social work majors.
**PURPOSE OF THE FIELD PRACTICUM**

The Field Practicum is an integral component of social work education and the social work curriculum. It is a distinct learning activity that integrates the knowledge, skills, and values of the profession with curriculum content. It helps the student to connect the theoretical and conceptual material from the classroom to the field setting. It offers the student the opportunity to test his or her understanding and comprehension of course work through experiential learning and application of knowledge. The practicum provides an opportunity for awareness of self and a beginning assessment of professional competence.

The Field Practicum includes structured learning activities with various population groups across a variety of domains and settings for the student. Students will be expected to interact with individuals, families, groups, organizations, and communities, depending on the availability of these opportunities in each field setting. Students begin to explore and understand the complex nature of social services and social service agencies and programs. They are exposed to value and ethical issues that surround prevention and intervention activities and seek resolution under the guidance of their field supervisor and faculty liaison. Finally, students will be exposed to social work professionals as models and mentors.

The field practicum is systematically designed, supervised, coordinated and evaluated. Students must demonstrate competence in the field setting.
Criteria for Entering Field

Field Education is the signature pedagogy for social work programs. This distinction elevates field education to equal prominence with classroom instruction within the curriculum. “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity” (E.P. 2.2)

Ensuring that students are prepared to accept the roles and responsibilities of a social worker in the practicum is a primary concern for program staff. It is essential that students commit to the values and knowledge base of the profession. They must demonstrate mastery of subject matter across the curriculum, and the ability to use critical thinking skills to problem solve and effectively use research and theory in practice. In addition, a student must demonstrate emotional stability and maturity as well as a willingness to engage in practice with diverse populations. A student must possess personal characteristics that are necessary for effective and competent practice including compassion, empathy, and acceptance, and strive to promote the needs of clients and social, economic and environmental justice through empowerment and advocacy.

Only social work majors are permitted to enroll in Field Practicum I and II. All field placements must be done in the fall and spring semesters of the senior year of study. Students will concurrently enroll in Generalist Practice III for the fall semester and Senior Social Work Capstone during the spring semester.

In order to qualify for field, students must satisfy the following requirements:

- Acceptance into the social work program
- Successful completion of all previous social work coursework at a “C” or above
- Successful completion of Generalist Practice I and II
- Successful completion of an oral competency exam in Practice I
- Completion of an Application for Field Practicum
- Completion of a Request for Placement form
- Attendance at a scheduled pre-placement meeting facilitated by program faculty
- Completion of an interview with the assigned field supervisor

**NOTE:** Students who fail to meet the requirements will not be permitted to enroll in the practicum.
OBJECTIVES FOR FIELD PRACTICUMS

Each of the two practicums has unique but similar objectives

OBJECTIVES FOR FIELD PRACTICUM I

Students will be expected to:
1. Demonstrate an understanding of the social problem the agency seeks to address, and the community and social policy context of the agency. (Relates to goals 2, 3 & 5) Measure: Social Problem Context, Policy Context and Community Context Exercises & Seminar Participation
2. Demonstrate an understanding of the structures of oppression and discrimination faced by the population served as well as the agency's efforts to reduce or eliminate them. (Relates to goals 2 & 3) Measure: Social Policy Context, Social Problem Context and Seminar Participation
3. Understand how course work and fieldwork are integrated and demonstrate this understanding through discussion and assigned tasks in the seminar and the field agency. (Relates to all program goals) Measure: Self Awareness Paper and Journals
4. Demonstrate an awareness of the necessity of scientific research in social work practice in the field setting and begin to use evaluation techniques for examining one’s practice activities and experience. (Relates to goals 5 & 9) Measure: Case Presentation
5. Demonstrate willingness to engage in practice with at-risk, oppressed and culturally diverse populations. (Relates to goals 2, 3, 6, 7 & 8) Measure: Self Awareness Paper, Case Presentation, and Journals
6. Demonstrate an ability to engage in professional conduct that is consistent with the ethics and values of the profession and utilize critical thinking skills for problem solving in the field setting. (Relates to goal 1) Measure: Journals, Seminar Participation, and Field Evaluation
7. Demonstrate understanding of planned change efforts utilized with client systems of various sizes in the field setting and utilize skills to engage, relate to, and intervene with client systems and evaluate one’s practice. (Relates to goals 6 thru 9) Measure: Journals, Self Awareness Paper, and Field Evaluation
8. Demonstrate an understanding of the use of supervision appropriate for learning and professional development. (Relates to goal 1) Measure: Field Evaluation, Self Awareness Paper and Journals
9. Demonstrate an awareness of the value and utility of theory for guiding professional practice. (Relates to goals 4 & 6 thru 9) Measure: Journals and Field Evaluation
10. Demonstrate an ability to practice within organizational structures. (Relates to goals 1 & 6 thru 9) Measure: Field Evaluation
11. Demonstrate an understanding of the need for on-going professional growth and development, and a willingness to participate in appropriate activities that promote growth and development. (Relates to all program goals) Measure: Self Awareness Paper, Student Feedback Form and Journals
12. Demonstrate beginning level skill in communicating with clients, supervisor, and colleagues. (Relates to goals 1 & 10). **Measure: Journals, Field Evaluation, Seminar Participation & Case Presentation.**

13. Demonstrate an ability to provide support and encouragement to other students as well as challenge unacceptable or unethical behavior. (Relates to goal 1) **Measure: Field Seminar, Journals and Self Awareness Paper**

**OBJECTIVES FOR FIELD PRACTICUM II:**

Students will be expected to:

1. Demonstrate an understanding of the social problem the agency seeks to address and the community and social policy context of the agency. (Relates to goals 2, 3 & 5) **Measure: Social Policy, Social Problem and Community Context Exercises and Seminar Participation**

2. Understand how course work and fieldwork are integrated and demonstrate this understanding through discussion and assigned tasks. (Relates to all program goals) **Measure: Self Awareness Paper and Journals**

3. Demonstrate the application of scientific research to social work practice in the field setting and evaluation of one's practice activities and experience. (Relates to goals 5 & 9) **Measure: Case Presentation**

4. Demonstrate willingness and an ability to engage in practice with at-risk, oppressed and culturally diverse populations. (Relates to goals 2, 3, 6, 7 & 8) **Measure: Social Problem Context, Case Presentation, Journals and Field Evaluation**

5. Demonstrate an ability to engage in practice that is consistent with the ethics and values of the profession and utilize critical thinking skills for problem solving ethical dilemmas experienced in the field setting. (Relates to goal 1) **Measure: Self Awareness Paper, Field Evaluation, and Journals**

6. Demonstrate effective use of supervision appropriate to generalist practice. (Relates to goal 1) **Measure: Self Awareness Paper, Journals and Field Evaluation**

7. Demonstrate an understanding of the structures of oppression and discrimination faced by the population served as well as the agency's efforts to reduce or eliminate them. (Relates to goals 2, 3 & 5) **Measure: Social Policy Context and Social Problem Context and Seminar Participation**

8. Evaluate the suitability of the placement for enhancing the student's preparation for professional social work practice. (Relates to goals 1, 4 & 9) **Measure: Student Evaluation of Field Setting, Journals and Seminar.**

9. Demonstrate evidence of their on-going professional growth, development and identity as a social worker. (Relates to all program goals) **Measure: Seminar, Field Evaluation, Journals and Self-Awareness Paper.**
10. Demonstrate the value and utility of theory for guiding professional practice. (Relates to goals 6 thru 9) **Measure: Case Presentation and Journals.**

11. Demonstrate understanding of planned change efforts utilized with client systems of various sizes in the field setting and utilize skills to engage, relate to, and intervene with client systems and evaluate one’s practice (Relates to goals 5 & 6 thru 9 **Measure: Journals, Self Awareness Paper and Field Evaluation**

12. Demonstrate an ability to practice within organizational structures. (Relates to Goals 1 and 6 thru 9) **Measure: Field Evaluation and Journals.**

13. Demonstrate an ability to provide support and encouragement to other students as well as challenge unacceptable or unethical behavior. (Relates to goal 1) **Measure: Field Seminar, Journals and Self-Awareness Paper**
EXPECTATIONS OF STUDENTS

Students are expected to take an active role in ensuring the field practicum meets their learning needs. They are responsible for ensuring that they are given the opportunity for those activities that are identified in the student’s learning contract.

Students will be expected to:

1. Indicate areas of interest as well as learning needs, especially areas for skill development.
2. Complete an application for field placement.
3. Attend pre-placement meeting(s) as scheduled with the Coordinators of Field Education.
4. Attend the pre-placement interview within the expected timeline with the assigned field supervisor.
5. Adhere to the Code of Ethics as outlined by the National Association of Social Workers and values of the social work profession.
6. Conduct him/herself in accordance with agency policies and procedures as expected of the staff, unless appropriately waived.
7. Complete required documentation including daily journals, time sheets, personal reflection paper, self-evaluation, and assignments in field seminar, as well as any and all documentation required by the field setting-supervisor.
8. Respect the confidentiality and privacy of clients and constituencies.
9. Attend a weekly seminar to process and integrate field experiences, research and coursework.
10. Prepare for supervision meetings and meet with the field supervisor as scheduled and in the event of an emergency.
11. Keep field supervisor informed of all work and any potential problems related to clients or the agency.
12. Identify value dilemmas and seek appropriate direction/supervision for addressing them.
13. Monitor one’s personal and professional development and identify areas of strength and/or need for growth.
14. Participate in developing the learning contract and completing the student evaluations (midterm and final) along with the Field Supervisor.
15. Assess the appropriateness of the agency/program for meeting the goals and objectives of the field practicum.

Note: Students should be aware that some placements require health checks and TB tests. A student should check with the Field Supervisor and the Coordinators of Field Education regarding the specific requirements of his or her placement. All requirements must be satisfied before the student can begin the field practicum.
FIELD SEMINAR

Field seminar is an important and essential component of field education. The Coordinators of Field Education facilitate the weekly seminar. Opportunities are provided for instruction, discussion and exercise of the student's critical thinking skills related to practice and professionalism. All students enrolled in field placement are required to participate in field seminar.

Attendance is mandatory and active participation is strongly encouraged. Seminars are held on a weekly basis for two hours each week. Time spent in seminar is not included in the required 400 placement hours.

THE FIELD EDUCATION JOURNAL

Students are expected to keep an ongoing record of their field experience. This process permits the student to continuously assess the quality of his/her work, to monitor his/her progress in meeting the requirements of the learning contract, to identify areas for concern to address with the field supervisor or in the weekly seminar, and to reflect on personal growth and self-awareness.

Students must maintain a separate recording for each day at the field site. Journals must be submitted at the field seminar on a weekly basis. A student who gets behind on their journals will be prohibited from accruing additional field hours until the journals are current.

The Program provides a template for the daily journals. Students are expected to use the format provided and to address each of the eight elements for each day in field. Journals must be typed.

Field Coordinators will review the journals for content. Feedback to the students will be provided on the journal sheets and through face-to-face interaction as needed. Issues or areas of concern that arise from the journals may also be addressed in the field seminar as they provide learning opportunities for all students.
GUIDELINES FOR FIELD EDUCATION JOURNALS

Journals must address each of the following areas:

1. Activities of the day (concrete experiences) A bullet format is permitted
2. Personal reaction/reflection on the day’s activities
3. Identification of relevant theory and knowledge utilized
4. Examine dissonance experienced
5. Articulate lessons learned including those related to diversity and justice
6. Develop a specific plan that directs your work in the field as well as further learning necessary for continued growth throughout the semester
7. Identify an agenda or plan for upcoming and on-going supervision
8. Identify ethical or value issues encountered in field

The format is adapted from the Integrative Processing Model developed by Kiser. Kiser, P. M. (2000). Getting the most from your human service internship: Learning from experience. United States: Brooks/Cole.
FRANCISCAN UNIVERSITY OF STEUBENVILLE
SOCIAL WORK PROGRAM

Field Education Journal

Student’s Name__________________________ Date____________________

Field Placement Site/Supervisor________________________________________

Hours Completed Today ________ Total Hours Completed _____________

1. Activities of the day (concrete experience)________________________________________________________

__________________________________________________________________________________________

2. Personal reaction/reflection on the day’s activities________________________________________________________

__________________________________________________________________________________________

3. Identification of relevant theory and knowledge________________________________________________________

__________________________________________________________________________________________

4. Examine dissonance experienced________________________________________________________

__________________________________________________________________________________________

5. Articulate lessons learned________________________________________________________

__________________________________________________________________________________________

6. Develop a plan that directs your work in the field as well as further learning________________________________________________________

__________________________________________________________________________________________

7. Identify an agenda or plan for Supervision________________________________________________________

__________________________________________________________________________________________

8. Identify ethical or value issues encountered________________________________________________________

__________________________________________________________________________________________

(Students may use as many pages as necessary for each day at the field placement)
STUDENT LEARNING CONTRACT

The student and field supervisor must outline and agree upon the goals and objectives for the placement. The student is expected to develop goals that he/she expects to accomplish during the semester. The field supervisor will add goals that he/she believes are important for the student’s development. Specific objectives that will lead to goal achievement, generally three or four, should be delineated for each goal. (The student and field supervisor may want to refer to the final evaluation form or the field seminar syllabus for areas that could be included in the learning contract.)

Students should have a goal for each of the following categories:
- Self development
- Understanding of agency structure, policy and procedures
- Intervention with clients (engagement, assessment, planning and evaluation)
- Use of supervision

Additional goals are permitted and encouraged.

The learning contract will be developed within the first month of the student’s placement. The cover page along with the goals and objectives must be submitted to the Field Liaison/Coordinator on the expected due date. All learning contracts must be approved by the student’s field Liaison/Coordinator. The contracts will be reviewed with the student and field supervisor at the initial site visit conducted by university faculty.
LEARNING CONTRACT for FIELD PLACEMENT

STUDENT: Name ____________________________________________________
Home or Cell Phone ________________________________________________

AGENCY: Name ____________________________________________________
Address __________________________________________________________
Field Supervisor __________________________________________________
Field Supervisor’s Phone ____________________________________________

TERM: ________________________________

Student’s Signature       Date       Supervisor’s Signature       Date

Faculty Signature        Date       Faculty Title
<table>
<thead>
<tr>
<th>#</th>
<th>GOALS</th>
<th>OBJECTIVES</th>
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Student’s Signature       Date       

Supervisor’s Signature      Date
EVALUATION of STUDENT LEARNING in FIELD

The Social Work Program is committed to ensuring that student experiences in field practicum contribute to their continued learning and complement the instruction received through the program curriculum. Faculty members continuously strive to meet these demands by offering students a wide array of potential placements. The program prides itself on continuous assessment and evaluation of student learning and competence as well as the appropriateness of each setting for advancing student learning.

Student learning in field is evaluated in many ways. The first includes feedback from the field supervisor regarding the student’s performance and competence. Students are evaluated at mid-term as well as at the end of each term. The mid-term format combines a narrative where the supervisor discusses student progress on learning goals and also rates students on competence behaviors. The final evaluation is a standardized tool used by the field supervisor to rate the student in several areas related to competence in 9 areas.

Also included is a student’s self assessment of his/her learning. Students complete a mid-term self-evaluation form. This form asks them to rate their performance as well as identify areas they need to continue to develop. In addition, students are required to submit a paper at the end of each term that asks them to review their learning over the course of the term in the field practicum. They must also assess their strengths and areas for improvement, as well as identify unmet learning needs. For first semester field students, these unmet needs are used in deciding on a field setting for the second field placement and goals for the learning contract for the second practicum.

These measures have been developed as outlined by the EPAS of CSWE.

Field practicum grades are based on the following:

- Attendance and Participation in Seminar 20%
- Field Supervisor’s Evaluation 20%
- Case Presentation 20%
- Field Journals 20%
- Self Awareness/Reflection Paper 20%

The Field Seminar

Another method for evaluating student learning in field is based on the student’s performance in the field seminar. In seminar students have a course outline and assigned readings. Topics focus on issues relevant to field work and common to all, or at least most, students. In the second field seminar, as students are completing their second field placement, they are expected to take a far more active role in leading the discussion.

As part of the seminar, students are required to complete an on-going account of their field experience through daily journaling. The journals permit the student to continuously assess the quality of his/her work, to monitor his/her progress in meeting the
requirements of the learning contract, to identify areas for concern to address with the field supervisor or in the weekly seminar, and to reflect on personal growth and self-awareness.

**Field Journals**

The format for the journal is as follows:

1. activities of the day (concrete experiences)
2. personal reaction/reflection on the day’s activities
3. identification of relevant theory and knowledge
4. examine dissonance experienced
5. articulate lessons learned
6. develop a plan that directs further work in the field as well as further learning
7. identify an agenda or plan for supervision
8. identify ethical and value issues that have arisen

**The Self Awareness Paper**

The field education self-awareness paper should include and address all of the following:

1. Information on the placement setting, including the mission, programs, and services of the agency.
2. The specific learning opportunities experienced during the course of the term.
3. The student’s assessment of his/her development as a professional social worker, including strengths and skills. The student should also identify areas that require further development in preparation for professional practice and/or graduate education.
4. The student’s personal development as a result of the field practicum, including self-awareness and personal growth.
5. The student’s response and reaction to observing and intervening with at-risk, oppressed and diverse populations.
6. The student’s evaluation of his/her ability to integrate course work, research and experiential learning.
7. The student’s assessment of the field seminar and the placement setting for meeting the learning needs of the student, including an assessment of the field (agency) supervisor.
8. A summary of the field experience and the value of the experience in preparing the student for generalist practice.
Case Presentation

Furthermore, the student is expected to do a case presentation in the field seminar. This assignment is used to evaluate engagement, assessment, planning, and evaluation as well as communication skills and competence. The student is required to answer questions and lead discussion from the group related to the case and the presentation. A format for the presentation is provided below.

Assignment of Grades

For the field practicum, students are assigned a letter grade based on their performance in both the field setting and the field seminar. The ratings from the field supervisor’s evaluation is coupled with that of the university faculty member’s assessment of the student’s participation in the seminar and performance on related assignments.
OUTLINE for CASE PRESENTATION in FIELD SEMINAR

The student will give a formal presentation regarding a case from the field practicum, with special emphasis on evaluation of the student’s effectiveness/competence.

- Identify the field site and briefly describe the program and your role
- Identify and describe the client system
- Identify the client’s strengths
- Identify the client’s needs, including developmental and cultural needs
- Specify the intervention goals
- Discuss the theory and knowledge base that guided your intervention decisions
- Describe the worker/client relationship
- Evaluate the communication effectiveness between the client and worker
- Describe the facilitative/intervention techniques employed
- Assess your overall effectiveness with this client, including but not limited to engagement, assessment, relationship, and goal attainment. Be certain to discuss/address the method/tool employed to measure outcomes.
- Explain any value or ethical dilemmas that presented during the intervention process
- Discuss any organizational factors that impacted or influenced your intervention
- Discuss your recommendations for improving your intervention with this client system
- Discuss policy or practice implications for social workers

NOTE: For the case presentation in the second practicum, the student must submit a social work journal article that supports the facilitative techniques or the evaluation tool/method employed by the student in their intervention.

The student must present the case on the assigned date. The student may use any props or handouts deemed useful. The student is expected to address each of the elements outlined. The student should be prepared to answer questions related to the client and/or the intervention process.
FIELD SEMINAR CASE PRESENTATION FEEDBACK FORM

Student ___________________________ Term _______________________

The following rating scale is used to assess student performance on each element:
M = Element Met    PM = Element Partially Met    NM = Element Not Met

Engagement
_____ Applied knowledge of human behavior in the social environment, person in environment and other multi-disciplinary theoretical perspectives to engage with clients
_____ Used empathy, reflection and interpersonal skills to effectively engage diverse clients and

Assessment
_____ Collected and organized data and applied critical thinking to interpret data
_____ Assessed client strengths and limitations, including cultural and developmental needs
_____ Applied knowledge of human behavior in the social environment, person in environment and other multi-disciplinary theoretical perspectives to assess data
_____ Developed mutually agreed on intervention goals and objectives based on strengths, needs and challenges
_____ Selected appropriate intervention strategies based on the assessment, research, knowledge and values and preferences of clients and constituencies

Intervention
_____ Critically chose and implemented interventions to achieve goals and enhance capacities of clients and constituencies
_____ Applied knowledge of human behavior in the social environment, person in environment and other multi-disciplinary theoretical perspectives in interventions
_____ Used inter-professional collaboration as appropriate to achieve beneficial practice outcomes
_____ Mediated and/or advocated for client
Facilitated transitions and endings that advanced mutually agreed on goals, when appropriate.

**Evaluation**

- Selected and used appropriate methods for evaluation
- Applied knowledge of human behavior in the social environment, person in environment and other multi-disciplinary theoretical perspectives in the evaluation of outcomes
- Critically analyzed, monitored and evaluated intervention and program processes and outcomes
- Applied evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

**Additional Information---Student presented:**

- Organizational barriers to intervention process
- Theoretical underpinning for intervention approach/methods employed
- Recommendations for improving the intervention
- Student was clear in Explaining Information
- Student presented as Professional and Confident
- Student demonstrated Mastery of Case
- Student Identified value or ethical issues

**PRESENTATION GRADE**

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Instructor

Date
RESPONSIBILITIES OF THE COORDINATOR(S) OF FIELD EDUCATION

The Coordinators of Field Education are responsible for educational direction of field learning for both students and agency staff.

The Coordinators of Field Education have the following responsibilities:

1. To outline criteria for selection and retention of field supervisors
2. To develop the goals and objectives of the field program
3. To coordinate and/or conduct trainings for field supervisors
4. To monitor and evaluate the field program
5. To recruit field instructors and develop field placements for students
6. To review student requests for field placements and assign students to placement in conjunction with the Field Liaison, when applicable
7. To oversee the activities of the Field Liaison, when applicable
8. To seek feedback from the Field Liaison regarding placement sites and supervisors, when applicable
9. To address student, field supervisor and field liaison concerns.
10. To make necessary revisions to the program based on feedback and evaluations

RESPONSIBILITIES OF THE FIELD LIAISON

The Field Liaison is assigned at the discretion of the Coordinator of Field Education and reports directly to the Coordinator. The Field Liaison must possess a Master’s Degree in Social Work from a program accredited by the Council on Social Work Education (CSWE).

The Field Liaison has the following responsibilities in assisting the Coordinator.

1. To monitor the field placements of students and provide educational direction
2. To assign grades for students, with the consultation of the Field Coordinator upon completion of the field practicum course
3. To conduct the weekly field seminar with placement students as outlined in the syllabus
4. To address concerns of field students and/or field supervisors according to the program’s field policies
5. To serve as liaison between the University and field agencies/supervisors
6. To meet regularly, but at least bi-weekly, with the Coordinator of Field Education regarding student progress and supervisor concerns
7. To identify training and learning needs of field supervisors
8. To assist, as needed, with the assessment of the field education program

NOTE: We currently have our Coordinators serving as field liaisons.
SITE VISITS by UNIVERSITY FACULTY

Designated program faculty are required to make at least one visit each semester to the placement setting for each field student. Two visits are preferred, but may not always be possible. The purpose of the visits is:

1. To provide direction for the field practicum
2. To provide support and encouragement to the student and field supervisor
3. To discuss the student’s progress in the field setting
4. To identify any potential areas of concern regarding the student’s performance
5. To identify any concerns of the field supervisor or field agency staff
6. To answer questions and provide information as needed
7. To develop an action plan to address concerns or problems with the placement
8. To enhance the role of the field supervisor

The first site visit will be conducted after the student has submitted the Learning Contract and has been in the placement for approximately one month. Program faculty will review the field contract with the supervisor and student for final approval of the contract at the visit. The faculty member will also answer questions and review expectations for the term.

The second visit will take place after the midpoint of the term. The faculty member will review the student’s progress toward satisfying goals as outlined in the learning contract. They will also provide direction for the remainder of the practicum as indicated.

Each visit will be documented by program faculty. This tracking form includes documentation of the student’s progress, identified areas of concern, if indicated, and a plan of action regarding student learning for the remainder of the term.

Additional site visits can be arranged, if requested, by the student or field supervisor. In addition, program faculty members can also initiate a visit to obtain information or address areas of concern.
**ADDITIONAL FIELD POLICIES**

**Completion of Field Hours**
Students are expected to complete the required minimum of 200 field hours within each semester. Students must continue to work in the placement setting until the end of the term regardless of whether they have completed the required 200 hours prior to the end of the term. They must also continue to journal and attend the weekly seminar as long as they continue in the field agency. **NOTE:** Students must complete a minimum of 400 field hours to graduate.

**Credit for Life Experience**
The program faculty members recognize that many students enter the program with vast experience and diverse backgrounds. Faculty members respect the unique experiences of the student majors and realize that it enriches their educational process. However, the program has a policy that does **not** permit academic credit for either life experience or previous work experience. This policy is included in the Student Handbook.

**Transportation Needs**
Students are responsible for their own transportation to the field agency. Students driving to field must have a valid driver’s license and current automobile insurance. Students should be prepared to provide proof of same. The Coordinators **cannot** guarantee a placement for a student who does not have his/her own transportation.

**Physical Examinations and TB tests**
Some field placement agencies require that the student have a physical exam and a TB test. Students are responsible for obtaining these at their own expense, and they must be done before starting the placement. Students should consult with their field supervisor regarding any and all requirements they must satisfy before beginning the placement.

**Transportation of Clients**
The University does **not** permit students to transport clients in their personal vehicles. Nor does it permit students to drive agency vehicles for the purposes of transporting clients. Students are permitted to accompany staff and clients either in agency vehicles or the personal vehicle of a staff member.

**Reporting Injuries/Accidents in the Workplace**
Students are responsible for immediately reporting any unusual incident/situation or an accident or injury, which they received or witnessed at the field site, to their assigned Coordinator. Students must provide the completed designated form to the Coordinator outlining the circumstances of the situation and any action taken.
The Coordinator of Field Education will report any accident or injury to a student to the Director of the Social Work Program who will notify the administration of the University.

Incident reports will be reviewed and the coordinator will determine what action, if any, is indicated related to the situation. Action steps could include a meeting with the student, a phone call and/or meeting with agency personnel, or, in cases where a student’s safety cannot be reasonably assured, termination of the placement. Action plans will be developed on a situation-by-situation basis.

**Safety Issues**

Student safety is a priority for the program and the university. Students are informed of the potential dangers they may confront in field placement through the practice sequence and the pre-placement meeting(s) held in the term prior to their first placement. The field seminar is used to further educate students about potential dangerous situations.

Students learn and practice de-escalation techniques with angry and aggressive clients. They learn about universal precautions and discuss potential hazards of home visits and how to avoid these dangers. Students are instructed and strongly encouraged to seek the advice and counsel of their field supervisor as well as program faculty regarding safety concerns, as necessary.

 côtSee the appendices for additional Safety Information and the Incident Reporting Form

**Austrian Bound Students**

Social Work majors can study abroad in Austria, and are encouraged to do so to experience the culture of Austria and surrounding countries. Students should coordinate and plan their schedule with their academic advisor. The study abroad coordinator will also work with students to ensure that they can go to Austria during the chosen semester, if at all possible.

**Malpractice Coverage for Field Students**

The Franciscan University of Steubenville carries professional liability insurance protection for field students. This coverage is provided by Marsh Affinity Group Services, the oldest insurance administrator for professional allied health care associations and societies. The policy provides coverage for claims arising out of real or alleged incidents, including student vs. student claims. Court costs and legal fees are paid in addition to policy limits.

Students are protected even after the policy is no longer in effect, if the covered incident occurred while the policy was in force. Students are not covered while operating a motor-
driven vehicle, when engaged in business outside professional duties or when engaged in unlawful action.

**Student Conduct in the Field Setting**

Students are expected to conduct themselves in a manner that is consistent with the mission of the university and reflects their status as a professional-in-training.

Specifically, students are expected:
- To dress according to the dress code of the placement agency and in attire that is suitable for a professional.
- To treat clients respectfully and compassionately, and in a manner that promotes their dignity and promote their well being.
- To maintain good work habits including arriving on time, reporting off when necessary, etc.
- To go to field prepared and to complete all assigned tasks.
- To avoid any inappropriate, illegal or otherwise unacceptable behavior.
- To practice personal reflection and self awareness to monitor one’s personal and professional growth and conduct.
- To demonstrate honesty and integrity in all professional interactions.
- To avoid any and all discriminatory practices or behaviors and demonstrate culturally sensitive behaviors and boundaries.
- To be open to and respond to constructive feedback and supervisor input.
- To abide by all agency and university policies and procedures related to field education.

**Student Impairment in the Field Setting**

Students are expected to conduct themselves in a professional manner consistent with the professional Code of Ethics at the field setting and any activities related to the field practicum. A student should never report for duty while under the influence of an illegal substance, including drugs and alcohol, nor consume an illegal substance while participating in fieldwork.

Students found to be impaired while in the field will be subject to disciplinary action as outlined in program policies. This action may include suspension or dismissal from the placement or the social work program.

**Premature Termination of a Field Placement**

Students will occasionally have difficulty in a field setting, either in meeting the demands of the placement or in interaction with agency personnel. Field supervisors may also express concern regarding the student’s performance or sense of responsibility. In rare circumstances, the field supervisor may be unable to continue to provide the necessary opportunities for the student. Program faculty is responsible for facilitating the resolution of difficulties related to field placements.
The following procedure must be followed regarding resolution of problems in the field setting.

1. The student and/or the field supervisor must notify the assigned Field Coordinator about an emerging problem situation.
2. The student and field supervisor must attempt to address the concerns within the placement setting by developing a plan of action to resolve the issue(s).
3. If the plan is not successful, and further attention to the matter is required, the student, field supervisor, and the assigned Field Coordinator shall be involved in efforts, typically involving a meeting of the parties, to work out the identified concerns or problems. A plan of action should be developed to resolve the issue(s). The Program Director must be made aware of all situations where an action plan has been created.
4. In the event that the plan for resolution has not been successful and the situation is seemingly not workable, the student may make a formal, written request to the Field Coordinator to terminate the placement.
5. The student will meet with the Coordinator regarding a determination of the request.
6. If the placement is terminated, the student will then be required to collaborate with the Field Coordinator to obtain another placement. This process may include an interview with a potential field supervisor and any necessary pre-placement activities.
7. Close supervision of the student will be provided for the remainder of the term. A plan for avoiding similar difficulties in the new placement may be indicated, and will be the responsibility of the student and the Field Coordinator.

NOTE: In the event that the plan for resolution has not been successful and the situation is seemingly not workable, the Coordinator may terminate the placement upon notification of the student and the Field Supervisor. The Coordinator will advise the student, after consultation with the Program Director, as to whether the student can continue the practicum in a new setting or will be discharged from the program. In the case of the latter, the student can then follow the procedure for filing an appeal. (Please see the policies regarding suspension or termination from the program and filing an appeal for further information)

**Field Practicum at the Student's Place of Employment**

Students who are employed on a full-time basis can request a field placement at their place of employment. The student’s request must be made in writing to the Coordinator or Co-Coordinator of Field Education.

The following conditions must be satisfied in order to obtain approval for this type of placement.

1. Demonstrate evidence of an inability to schedule the field practicum in another setting due to scheduling and time constraints.
2. Show evidence that the placement offers the student the types of required activities for the practicum as outlined in the goals for the field practicum.
3. Show evidence that practicum activities and experiences will differ from the student’s regular job functions.
4. Secure an appropriate field practicum supervisor who can meet all of the requirements as outlined in the responsibilities for field supervisors. The field supervisor should not be the student’s job supervisor.
5. Attend the field seminar group while completing the field practicum.
6. Meet all other requirements of the field practicum.

Final approval must be granted by the Program Director.

**Placement in the Same Agency for Field I and II**

Students will occasionally have the opportunity to do the required 400 field hours in the same agency rather than doing two distinct placements. This decision will be made on a case-by-case basis by the assigned Coordinator of Field Education in consultation with the Program Director.

The following procedure outlines the steps the student should take in order to be considered for this exception.

1. The student will present a written request to the Coordinator.
2. The student will indicate how the first field placement will substantially differ from the second field placement.
3. The student will also explain their reasoning/justification for the request.

The Coordinator will review the request and gather sufficient information to make an informed decision regarding the request. The Field Coordinator should consult with the Field Supervisor to discuss the activities the student will have in the second term to ensure that the activities are sufficiently different from the first term. The decision of the Coordinator will be final.

The Coordinator can also initiate the process for the exception when the student’s field supervisor expresses interest. The student will follow the same procedure outlined above if interested in the exception.

**Student Schedule while completing the Field Practicum Courses**

Social work courses are set up so that senior students have designated days on which they are to complete their required field hours. Currently, students are expected to be in the field agency on Tuesdays and Thursdays during their senior year of study. Completion of the required two hundred (200) hours each semester necessitates that students give their full attention and time to field activities on the designated days.
In some cases, students will be expected to attend field activities on additional days of the week. Also, students may have to put in time outside the designated days in order to obtain the required hours. In either case, the student should schedule additional field time around their class schedule, including social work courses. In some circumstances, a student may be given permission to miss class for learning opportunities, but this should be cleared with faculty members in advance.

In order to comply with this policy, students may not schedule classes on Tuesdays and Thursdays, except for night classes. When required courses needed by students conflict with the field schedule, students must notify their faculty advisor of the conflict. In most cases, the student will be able to take an alternative course to satisfy the requirement. Students must have written permission from their assigned Coordinator of Field Education to schedule a daytime course on the designated field days.

NOTE: Designated field days are subject to change at the discretion of the program faculty.

Policy Regarding Fingerprint Background Checks
In order to ensure client safety, to minimize liability for the University, and to satisfy the requirements of many of the program’s field agencies, the social work program requires a criminal background check of all students prior to entrance to the field practicums (SWK 410 and 411). This background check will be obtained through a fingerprint check, which will be obtained in the spring semester prior to a student’s senior year. Fingerprints will be digitally submitted to the FBI and Ohio BCI.

Students will obtain fingerprints through Jefferson Security and Investigations at a date and time scheduled by the student. The cost is $62.00 ($30.00 for the state and $32.00 for the FBI check) and students must submit a money order in that amount at the time they are fingerprinted. Results of the background check will be released to the Program. A copy will be placed in the student’s record. Any potential problematic findings will be reported to the Director of the Social Work Program and will be addressed in a meeting between the Coordinator, the Director and the student. Any questions that remain regarding the student’s past behavior and their ability to participate in the field practicum will be discussed between the Field Coordinator and the Director of the Program. Following that meeting, the Program Director will make a final decision as to whether the student will be admitted to Field Practicum I and II.

Field agencies that require a background check will receive a copy of the student’s background check upon request of the student. The copy will then be forwarded to the field agency prior to the start of the student’s practicum.

Students are required to report any behaviors or actions, and especially any legal activities that take place after the background check that might jeopardize their standing.
in the program. Failure to report such behavior or action could result in termination from
the field practicum and/or the program.

**Technology, Social Networking and Conduct in the Field**
With continuing technological advances, guidelines for student use are more important
than ever before. These advances impact professional interactions with and on behalf of
clients and potential ethical issues that might arise. Social networking technology also
points to a need for guidelines regarding appropriate student use of these tools in the
professional arena. Use of computers, fax machines, answering machines, e mail,
Facebook, twitter and any other technology for professional purposes necessitates that
important safeguards are utilized to protect client confidentiality and privacy.

Protection of client information must be an ongoing goal for students. Sharing of
information regarding clients, especially with other professionals, requires caution,
especially when using technology. Students are expected to understand expectations
related to the safe and appropriate transmission of information. Although these issues are
discussed in the classroom, any time a student faces questions about protection issues in
the field setting, these concerns should be addressed with the field supervisor or other
appropriate agency personnel.

The only guaranteed protection for safely sharing information through e mail is to use
encryption, which is typically not available in social service agencies. Therefore, students
must understand how easily information can be accessed by unintended parties or
misdirected to the wrong party, violating client confidentiality. Students must work
closely with agency personnel to understand the organization’s policies related to sharing
of information via computer technology, including e mail communication. Students
should discuss this information with their field supervisor and continue to seek the
supervisor’s assistance for insuring client protections as necessary over the course of the
term.

Several guidelines are needed regarding the use of social networking tools. The following
guidelines for students are not intended to be exhaustive. Students are expected to use
common sense and rely on the direction of their field supervisor for other situations or
circumstances that are not included here.

Students should:
- Never refer to a client, agency or client situation on Facebook, twitter, My Space,
a blog or any other sharing mechanism
- Never give a former, present or potential future client personal information such
  as personal contact information, including a personal cell phone or e mail account.
  This includes the use of texting from your personal cell phone.
- Never ask or accept a former, present or potential future client as a friend on any
  of the social networking sites such as LinkedIn, Facebook, or Twitter
 Ø Remember that social networking sites are public domains and information is easily and quickly accessed by others, now and always
 Ø Refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal Internet browsing from agency computers.
 Ø Not download or save onto personal or home laptops, computers or devices any work-related electronic documents that may be confidential in nature
 Ø Always consult with the field supervisor or Coordinator of Field Education for questions or concerns related to the use of technology

Failure to comply with these guidelines may result in disciplinary action, especially when negligence or disregard for these guidelines is clearly evident. This disciplinary action may include a warning, a temporary suspension from the field setting or even removal from the field practicum course.
**CRITERIA FOR SELECTING FIELD PLACEMENT SETTINGS**

1. The agency must be committed to field education and be willing to accept the student with the understanding of the mission, purpose, and goals of the practicum.

2. The agency must be able to provide opportunities that offer a breadth of experience required of a generalist bachelor’s level social work student.

3. The agency must be able to provide qualified and experienced social work supervisors and professionals to guide and support the student’s experience.

4. The supervisor must be willing to allocate the necessary time for training and orientation provided by the University faculty to enhance the practicum for the student.

**CRITERIA FOR SELECTION AND RETENTION OF FIELD INSTRUCTORS**

1. Qualifications
The field supervisor must possess a bachelor’s or master’s degree in social work from a CSWE accredited program, with two years post social work degree practice experience.

NOTE: In those circumstances when a degreed social worker is not available and the placement setting meets all of the other criteria, the Field Liaison will take responsibility for meeting on a weekly basis with the student to provide supervision and serve as a role model.

2. Social Work Practice Knowledge and Experience
The following are essential for the supervisor:

- Grasp of knowledge and skill essential for effective and ethical practice as a generalist social worker
- Ability to transmit knowledge to students
- An understanding of and commitment to values and ethics of the profession as well as the capacity to operationalize such values and ethics in practice
- Evidence of supervisory or training experience in a social service setting
- Evidence of the ability to identify opportunities that will broaden the student’s knowledge and practice skills

3. Investment in Social Work Practice
The field supervisor must:

- Participate in FUS orientation and training workshops
- Be willing to obtain information regarding social work practice including the strengths and generalist perspectives
Be willing to provide weekly supervision
Be willing to work collaboratively with the University’s social work faculty

4. Ability to Help the Student
The field supervisor should:
- Apply curriculum knowledge to field activities
- Utilize field activities for development of self-awareness
- Recognize potential ethical dilemmas
- Recognize the influence of diverse backgrounds and develop sensitivity to individuals from diverse backgrounds
- Meet all required field practicum experiences

NOTE: Under some circumstances, the field supervisor will assign the student to another staff member for day-to-day supervision, however, the approved field supervisor maintains responsibility for at least weekly supervision of the student.
RESPONSIBILITIES OF THE AGENCY/FIELD SUPERVISOR

1. Accept the student as a social worker-in-training for professional practice.
2. Provide the necessary facilities, tools and supplies that permit the student to perform required tasks.
3. Offer the student varied and meaningful learning opportunities consistent with a generalist social work perspective.
4. Provide an orientation of the setting to include the mission, policies, procedures, table of organization and the history of the agency/program.
5. Assist the student in understanding the interface of the agency and its services with other community services and programs and provide opportunities to observe and participate in networking activities.
6. Provide opportunities to deliver services to individuals, families, groups and communities of diverse backgrounds within the agency as an organizational system or with other agencies and with communities.
7. Offer opportunities for critical analysis and discussion of field situations.
8. Provide scheduled weekly supervision of student.
9. Meet with program faculty on a regular basis to evaluate the student’s performance, and meet more frequently in the event of identified concerns or problems.
10. Meet with the student and program faculty at the placement setting during the student’s placement to ensure the placement is meeting the student’s needs and showing progress toward the contract goals and objectives.
11. Complete a midterm and a final evaluation of the student
12. Offer feedback to university faculty regarding the field practicum and provide recommendations for enhancing the practicum experience.
The Franciscan University is committed to a meaningful relationship with field agencies and field supervisors. To express appreciation, enhance collaboration, and direct the field learning of the field supervisors, the university sponsors the following activities.

I. ORIENTATION TRAINING
New field supervisors are required to attend orientation training before supervising students in the practicum. Field supervisors who are already serving the program are also encouraged to attend this training. The training is offered on campus in conjunction with the initiation of classes for the fall term.

The annual orientation training for field supervisors addresses the following:

- Program goals
- Field Practicum goals and objectives
- Learning Contracts and suggested field activities
- Evaluation of the Field Student
- Evaluation of the Field Program
- The Field Seminar
- The Social Work Curriculum
- Program Developments/Updates

Note: These orientation trainings are typically offered in a format that allows additional training topics and information to be covered.

II. FIELD SUPERVISOR TRAININGS
The Social Work Program offers periodic trainings for field supervisors and professionals in the community. These trainings, which include at least one training in the spring term, provide a presentation on a topic of interest/need to supervisors. These trainings are used to enhance the role and performance of the field supervisor and provide an opportunity for Program faculty members to network with community professionals. Attendees, when eligible, are recruited to serve as field supervisors. Suggestions for program enhancement from field supervisors and other attendees are encouraged and welcomed. Continuing education units are typically offered.

III. ADVISORY COMMITTEE REPRESENTATION
Some field supervisors serve as members of the social work program’s advisory committee. This committee fosters an ongoing collaborative and supportive relationship with the local social work practice community. University faculty members are able to obtain feedback from the community regarding the performance of graduates as well input regarding the educational needs of our students as future social workers.
We rely on several sources of information to assess the effectiveness of field supervisors and agencies for providing a meaningful and comprehensive experience for our students. The Field Education Coordinators gather information regarding suitability of the placement and the supervisor over the course of the term in several ways:

- Program faculty members provide feedback from site visits made with supervisors and students over the course of the term.
- Informal feedback from students is garnered through interactions with students during advising and the field seminar.
- Informal feedback from field supervisors is obtained through interactions with the Coordinator and other program faculty outside the field setting.
- Formal student feedback is gathered through a survey form that specifically asks students to evaluate the supervisor and the setting at the close of the placement.
- Personal reflection papers in the field seminar require student assessment of the effectiveness of the setting and the availability/accessibility of the supervisor.

Feedback to Field Supervisors
Social work faculty members have developed a short instrument for assessing each supervisor and setting in relation to meeting program requirements. This tool attempts to capture all aspects of the supervisor’s role including task assignment, support to students, and opportunities for learning and practicing various skills.

Data from the student feedback form is analyzed and information is provided to each field supervisor based on that feedback. An action plan, if indicated, regarding areas of concern and potential for growth is included to facilitate improvement of the setting/supervisor for meeting field objectives.
FIELD PLACEMENT SELECTION PROCESS

The University requires students to complete a minimum of 400 hours of field during their senior year. Generally, students must meet this requirement through completion of two approved field practicums in two different settings.

The University faculty and student engage in the field placement selection process through mutual collaboration. During the spring term of the student’s junior year, the student selects three populations and/or settings that interest the student, based on the student’s skills and goals, as well as perceived learning opportunities. The student should identify those preferences based also on his/her self-identified learning needs. The student must submit their choices to the Coordinators of Field Education. The student and the Coordinators will arrange a mutually convenient meeting to discuss the student’s choices, if necessary. Placement decisions are made by the Coordinators, in consultation with the Program Director, based on assessment of the student’s skills and needs. Students are also matched with a field supervisor who can best meet their needs and provide the kind of support and supervision that best suits them.

Students will be required to make plans for the second semester placement during the fall term of their senior year. Students will again prioritize their choices and submit them to the Coordinators of Field Education. Decisions on selection decisions will be made according to the availability of placements, the student’s learning needs, and the type of setting in which the first placement took place. Decisions will be made by the Coordinators of Field Education based on student need and strengths.

Students must contact the agency in order to set an interview appointment with the agency field instructor prior to the beginning of the semester in which they will enter the placement.
STUDENT RIGHTS AND RESPONSIBILITIES

The administration of Franciscan University of Steubenville and Social Work faculty members are committed to all students. They have been granted many rights based on their value and student status. Equally important to student success and development, however, is the student’s understanding of the many responsibilities that they must meet as college students. The Student Handbook of the Social Work program outlines the various rights and responsibilities of social work students.

Student Rights:
1. The right to organize in their interest
2. The right to participate in and have input regarding policy formulation and modification
3. The right to have course grading procedures and criteria clearly articulated at the beginning of each semester
4. The right to file a grievance in the event that a student believes he or she has been treated unjustly or inappropriately
5. The right to have an assigned faculty advisor
6. The right to utilize all of the resources and services of the program
7. The right to be notified of all program changes and revisions
8. The right to all general University services and benefits
9. The right to submit a rebuttal regarding the field practicum evaluation

Student Responsibilities:
1. To maintain professional and ethical behavior at all times
2. To maintain an acceptable grade point average (2.50) while in the program
3. To complete all program courses with at least a grade of “C”
4. To inform his or her faculty advisor of any potential ethical violations/issues
5. To inform his or her faculty advisor of difficulty keeping up with program requirements
6. To meet with his or her faculty advisor at least one time each semester
7. To obtain approval from his or her faculty advisor for course withdrawals
8. To act as a responsible representative of the university and social work profession

Policy regarding Student Input
Students are encouraged to participate in the on-going efforts to improve and enhance the social work program. Students do so through program evaluation as well as course evaluations. Further, students are members of the Program Advisory Committee, whose role is to oversee the program, review policy, and make recommendations for improvement.

As for program evaluation, student feedback regarding instruction and preparedness is obtained in both informal and formal ways. Informally, feedback from students is encouraged and solicited by faculty members continually as a student progress through the program. This solicitation frequently occurs in the one-on-one advising sessions.
faculty members have with students. Suggestions made to faculty members for enhancing student learning and improving student understanding can be incorporated during the course. For example, information that students have been given in previous courses, but is not clear to students, can be reviewed and explained in such a way to help the student better understand the material. Further, this additional presentation of the material reinforces its importance to their education and training, and may help students to integrate and apply the material.

Formally, students provide information related to their preparedness for professional practice prior to graduation through the exit survey. The program is currently using the SWEAP exit survey. This survey identifies student competencies and weaknesses and is invaluable to faculty members when considering program and course modifications.

Program exit surveys are also used to obtain student input. These surveys are distributed to students in their last semester of study. This survey asks students about their agreement with items related to instructors, instruction, resources, field placements and several other items. Students can also make comments on each item. Data is tabulated annually and faculty members review the results to make recommended course or program changes.

Students provide formal feedback related to their learning in the Field Seminar course. Field students provide both a narrative assessment of their field experience and also complete a survey whereby they rate the field setting and field supervisor. These evaluations are reviewed and considered each year as part of the overall evaluation of the field education program as well as the evaluation of each placement setting.

Course evaluations by students are obtained nearly each term. A narrative form is a particularly useful tool for faculty members. This form asks students to discuss the things they liked about the course, the instructor, the assignments and the readings. It also asks students for suggestions for improving the course. Finally, students are asked to compare the course to their other courses. This information is available to each instructor and is used in determining needed changes in course instruction, presentation of material, assignments, or evaluation of student learning.

Students also complete a standardized survey as part of the course evaluation process. This tool, IDEA Student Ratings/Reactions, asks students to rate the instructor’s ability to meet course objectives. It also asks students to rate the instructor and the course. Scoring is computerized and results are provided to each instructor as well as the Director of the program. These ratings are included as one element of the instructor’s annual evaluation conducted by the Vice President of Academic Affairs, Department Chair and Program Director.

As members of the program Advisory Committee, students participate in review of program evaluation materials and information. They are instrumental in recommending policy modifications and in the establishment of new policies related to academics and student affairs. Ideally, at least one junior student and one senior student serve on the
committee, allowing a student to serve a two-year term on the committee, and providing some continuity.

**Repeating Curriculum Content**
Since the program does not provide credit for life or work experience, students with prior knowledge and skills would likely have achieved these in college coursework. Previous coursework is evaluated for transfer credit. Students will only be granted transfer credit for social work courses that have been completed at a CSWE accredited program.

**Transferring Credits for Social Work Courses**
Students who enter the University with social work course credits from another college or university are permitted to transfer those credits under the following conditions:

1. The courses were completed at a social work program accredited by the Council on Social Work Education (CSWE). Each course will be evaluated individually and credit will be awarded if the course is comparable in content and objectives.

2. The student obtained a course grade of “C” or higher in each course under consideration for transfer.

- Transfer of credits is not permitted for Generalist Practice I (SWK 307); Generalist Practice II (SWK 308) and Field Practicum I (SWK 410) and Field Practicum II (SWK 411).
- Academic credit is not granted for field placement hours based on the student’s previous life or job experience.

**Evaluation of Academic Performance**
According to University policy, instructors are required to provide the evaluation criteria utilized for each course and this policy has been consistently implemented by social work faculty members. This information is to be provided to students as part of the course syllabus, which is to be given to students at the beginning of the term. This information includes the course assignments as well as expectations related to attendance. Finally, details of the instructor’s grading policy are to be included in the course syllabus.

Although assignments vary, students are generally evaluated by their performance on exams as well as written assignments. Nearly all social work courses require at least one writing assignment where students have to demonstrate an ability to identify critical issues and present arguments clearly, thoroughly, and concisely. In addition, students are frequently required to make oral presentations. Individual professors determine the weighting of the assignments used to assign a grade.
**Student Advising**

Full time social work faculty members are the only persons who serve as academic advisors to all declared social work majors. All three faculty members have Master’s degrees from CSWE accredited programs. Each student is assigned to an advisor according to their class status. At the present time, freshmen and sophomore students are served by Professor Englefield and Fr. John Shanahan. These instructors teach the majority of the initial courses that our majors must complete. We believe that this arrangement will help students to develop a relationship and comfort level with their advisor and increase the likelihood that they will seek the counsel of their advisor. Dr. Gilham teaches many of the junior and senior level social work courses and therefore has more contact with these students. This two-year assignment period permits students to get better acquainted with their advisor and helps advisors get a feel for student strengths and needs.

Students are expected to meet with their faculty advisor to discuss course planning prior to registering for courses for the next semester. In addition to academic scheduling, the advisor assists students regarding classroom performance, directs students in the area of the subject matter they teach, aids students in understanding the varied possibilities and directions of a life’s career within the social work profession, and recommends courses that will correct a weakness or enhance the student’s desired goals and interests. The social work faculty advisor helps students to confront their weaknesses and to identify their strengths. The advisor helps students to determine their suitability for a career in the social work profession.

The University’s on-line registration system allows the academic advisor to review the student’s academic record during advising. The system does not permit a student to register for a class for which they have not met the necessary prerequisites. Faculty members can block student on-line registration, which forces students to meet with their advisor prior to registering.

Due to the small number of faculty members that are assigned to the social work program, open communication related to any changes in program policies and procedures is easy to maintain. Directives from the Director of the program are provided to staff both orally and in written form. The three faculty members have offices that are side-by-side, which further facilitates open communication. Faculty members attend all department meetings where program business is discussed and all faculty meetings where administrative directives are announced. Minutes for all of these meetings are provided to each faculty member, regardless of attendance. The full-time social work faculty members are experienced in advisement and are well informed regarding the liberal arts curriculum requirements as well as the social work program curriculum and its sequencing.
ADMISSION TO THE SOCIAL WORK PROGRAM

Criteria for Admission
Students must meet the following criteria in order to be formally admitted into the social work program:

1. Completion of the Introduction to Social Work course (SWK 203) with at least a “C” grade for the course.
2. Maintain a cumulative grade point average of 2.50.
3. Officially declare as a social work major with the registrar.

It is also recommended that students complete a minimum of twenty (20) hours of volunteer experience prior to admission to the program. Volunteer experience serves to ensure that the student has enough information to make an informed decision regarding the choice of the social work major. This experience exposes the student to the field, the various diverse populations served, and the unique roles of professional social workers. It also provides an opportunity for students to meet their first professional role models.

Program faculty members require at least a 2.50 grade point for admission as evidence that the student has satisfactorily completed the liberal arts courses taken to the point of application to the program. These courses are essential to a core knowledge base, and a minimum standard is important for insuring that the student has obtained the requisite knowledge from these courses. The requirement for at least a “C” grade in the Introduction to Social Work course is a further indication that the student can perform at an acceptable level, although this grade specifically relates to their ability to succeed in the social work curriculum.

Procedures for Admission to the Program
During the fall term of the sophomore year, those students who meet all of the above listed criteria may apply for formal admission into the social work program. The following outlines the procedures for the admission process:

1. Complete the application for admission to the social work program
2. Submit a resume
3. Submit two letters of reference
4. Complete a personal interview with program faculty

Reference Letters
Students must submit two letters of reference. Students choose the individuals who will submit letters on their behalf and program faculty recommend that they choose individuals who know their academic capabilities or can offer information regarding their personal character or both. These individuals are expected to attest to the characteristics and experiences that would indicate the student’s ability to compassionately serve diverse population groups.
**Personal Interview**
The personal interview is conducted by the three full-time program faculty members. Students are expected to demonstrate a desire to serve oppressed, vulnerable and at-risk populations. They are asked to discuss the personal qualities they possess that will make them compassionate and empathic professionals. Furthermore they are given the opportunity to share the life experiences that have prepared them for entrance into the profession.

The successful candidate will convince faculty members that they are of good moral character and capable of performing in accordance with the professional code of ethics. Furthermore, faculty members must be confident that the student is sensitive to others, particular the vulnerable, and can be successful in the program.

Upon completion of the required procedures, approved students will be notified in writing of their acceptance or denial of acceptance into the program.

**Provisional Admission Status**
Students may also enter the program as a conditional admission. Students will be admitted on a provisional basis for one (1) semester.

These students are those who

1. Barely meet the admission criteria, or
2. Have demonstrated inconsistency in their grades, or
3. Have not fully convinced program faculty of their potential to complete the program and/or do not meet the minimum GPA, or
4. Have not fully convinced program faculty of their potential to become a competent professional

Students granted a provisional status must demonstrate the capacity to successfully perform in each social work course by obtaining at least a “C” grade. They must also maintain an overall grade point average of 2.50. They must avoid any ethical violations or behaviors that compromise the values of the profession.

The Program Director will decide at the end of the provisional semester if the student shall be formally admitted into the program. The student must meet the above criteria to be considered for full admission.

**Denial of Admission**
A student who is denied admission will be advised in writing as to the reasons for the denial. A student may be denied admission based on a negative reference letter, concerns about the student’s past academic performance, or questions about a student’s maturity or behavior with peers or instructors. The student will receive a letter from the program
director indicating that they are being denied admission. A copy of the letter will be maintained in the student’s file in the social work secretary’s office.

This denial letter will identify a plan of action the student must follow in order to be permitted to re-apply to the program. This plan will be based on the specific and unique factors that lead to the admission denial. The student’s second application for admission will be reviewed the semester following the admission denial. Only students who have complied with the action plan will be considered for admission. A student can be admitted on a provisional basis following an admission denial, if indicated.

Admission Procedures for Transfer Students

Students transferring to the Social Work Program from another college or university must provide transcripts that indicate the student’s potential for successful completion of the social work curriculum as designed. Students must also demonstrate that they have met all of the criteria for admission to the program as outlined in the student handbook. They must follow and comply with all of the application procedures required of social work majors.

RETENTION IN THE PROGRAM

Criteria for Retention

A student must meet all of the following to retain his/her status in the program.

1. Maintain a minimum grade of C in each social work course.
2. Maintain a minimum grade point average of 2.50 in all course work.
3. Demonstrate compliance with the professional Code of Ethics.
4. Demonstrate emotional stability and maturity
5. Satisfactorily complete junior level courses.
6. Satisfactorily complete all senior level courses, including the field practicums.

Suspension or Dismissal from the Program

The formal application and screening process employed by the program helps to safeguard against student suspensions and dismissals. This process allows faculty members to assess student academic potential and character, and approval is given only to those applicants who appear to have the requisite abilities and character to satisfactorily complete the program.

On occasion, a student may be considered for suspension or dismissal from the social work program. Generally, suspension or dismissal will be related to a student’s failure to represent the profession or demonstrate the potential for becoming a competent social work practitioner. A student’s academic performance, based on GPA, and behavior will be monitored on an ongoing basis by program faculty. The program director obtains
GPA data for all social work majors from the registrar after each semester to ensure that all students are at the requisite GPA.

The following lists the violations that could lead to a suspension or dismissal.

1. The student does not satisfactorily represent the profession and its values (See the University catalog and program student handbook).
2. The student commits a violation of professional behavior as outlined in the NASW Code of Ethics.
3. The student repeatedly fails to meet the academic standards of the program and shows little possibility of meeting those standards.
4. The student fails to meet the requirements of the field practicum
5. Students who fail to maintain the required QPA of 2.50 or to obtain at least a grade of “C” in each social work course will be considered for suspension or dismissal from the program. A student who fails to meet these standards will be advised in writing of his or her violation of program policy.

In addition to academic performance, a student’s conduct and behavior can also lead to a possible suspension or dismissal from the Social Work Program and/or from the University. Students will be expected to conduct themselves in accordance with the professional Code of Ethics and University policy at all times, and especially when representing the University in the community and field setting. A student whose conduct is in violation of the Code of Ethics or University policy will be in jeopardy of suspension or dismissal from the Social Work Program and/or the University.

The possible violations include but are not limited to violations of:
   a. client confidentiality or privacy.
   b. commission of an act of physical violence that is not motivated by a need for self protection.
   c. use of illegal or illicit drugs in the classroom or field setting.
   d. inappropriate sexual behavior
   e. discriminatory, oppressive or prejudicial conduct toward another person, student or faculty member on University premises or in the field setting.
   f. emotional instability or immaturity

A student who has violated or failed to meet program expectations or requirements will be notified in writing by the program director. A student in jeopardy of suspension or dismissal who wishes to challenge the decision will be required to follow the process as outlined below:

• The student will present a formal written request to the Program Director for consideration of continuation in the program or reconsideration of the suspension
• The student will outline his/her justification for continuation in the program or lifting of the suspension
The student will arrange to meet with the program director at a mutually convenient time to develop an action plan for continuation or reinstatement, if appropriate.

The program director has various options available to resolve one of these violations and the suggestions here are not exhaustive. Possible options for academic violations include having the student repeat a course and completing it successfully. For social work courses, that would mean that a student would have to achieve at least a grade of “C.” A student may be required to seek additional support, including tutoring.

As for violations related to inappropriate or unacceptable conduct or behavior, the program director must assess the behavior and the related circumstances. After careful investigation and consideration, the program director must make a determination as to whether the student has the potential to successfully comply with program standards and expectations in the future. The program director may consider additional training regarding the code of ethics, a mental health evaluation, or any other reasonable recommendation.

A formal decision of the faculty will be forwarded to the student after the meeting. Students who are maintained in the program will be given a written directive (action plan) to follow in order to continue in the program and improve their performance or conduct. A copy of all correspondence and recording of events will be maintained in the student’s program file, which is maintained in the office of the program secretary.

**Appealing a Suspension or Termination**
A student who has reason to believe that he or she has been unfairly disciplined in terms of a suspension or termination from the Social Work Program has the right to challenge that decision. The student can file a challenge in writing to the Program Director. In the statement, the student should present his or her reasons for believing the action is unwarranted and present evidence to support his or her appeal. The challenge will be reviewed with members of the faculty and in some cases the department chairperson.

Upon review of the challenge, the Program Director will then decide whether to reinstate the student. Either way, the student will be notified in writing as to the findings related to the appeal. A copy of the notice will be retained in the student’s file in the program secretary’s office.

Further appeal can be made to the Vice President of Academic Affairs (VPAA) and the student will follow the same procedure for filing the appeal. The decision of the VPAA will be final.

**Reapplying to the Social Work Program**
A student who has been terminated from the program may re-apply to the program through the following procedure.

- The student will request, in writing, to the Program Director to be reinstated.
• The student will outline his/her reasons for wanting to be re-admitted and his justification for consideration of re-instatement.

A student may appeal the Director’s decision by filing a written challenge to the decision and submit it to the Program Director. The student must include his/her reasons for believing the action is unwarranted and present evidence to support his or her appeal. The Director may review the challenge with the members of the program faculty to obtain input.

Upon review of the challenge, the Program Director will then decide whether to reinstate the student. Either way, the student will be notified in writing as to the final decision by the Director. Options include reinstatement, provisional reinstatement and denial of reinstatement. A copy of the notice will be retained in the student’s file in the program secretary’s office.

Further appeal can be made to the Vice President of Academic Affairs (VPAA) and the student will follow the same procedure for filing the appeal. The decision of the VPAA will be final.
APPENDICES
FRANCISCAN UNIVERSITY OF STEUBENVILLE
SOCIAL WORK PROGRAM

STUDENT PLACEMENT REQUEST FORM

STUDENT’S NAME ______________________________ Date ____________________

ADDRESS ________________________________________________________________

PHONE NUMBER __________________________________________________________

TERM FOR REQUESTED PLACEMENT ________________________________________

FIRST CHOICE
Population/Setting ______________________________

Student’s Learning Needs __________________________________________________
________________________________________________________________________
________________________________________________________________________

SECOND CHOICE
Population/Setting ______________________________

Student’s Learning Needs __________________________________________________
________________________________________________________________________
________________________________________________________________________

THIRD CHOICE
Population/Setting ______________________________

Student’s Learning Needs __________________________________________________
________________________________________________________________________
________________________________________________________________________

Please identify a setting or population that you least prefer and a brief explanation:
________________________________________________________________________
________________________________________________________________________
Confidentiality protects the privacy of clients/constituencies and the communications with and information entrusted by colleagues/supervisors. Understanding the principles of confidentiality is an important aspect of student learning in the placement setting and all students are expected to understand and abide by these principles. Students are directed to the professional Code of Ethics, which outlines one’s ethical responsibility related to confidentiality, for further clarification and guidance.

Students in field placement are expected to abide by the following guidelines:

- I will safeguard any and all confidential information obtained at or related to the field setting
- I will seek guidance from my field supervisor, as needed or when indicated, in applying these safeguards
- I will inform a client of any limits of his/her rights to confidentiality
- I will obtain or seek only information that is directly related and pertinent to my responsibilities/tasks as a student
- I will conduct interviews/meetings in a private environment to ensure confidentiality
- I will disclose confidential information only when instructed to do so by my field supervisor and in accordance with the policies and procedures of the field agency/organization
- I will discuss confidential information with University faculty members only when the information is vital to enhancing student learning or obtaining faculty recommendations.

I do hereby acknowledge that I have read the confidentiality guidelines of the Franciscan University of Steubenville Social Work Program. I agree to abide by these guidelines as long as I represent Franciscan University of Steubenville as a field practicum student.

_____________________________  ______________________________
Student                                                       Date

_____________________________  ______________________________
Faculty                                                       Date
Please rate yourself regarding each of the statements below. Use the scale provided here for your responses.

1. Unsatisfactory—performance well below expectations
2. Fair—performance below expectations
3. Satisfactory—performance meets expectations
4. Very Good—performance exceeds expectations
5. Outstanding—performance far exceeds expectations
NA…Not Applicable or did not have the opportunity to perform

Competency Behaviors:
1. Demonstrates an understanding of the agency’s mission, programs and services.
2. Practice is consistent with the values and ethics of the profession.
3. Demonstrates an ability to use critical thinking skills.
4. Demonstrates an understanding and knowledge of diverse populations
5. Demonstrates an ability to communicate effectively verbally.
6. Demonstrates an ability to communicate effectively in written form.
7. Demonstrates readiness for supervision and a willingness to learn.
8. Integrates coursework, including liberal arts coursework, in the field practicum.
9. Demonstrates ability to apply knowledge of human development and theoretical perspectives that explain human behavior.
10. Demonstrates an understanding of the use of research in the practice setting.
11. Relates well to staff members.
12. Demonstrates willingness to engage in self-development activities.
13. Shows enthusiasm and interest in learning.
14. Demonstrates good work habits, including timeliness, teamwork, etc.
15. Demonstrates an ability to practice within the organizational structure.
16. Demonstrates an understanding regarding the role of policy in service delivery
17. Demonstrates skill in engagement of clients and constituencies
18. Demonstrates skills in assessment of clients and constituencies
19. Demonstrates skills in intervention with clients and constituencies
20. Demonstrates skills in evaluation of clients and agency processes
21. Identifies as a social worker and conducts self accordingly
IDENTIFY AREAS FROM THE LEARNING CONTRACT IN WHICH YOU BELIEVE YOU HAVE MADE THE GREATEST STRIDES____________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

IDENTIFY THE AREAS IN WHICH YOU BELIEVE YOU MUST MAKE FURTHER PROGRESS
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

OUTLINE OPPORTUNITIES FOR FURTHER ENHANCING YOUR SKILLS or PERSONAL DEVELOPMENT THROUGH THIS FIELD PLACEMENT
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

OUTLINE THE STRENGTHS OF THIS FIELD PLACEMENT FOR PROVIDING LEARNING OPPORTUNITIES.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
OUTLINE THE LIMITATIONS OF THIS PLACEMENT FOR PROVIDING LEARNING OPPORTUNITIES FOR STUDENTS

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PLEASE COMMENT ON THE AVAILABILITY OF THE FIELD SUPERVISOR FOR DIRECTION AND SUPPORT

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

ADDITIONAL COMMENTS

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

NAME__________________________

DATE __________________________

FIELD PLACEMENT SITE______________________________
FRANCISCAN UNIVERSITY OF STEUBENVILLE
SOCIAL WORK PROGRAM

MID TERM EVALUATION OF FIELD STUDENT

STUDENT_____________________________ Term ___________________

AGENCY_______________________________________________________________

FIELDWORK SUPERVISOR_______________________________________________

INSTRUCTIONS: This form is used to assess the student’s performance from the start
of the field practicum to date. This form should be completed with input from the student.

Please evaluate the student using the following rating scale:
1…..Unsatisfactory—performance well below expectations
2…..Fair—performance below expectations
3…..Satisfactory—performance meets expectations
4…..Very Good—performance exceeds expectations
5…..Outstanding—performance far exceeds expectations
NA...Not Applicable or did not have the opportunity to evaluate

Competency Behaviors
1._____ Demonstrates an understanding of the agency’s mission, programs, and services
2._____ Is familiar with the values and ethics of the profession
3._____ Demonstrates an ability to use critical thinking skills
4._____ Demonstrates an understanding and knowledge of diverse populations
5._____ Demonstrates an ability to communicate effectively verbally
6._____ Demonstrates an ability to communicate effectively in written form
7._____ Demonstrates readiness for supervision and a willingness to learn
8._____ Integrates coursework in the field practicum
9._____ Demonstrates ability to apply knowledge of human development and theoretical
      perspectives that explain human behavior
10.____ Demonstrates an understanding of the use of research in the practice setting
11.____ Relates well to staff members
12.____ Demonstrates willingness to engage in self development activities
13.____ Shows enthusiasm and interest in learning
14.____ Demonstrates good work habits, including timeliness, teamwork, etc
15.____ Demonstrates an ability to practice within the organization structure
16.____ Demonstrates an understanding regarding the role of policy in service delivery
17.____ Demonstrates skill in engagement of clients and constituencies
18.____ Demonstrates skill in assessment of clients and constituencies
19.____ Demonstrates skills in intervention with clients and constituencies
20.____ Demonstrates skills in evaluation of outcomes
21.____ Demonstrates skill in evaluation of agency processes
22.____ Identifies as a social worker and conducts self accordingly
PLEASE LIST RECOMMENDATIONS FOR FURTHER SKILL ENHANCEMENT AND PROFESSIONAL DEVELOPMENT FOR THE STUDENT.

________________________________________________________________________
________________________________________________________________________
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SIGNATURES:

Student_____________________________________       Date______________________
Fieldwork Supervisor______________________________________________________
Faculty Supervisor________________________________________________________

THANK YOU FOR YOUR TIME
FRANCISCAN UNIVERSITY OF STEUBENVILLE
SOCIAL WORK PROGRAM

APPLICATION FOR FIELD INSTRUCTOR STATUS

Name:____________________________________ Date: _________________________
Job Title: _______________________________________________________________
Address: ______________________________________________________ (Street)
______ (State)
Phone Number: __________________________________________________________
Name of Organization/Program _____________________________________________

PROFESSIONAL EXPERIENCE (Please attach a copy of your resume)

Agency: ________________________________________________________________
Position: ________________________________________________________________
Dates of Employment: _____________________________________________________

Agency: ________________________________________________________________
Position: ________________________________________________________________
Dates of Employment: _____________________________________________________

Agency: ________________________________________________________________
Position: ________________________________________________________________
Dates of Employment: _____________________________________________________

History of Supervisory Experience and/or Field Supervision (Include dates):

1. _____________________________________________________________________
_______________________________________________________________________

2. ___________________________________________________________________
________________________________________________________________________

3. ____________________________________________________________________
________________________________________________________________________

ACADEMIC HISTORY:
GRADUATE DEGREE:
Name of College: _________________________________________________________
Field of Study: ____________________________________________________________________________

BACHELOR’S DEGREE:
Name of College: _________________________________________________________
Field of Study: ____________________________________________________________________________

Specialized Training or Certification:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

LICENSURE:
State: _______________________

_____ Licensed Independent Social Worker
_____ Licensed Social Worker
_____ Licensed Professional Clinical Counselor
_____ Licensed Professional Counselor
_____ Social Work Assistant
_____ Other _______________________

Please list any areas of specialization or special interest.
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Reasons for Wanting to Participate in Field Supervision:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

NOTE: All field agencies must agree to and sign the Field Placement Agreement contract before accepting students for placement.

Thank you
FIELD PLACEMENT AGENCIES AND PROGRAMS
(This list is subject to change)

AIM Pregnancy Center
ALIVE Shelter for victims of domestic violence
Bolger Health Care Center
Carriage Inn Nursing Home
Charity Hospice
Coleman Professional Services
  o Beacon House
  o Alternative School
  o Case Management
  o Drug and Alcohol Services
Diocese of Steubenville
Diocese of Wheeling/Catholic Charities
Eastern Ohio Correction Center
  o Men’s facility
  o Women’s facility (Lisbon Ohio)
Fourth St. Health Center
Help Me Grow
Jefferson Behavioral Health System
  o Youth Partial Hospitalization Program
  o Adult Case Management
  o CORE Drug and Alcohol Services
Jefferson County Children Services
  o Casework Services
Jefferson County Department of Jobs and Family Services
Jefferson County Developmental Disabilities Program/School of Bright Promise
Jefferson County Youth Detention Center
Northwood Health System
Southeastern Ohio Legal Services
The Laurels of Steubenville
The Urban Mission
Tony Teramana Cancer Center
Trinity Health System
  o Acute Care
  o Skilled Care and Rehabilitation Services
United Way of Jefferson County
Weirton Geriatric Center
YWCA of Steubenville

Note: **New agencies are obtained for placements on an on-going basis. Not all of these agencies are available every term.**
FIELD PRACTICUM AGREEMENT

The Department of Psychology, Sociology and Social Work prepares students as entry-level practitioners. Student learning includes a unique combination of classroom instruction and field/internship experience. Program faculty members recognize the need for collaborative planning and partnering with those organizations that can provide clinical experience and opportunities for the student.

Under this agreement, the parties agree to the following responsibilities:

Franciscan University, through program faculty, agrees to

- Provide qualified faculty support to the field supervisor.
- Provide training and information to the field supervisor to enhance their role.
- Provide a policy through which students purchase liability insurance, and provide verification of same as requested
- Meet with the field supervisor and student during the course of the placement as needed
- Provide feedback to the supervisor regarding his/her role
- Provide required forms, including evaluation forms
- Provide documentation of student health requirements, if applicable
- Provide verification of the student’s confidentiality agreement
- Inform the agency of any information regarding a student that might adversely affect the student’s ability to perform his/her duties in field, with the student’s permission when needed
- Require students to comply with agency policies and procedures

The Placement agency agrees to

- Accept the student as a professional-in-training
- Provide the necessary facilities, tools and supplies that permit the student to perform required tasks
- Offer the student a varied and meaningful experience
- Provide an orientation of the setting to include the mission, policies, procedures, table of organization and the history of the agency/program.
- Assist the student in understanding the interface of the agency and its services with other community services and programs and provide opportunities to observe and participate in networking activities.
- Provide opportunities to deliver services to individuals, families, groups and communities of diverse backgrounds.
- Offer opportunities for critical analysis and discussion of field situations.
- Provide scheduled weekly supervision of student.
Meet with the field liaison regarding the student’s performance in the event of identified concerns or problems.

- Complete an evaluation of the student at the completion of the practicum.
- Offer feedback to University faculty regarding the field practicum and provide recommendations for enhancing the practicum experience.

**For Social Work students only:**

- Meet with the student and field liaison at the placement setting at least two times during the student’s placement to ensure the placement is meeting the student’s needs and showing progress toward the contract goals and objectives.

**Liability:**

Franciscan University of Steubenville agrees that the placement agency shall not be liable for any injury, sickness, disease or death, or the corresponding cost of any emergency or medical services, “unless there is negligence on behalf of the agency,” of any student, personnel, or faculty members of Franciscan University of Steubenville using the resources of the placement agency.

**Withdrawal, Term and Termination:**

The placement agency shall recommend to Franciscan University of Steubenville the withdrawal of any student from the clinical experience if:

- The achievement, progress, adjustment, or health of the student does not warrant continuation, or
- The behavior of the student fails to conform to the applicable regulations of the agency.

The agency retains the right to temporarily suspend the student prior to meeting with the Coordinator of Field Education to discuss the circumstances surrounding the recommended termination.

This agreement will be reviewed annually and will remain in effect by both parties executing an addendum indicating their desire to maintain the program. This agreement may be amended or abrogated by the mutual consent of Franciscan University of Steubenville or the placement agency or terminated by either party providing at least one hundred twenty (120) days written notice to the other party prior to the beginning of the then academic term of Franciscan University of Steubenville, such notice delivered by certified mail return receipt requested. Notwithstanding the above, the placement agency shall have the right to terminate this agreement immediately if it believes its in its sole discretion that the use of resources by one or more students and faculty of Franciscan University of Steubenville jeopardizes the agency’s operations or the health and safety of the clients of the placement agency.
General Provisions:

1. This Agreement shall not be assigned or transferred by either party without written approval of the other.
2. This Agreement constitutes the entire agreement between the parties. No modification or amendment shall be binding upon the parties until reduced to writing and signed by both parties. This Agreement, which fully executed shall supersede any all prior or existing agreements, either oral or in writing, with respect to the subject matter hereof.
3. The Agreement shall be governed by, construed and interpreted in accordance with the laws of the state of Ohio.
4. Franciscan University of Steubenville, its faculty and students shall be considered independent contractors and shall not be considered employees, servants or agents of the placement agency and shall have no authority to bind the placement agency in any respect whatsoever.

In witness we have set our signatures.

FRANCISCAN UNIVERSITY
OF STEUBENVILLE (Placement Agency)

________________________________________  __________________________________________
Name                                          Name

________________________________________  __________________________________________
Date                                          Date
SOCIAL WORK PROGRAM
FIELD SUPERVISOR FEEDBACK SURVEY

We would like to have your feedback regarding your experience as a field supervisor. Please respond to each of the following items using the scale below. Your honest answers will be most helpful.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. I found the site visit(s) helpful in understanding my role and responsibilities
2. I found the site visit(s) helpful for the student
3. I found the Field Manual to be helpful in understanding my role and responsibilities
4. I found the Field Coordinator to be responsive to my needs and questions
5. I feel that our agency and the social work program work in partnership in preparing students for professional practice
6. I am treated respectfully and professionally by students and faculty
7. I believe the university provides enough support to field supervisors
8. I found the student to be responsible and professional
9. I was satisfied with the knowledge and skill level of the student
10. I believe the field education program is systematically designed and coordinated

Please identify areas for improvement of our field program.

________________________________________________________________________
________________________________________________________________________

Please identify areas of strength of our program.

________________________________________________________________________
________________________________________________________________________

Please answer the following:
First time field supervisor for Franciscan University? __Yes ___ No
Field Supervisor for other program(s)? __Yes ___ No
I want additional training from University faculty regarding my role. __Yes ___ No

Name __________________________________________ Agency __________________________

Term _____ Spring _____ Fall Year __________________

THANK YOU FOR YOUR TIME
STUDENT EVALUATION OF FIELD SETTING

Please respond to each item using the scale below for your responses.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>No opinion</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Supervisor held regularly scheduled supervision with student
2. Supervisor was readily available to student in emergencies
3. Supervisor was a good role model regarding social work values
4. Student was assigned tasks identified in field contract
5. Student was given the opportunity to practice at various levels of intervention
6. Student had the opportunity to practice documentation skills
7. Student was given an orientation training regarding the history and services of the agency
8. Student was provided information regarding the organizational structure of the field setting
9. Student was able to understand the use of research in the field agency
10. Student was given the opportunity to observe or participate in evaluation activities.
11. Student was exposed to diverse populations in the field setting
12. Student engaged in planned change efforts with clients in the field practicum
13. Student was respected by agency staff
14. Student had needed supplies and resources
15. I would recommend this placement setting for future students
16. This placement allowed me to connect the classroom with the practice setting

Please provide any additional comments to explain your responses.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

NAME ___________________________ TERM ___________________________

Thank you for your time.
Any student who is involved in an unusual incident related to field education must complete this form and deliver it to the Coordinator of Field Education. This includes any situation that occurs during travel to and from the field site.

1. Indicate the type of incident that occurred:
   - Auto Accident
   - Damage to property
   - Injury caused by client
   - Serious Illness/Emergency
   - Other injury
   - Theft

2. Describe the incident in detail, including the date and location.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Identify any witnesses or others involved.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Explain what steps were taken after the incident/accident.

________________________________________________________________________

________________________________________________________________________
5. Indicate any additional steps or action that must be taken to resolve the situation (i.e. further medical attention, police report, etc)

________________________________________

6. Provide any additional comments or information that you believe is relevant to the situation.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature_________________________________________________________
Date _______________________________________

Field Coordinator Signature _______________________________________________
Date ___________________________________________
FIELD VISIT MONITORING FORM

Semester __________________________ Date of Visit __________________________

Student __________________________ Supervisor ____________________________

Agency/Program __________________________

Field Contract Completed _____ Yes _____ No

Discussion regarding student progress:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Concerns Identified:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Action Plan:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Coordinator’s signature __________________________ Date __________________________
SAFETY TRAINING
FOR
FIELD PLACEMENT STUDENTS

➢ Students are occasionally faced with potentially threatening situations
➢ Trained professionals understand the pain, confusion or frustration that can cause an individual to strike out or make violent threats against others or themselves
➢ The professional is obligated to handle the situation by controlling the disturbed person’s anger so that no physical harm occurs to anyone, at the same time attempting to guide the patient’s expression regarding whatever is bothering him

This material should be used as a guide which:
• outlines information to prepare you to know what you are confronting
• provides some methods that will help you to diffuse the situation

ASSESS---
1. yourself
2. the environment
   ♦ physical
   ♦ psychological
3. the patient/client

ANALYZE BEFORE YOU ACT
The client---
What is causing the patient’s uneasiness?
  o Is it something internal over which you have little or no control?
  o Is it something external—perhaps another patient---that is the cause and should be controlled?
  o Is it an external reality with which the patient should or must learn to cope?
What is the mental and emotional condition and history of this patient?
  o Are his thought processes clear enough for him to understand what is going on around him?
  o Does he tend to lose complete control once he is angry?
  o Does he respond to limits set for him or does he test those limits until he must be completely controlled by others?

Your physical condition---
  o Are you wearing anything that might be used as a weapon against you---a necktie, a scarf, a pen in the pocket, earrings, name tags, or identification pin---that could be used to choke, stab, cut or otherwise harm you

  o Are you wearing something that can impede your mobility---platform soles, baggy pants, a short skirt or dress

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Is your hair long enough to provide the patient with a vulnerable target—tuck it in or tie it back so that it does not swing freely?

Are you wearing anything that might pose a mental image that might appear threatening to the patient (i.e. Hospital whites or a uniform?)

Do not put yourself in any position that could handicap your ability to act impartially and efficiently (i.e. if your clothes or a personal article get torn or abused)

PRELUDE TO INTERVENTION
If you have determined that you must intervene, you should immediately prepare yourself and the environment for whatever may arise

- Are you physically prepared and capable of handling this person if he loses control, or will you need help?
- What is your goal in intervening?
- Is it merely to calm the patient, or to prevent him from injuring someone?
- Must he be secluded in his room, or perhaps even restrained in some way?
- What is the environment in which you must accomplish this goal?

You must be constantly aware of your own emotional state so that your own needs or anxieties do not contribute to the patient’s condition and prevent you from handling him in a humane and therapeutic manner

DANGER SIGNALS
- Making angry statements or accusing others
- Pacing rapidly or other increased physical behaviors
- Acting as if he wants to talk about something but refusing to talk
- Screaming
- Crying
- Destroying or discarding valuables
- Pronounced arguing
- Destroying property
- Beating one’s head against the wall of striking self
- Making threats
- Walking around with items that could be used as a weapon
- Recent history of physically aggressive behavior
- Suddenly becoming withdrawn
- Receiving a disappointing phone call or information
- Use of drugs or alcohol

The most substantial lethality risk is a history of serious violence and the presence of key situational or precipitating variables
TIPS FOR EFFECTIVE INTERVENTION
1. be empathic---don’t be judgmental
2. clarify messages---listen to what is really being said
3. avoid overreacting
4. ignore challenging questions
5. respect personal space
6. keep your nonverbal cues non-threatening
7. be aware of body position
8. permit verbal venting when possible
9. set and enforce reasonable limits
10. use physical force as a last resort

DO
- Recognize the patient’s/client’s feelings
- Let the patient/client know what your reaction is to his behavior
- State alternatives and consequences of inappropriate behavior
- Follow through with consequences if behavior does not change
- Speak in a calm and reassuring tone of voice
- Explain that you will listen to him once he calms down
- Isolate the patient/client if possible

DON’T
- Challenge the patient/client
- Argue with the patient/client
NOTIFICATION OF ASSIGNED FIELD PLACEMENT

Student______________________________________ Term_______________

______First Placement _______Second Placement

Your Field Placement assignment will be_____________________________________.

Contact the following person to set up an appointment to interview for the placement:

___________________________________________ at (____)_______________.

INSTRUCTIONS:

❖ Be certain that you have an updated resume for the interview.
❖ Present your field supervisor with a schedule of hours that details your availability.
❖ Inform the Coordinator of Field Education of any complications with this placement.

Coordinator's Signature _________________________________________________

Date __________________________
Department of Labor Regulations Regarding Internship Programs

Field Education as articulated in the CSWE Educational Policy and Accreditation Standards is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social Work field education meets the following stipulations:

• Field education is associated with an academic program at an accredited institution of higher learning
• Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
• The university exercises oversight over the internship program and provides educational credit
• The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
• The Social Work Field Education Program is meant to be solely educational and provide training to prepare the professional social worker, it is not meant to supplant or replace existing employees of social worker within the field education program site.
• The field placement is meant to provide an educational and training opportunity to the social worker is not meant to provide any immediate advantage to the employer or the field site.

Source: Council on Social Work Education, February 2014