



BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

FIELD POLICY MANUAL

Revised 2021 by

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INTRODUCTION

This manual has been prepared as a resource to be utilized by all social work program faculty members having responsibilities related to student field education, social work students, social service agencies that provide field placements for students, and Field & Task Instructors supervising students within these agencies.

The baccalaureate program in social work is designed to prepare graduates to be generalist social work practitioners. As compared to social work training in the past, when the student chose a methodology as a major area (namely casework, group work, community organization or administration), social work students today are trained for a different perspective. The training is focused on practitioners being able to competently practice across micro, mezzo, and macro client systems. The social work generalist practitioner is a person who has knowledge, values, skills, and cognitive/affective ability to work in diverse social systems, large and small.

Bowling Green State University is dedicated to providing quality academic programs in learning environment that promotes academic and personal excellence in students, as well as appreciation of intellectual, ethical and aesthetic values.

SECTION I

*University &
Social Work Program*

FIELD POLICY #1.1 – University Mission, Vision & Core Values

A. Mission of Bowling Green State University:

Bowling Green State University provides educational experiences inside and outside of the classroom that enhance the lives of all of our students, other stakeholders, and the many publics we serve. BGSU students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. With our learning communities we build a welcoming, safe and diverse environment where creative ideas and entrepreneurial achievements can benefit others throughout our region, the State of Ohio, the nation and the world.

B. Vision of Bowling Green State University:

In the spirit of innovation Bowling Green State University (BGSU) will be a national model for a premier learning community that develops, transforms, and impacts individuals and communities by shaping their futures through learning, discovery, and collaboration. BGSU will meet the educational, economic, and social challenges of our region, the State of Ohio, the nation and the world.

C. Core Values of Bowling Green State University:

1. We respect one another and foster diversity and a culture of inclusion.
2. We collaborate with each other and our community partners in the region, the State of Ohio, the nation and the world.
3. We promote intellectual and personal growth through curricular and co-curricular efforts.
4. We foster an environment of creativity, innovation, and entrepreneurship.
5. We expect excellence in all we do.

FIELD POLICY # 1.2 – University Learning Outcomes

Each of the major areas of study at Bowling Green State University holds high and explicit expectations for student learning; these expectations are manifested in learning outcomes for each of the majors. Even though the learning outcomes are necessarily different from major to major – to accommodate the specialized knowledge from music to marketing; health to history; teacher preparation to technology – all our majors share fundamental educational values, which are described by the University Learning Outcomes. The University Learning Outcomes are also expectations of our general education program and of the many facets of student life, ranging from residence halls to student clubs and organizations. Thus, the University Learning Outcomes are a statement of our common responsibility for shared educational values, despite differences in the content of the many majors, disciplines, and activities offered at Bowling Green State University.

A. *Intellectual and Practical Skills*

1. Critical and Constructive Thinking

- a. Inquiry – a close examination of an issue or situation in a search for information or truth; determining what questions should be asked; recognizing opportunities; formulating hypotheses; seeking information and evaluating claims; making discoveries and reaching new understandings; and making informed judgments.
- b. Examining Values – observing carefully and critically to identify the values, principles, standards, or qualities considered worthwhile or desirable in a dilemma, situation, problem, or decision.
- c. Solving Problems Creatively – generating a solution for a problem through original, imaginative, innovative, or artistic effort, including problems that are complex, ambiguous, and difficult to formulate.

2. Communication

- a. Writing – communicate clearly and effectively to an identified audience. To be effective, written communication should be informed by audience analysis, demonstrate reflection, employ critical thinking, and make appropriate use of supporting argument and citation.
- b. Presenting – speak, show, demonstrate, exhibit, or perform for an individual or group. Effective presentation engages the intended audience, includes the use of non-verbal forms of communication, and may employ a variety of media.

3. Engaging Others in Action

- a. Participating – active engagement in some activity, including shared effort, understanding others' points of view, the lively exchange of ideas, compromise, and contributing to the group's product.

- b. Leading – guiding or influencing a group to achieve its goals. Leading does not require formal authority or power, but rather, is a matter of influence, integrity, spirit, and mutual respect.

B. General and Specialized Knowledge

To be an effective and prepared citizen, capable of understanding and responding to the diverse challenges present in the modern world, students must be conversant with the core concepts of disciplines in the natural sciences, social sciences, and humanities and arts, along with knowledge related to human learning, interaction, and enterprise. Just as breadth of knowledge is a cornerstone of a liberal education, so too is expertise in a particular disciplinary area or major. Both breadth and depth are important concepts, not just in terms of acquired disciplinary knowledge, but also for development of the skills and methods necessary to explore issues that arise in day-to-day life.

C. Personal and Social Responsibility

BGSU recognizes and intentionally fosters a learning environment in which students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, take seriously the perspectives of others, and develop competence in ethical and moral reasoning, as shown by:

- Interacting with and understanding diverse perspectives.
- Engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action.
- Giving full consideration to ethical integrity and actions consistent with one's principles as part of each individual's exploration of purpose. A balanced approach to questions of meaning also includes preparation for students' multiple and changing roles, including work, citizenship, family, and membership in multiple communities.

D. Integrate, Apply, and Reflect

Synthesis and advanced accomplishment across general and specialized studies as evidenced in project-based work systematically collected throughout the duration of the student's enrollment. Such projects draw on all of the skills and fields of knowledge described above. What has been learned from accumulated experiences is recorded in written reflections.

FIELD POLICY # 1.3 – Social Work Program Purpose and Mission

The Social Work Program at Bowling Green State University is dedicated to providing a quality education to its students, while striving to develop competent entry-level practitioners. To this end, the program emphasizes behavior that is consistent with social work values and ethical standards, including exposure to diverse populations, promotion of self-awareness, and ability to engage effectively in social work assessment and treatment interventions.

A. Purpose

The primary purpose of the program is to prepare students for practice as professional, entry - level generalist social workers in a variety of social service agencies and organizations with diverse clients.

B. Mission

The BSSW Program at Bowling Green State University educates students to be responsive, competent, and ethical social workers. The program prepares graduates to become generalist practitioners who utilize person-and-environment and strengths-based frameworks to build collaborative relationships that promote social well-being, utilize critical thinking and scientific inquiry, and advocate for social, economic and environmental justice - particularly for those who identify with vulnerable populations. Grounded in a liberal arts education, we are committed to promoting leadership development through character, scholarship, cultural awareness and service to humanity. Our emphasis on teaching, research, service and community engagement seeks to promote positive change and social justice for diverse communities, organizations, groups, families, and individuals.

FIELD POLICY #1.4 – Social Work Program Themes

The social work program at Bowling Green State University has articulated program goals, objectives and competencies which reflect social work's concern for individuals within their environment including relationships with others and relationships with institutions. The emphasis is on enhanced well-being of all individuals through improved social functioning, helping client systems to meet basic human needs, promoting social justice, and working to guard the rights of all human beings. Professional development and a commitment to the profession's core values of service, social justice, dignity and worth of each person, the importance of human relationships, integrity and competence are stressed.

A. Program Themes

The program's goals, objectives, competencies and curriculum are organized around six themes that emerge in the implementation of the program and are seen in course syllabi and various learning activities. These themes include the generalist model as the framework for professional social work education and practice, a strengths perspective, empowerment, social justice, diversity, and the development of social workers that embrace the core values and ethics of the profession and regularly reflect on how these are to me manifested in their work.

1. The generalist practice model.

Generalist social workers have knowledge of and are capable of utilizing a broad range of evidence-based social work interventions. In addition, the generalist has an increased awareness and knowledge of individuals and collectives, which help to link various client systems with both internal and external resources. An important concept related to this is the person-in-environment

context of professional social work practice. Yet another important concept related to the generalist is his or her ability to use their professional self in working with others. Finally, the generalist has a broad knowledge perspective and utilizes practice skills and principles that are guided by values of the profession.

2. The strengths perspective.

This perspective offers a view of clients suggesting that the human condition exists from a strengths-based position rather than deficits. Further, the strengths perspective originates from a range of theories that helps to inform the social worker's understanding of people and institutions both subjectively and objectively. This view takes into account the idea that people and institutions are capable of utilizing resources, supports present in the environment, and previous coping strategies to improve current functioning.

3. Client system empowerment.

This concept suggests that social workers are an important link in understanding oppression, poverty, and disenfranchisement. This link is beneficial in aiding social workers to help alleviate these conditions. Of particular importance in the empowerment concept is the understanding of groups of people who are frequently defined as oppressed and therefore at-risk. Included here are women; children, people that identify as part of the LGBTQ community, people of color, older adults; and persons who may be mentally and physically challenged.

4. Social Justice

This concept emerges based on understanding the nature of collectives and an understanding of community and equity. Further, the program curriculum teaches the importance of social workers striving toward equity for those defined as at-risk in society.

5. Diversity

Social workers must be prepared to practice in a diverse environment. In order to prepare for practice with diverse client systems, knowledge of other cultures, and mechanisms of cultural derisiveness is crucial. Thus, the curriculum is designed to teach an understanding of constructive theories in order to reach shared understanding and meanings for all cultures present in society.

6. Values & Ethics

Entry-level social workers need to embrace the core values of the profession and regularly reflect on how these values are to be expressed through their ethical responsibilities to clients, colleagues, practice settings, the social work profession, and the broader society. Such social workers will develop a habit of self-examination and will continually strive to increase their professional knowledge and skills and apply them in practice. They will also contribute to the knowledge base of the profession and the enhancement of human well-being.

FIELD POLICY # 1.5 - Social Work Program Goals, Objectives, and Competencies

Having reviewed what we consider the organizing themes of our curriculum and program, we

have developed program goals, which represent our overall efforts, and objectives intended to lead us toward the accomplishment of these goals. These goals and objectives are guided by the competencies set forth by the Council on Social Work Education (CSWE). The competencies, goals and objectives are implemented in the curriculum. We offer syllabi as evidence to demonstrate this process. Finally, we identify acceptable mechanisms for measuring outcomes and describe a feedback process based on the results from outcomes. The following table specifies the Social Work Program’s competencies, goals and objectives:

Competency	Goals	Objectives
1: Demonstrate Professional and Ethical Behavior	<ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior. 	<ul style="list-style-type: none"> - Students will evaluate their professional strengths and weaknesses to prepare for employment or graduate study. - Students will critically analyze an ethically ambiguous or conflicted practice situation to develop a persuasive argument applying professional values to create an ethical solution. - Students will increase awareness of the impact of their own biases and values on the professional social work process. - Students will be prepared to take the national, bachelor-level social work license exam.
2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<ul style="list-style-type: none"> - Students will increase awareness of the impact of their own biases and values on the professional social work process. - Students will effectively engage with diverse populations and oppressed groups.
3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> - apply knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels - engage in practices that advance social, economic, and environmental justice. 	<ul style="list-style-type: none"> - Students will critically analyze social justice concepts within an agency setting.

<p>4: Engage In Practice-informed Research and Research-informed Practice</p>	<ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 	<ul style="list-style-type: none"> - Students will assess and evaluate an agency program or grant proposal according to evidence-based research. - Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention.
<p>5: Engage in policy practice to advance well-being and delivery of services</p>	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<ul style="list-style-type: none"> - Students will critically analyze social justice concepts within an agency setting. - Students will assess and evaluate an agency program or grant proposal according to evidence-based research. - Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention.
<p>6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<ul style="list-style-type: none"> - Students will increase awareness of the impact of their own biases and values on the professional social work process. - Students will effectively engage with diverse populations and oppressed groups. - Students will assess client behavior by applying human behavior theories and concepts.
<p>7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<ul style="list-style-type: none"> - Students will assess client behavior by applying human behavior theories and concepts. - Students will assess and evaluate an agency program or grant proposal according to evidence-based research.

<p>8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals. 	<ul style="list-style-type: none"> - Students will describe the process of setting intervention goals, contracting, and choosing intervention strategies to utilize with diverse clients. - Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention.
<p>9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<ul style="list-style-type: none"> - Students will evaluate their professional strengths and weaknesses to prepare for employment or graduate study. - Students will assess and evaluate an agency program or grant proposal according to evidence-based research. - Students will develop a grant proposal or research project that addresses how the practice wisdom learned in field applies to selecting appropriate intervention and evaluate practice.

FIELD POLICY # 1.6 - Purpose of Field Education

The Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (2015) states, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” (p. 6). Since field education is the “signature pedagogy” of social work education, the purpose of the field education process is for students to develop skills and to demonstrate their ability to effectively practice in each of the competency areas defined by the CSWE.

Principles of Field Education

Our mission is to prepare students for practice as competent social workers. Field education is a central part of this preparation. The program's field curriculum consists of a field instruction course, or agency internship, and an integrative seminar. Students take both simultaneously after finishing all courses in the core curriculum. The field experience gives students a direct practice context for integrating the knowledge, values and skills learned in the classroom. It also allows students to demonstrate critical thinking and self-reflection in real practice situations, as well as assist them in developing a professional identity.

Three basic principles guide the program's internship. They are as follows: 1) problem-based learning, 2) opportunity for critical self-reflection, and 3) active instruction. Students bring to the field the basic knowledge, values, skills and cognitive/affective abilities learned in the classroom. The field setting provides students with opportunities for problem-based learning (Lam, 2004). Figure 1 presents the relationship between these three principles.

Problem-based learning involves focusing on complex, real-world problems that have no standardized solution (Peck & Mason, 2006). Students must actively construct a solution to the problem. They must do this drawing on the theory, skills and values learned in class. Mastery of practice emerges in this process. Thus, field education should not allow passivity, but directly challenge students to engage in practice.

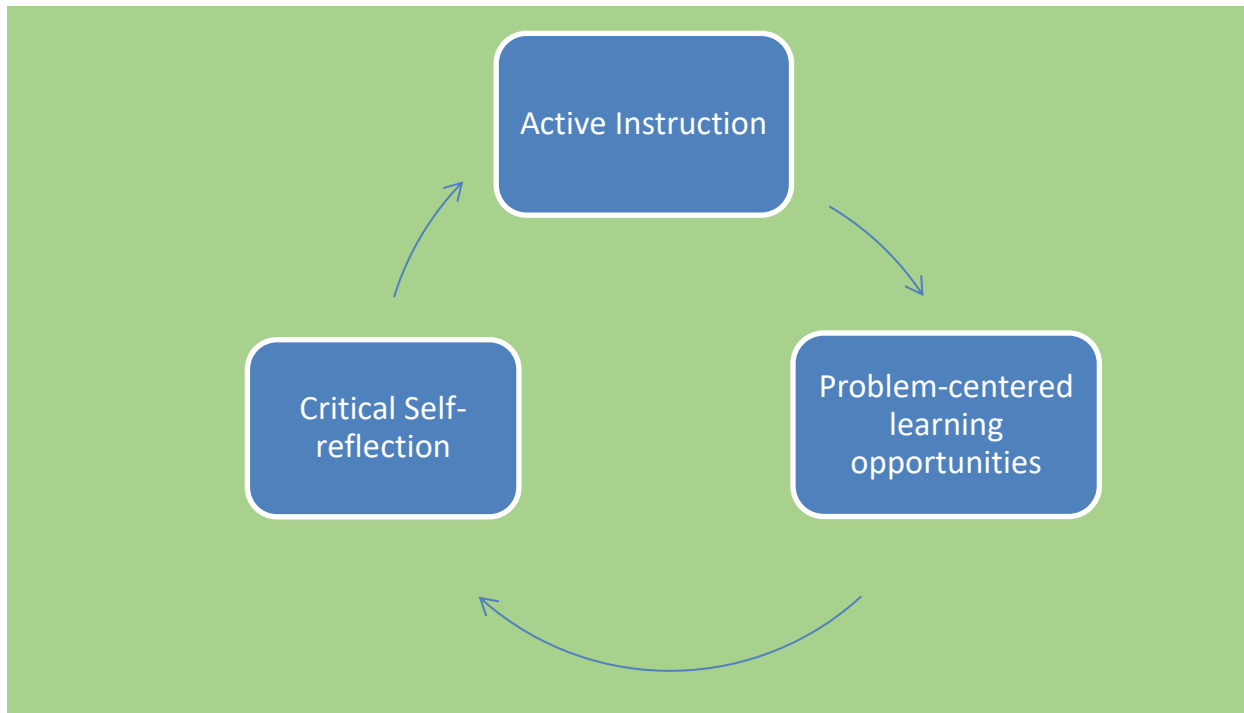
Becoming a competent practitioner requires not only problem-based learning, but also the opportunity for critical reasoning and self-reflection. Critical self-reflection refers to being aware of one's own reactions to practice experiences, and incorporating this awareness into the decision-making process. Students must practice self-reflection and using it in their decision-making process. Like all practice skills, integrating the use of this skill into the supervisory process supports students' efforts to learn it.

The CSWE designates field education as the signature pedagogy of the profession. Social work students look to their field as the capstone of their education- a pathway to employment as a professional social worker. Active field instruction requires a supervisor to engage students in a positive relationship, but also challenges them to act as 'theoreticians.' The field education literature cites the relationship between the Field Instructor and student intern as pivotal for the learning process (Kadushin & Harkness, 2002; Munson, 2002; Nye, 2002). Supervisor characteristics such as openness, trustworthiness and support play an integral role in a satisfactory field experience for students (Bogo, 1993; Fortune & Abraham, 1993). Thus, the program emphasizes a pedagogical model for Field Instructors based on the principles of student-centered learning.

Demonstrating how theory is an integral part of practice is also a key function of field education. Students often have difficulty understanding the usefulness of theory for the practice. Effective field instruction establishes how theory provides valuable guidance for practice behaviors. Students can often rely on idiosyncratic explanations - typically, focusing on weak morality or character- to explain client situations. Instructors must assist interns to view client difficulties through a theoretical lens, which gives them an ability to grasp the rich complexity of direct

practice. Helping students learn how to apply theory to better understand agency functioning is also an important instructional goal for field supervisors. Therefore, field instruction must support the integration of theory and real-world practice to ensure that students can competently respond to the demands of the profession.

Figure 1: Principles of Field Education



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FIELD POLICY 1.7 – Responsibilities of Program Representatives in Field Education

A. Field Coordinator Responsibilities

The Field Coordinator (also called Field Director) provides leadership related to administration and oversight of the daily functioning of the field education process. Responsibilities of the Field Coordinator include:

1. Reviewing and implementing all policies and procedures for placing and monitoring students within their field agency settings.
2. Assessing the students' readiness for field education and matching them to appropriate agency sites.
3. Developing and maintaining a sufficient and appropriate pool of agency placement sites and qualified Field Instructors.
4. Training and orientation to new and ongoing Field Instructors.
5. Scheduling and orienting students to the field education process.
6. Coordination and implementing the annual "Focus on the Field" agency fair for field agencies and BGSU social work students.
7. Following appropriate confidentiality guidelines with respect to student records and field agency information.
8. Reviewing and approving all student placements, including place-of-employment placement arrangements.
9. Complete requests to Dean of the College of Health and Human Services for medical extensions for students as needed.
10. If a problem occurs that may interfere with the successful completion of a student's field education and the problem cannot be mediated by the Faculty Field Liaison, the Field Coordinator will assist in developing solutions. The final responsibility for conflict resolution and reassignment of students as needed belongs to the Field Coordinator.
11. Responsible for keeping the BSSW Program Coordinator informed about all field-related concerns and consult with the coordinator as necessary.
12. Responsible for the timely preparation, collection, and submission of all field related documentation including:
 - a. mileage sheets
 - b. annual reports for the College, Program Director, and/or advisory board
 - c. Affiliation Agreements with field sites
 - d. program outcomes, evaluations, and exit surveys
13. Other responsibilities as determined by Chair of Dept. of Human Services and BSSW Program Coordinator.

B. Faculty Field Liaison Responsibilities

There may be certain times when the Field Coordinator requires assistance to meet the demands of a high volume of students completing internships during the same semester. Also, the program is offered at 2 BGSU campus locations, covering a large geographic area. During times of high student volume and students completing field placements a far distance from main campus, a

Faculty Field Liaison will provide support to the Field Coordinator by completing the following tasks:

1. Maintain ongoing contact with students and agencies during placement and arbitrate issues that may arise where either student or the agency is experiencing difficulty. Notify the Field Coordinator in writing to provide details of the conflict and plans for resolution.
2. Conduct a minimum of one contact (in-person, phone, video conferencing) with the student and Field Instructor during the semester to review the student's progress. New agencies or new Field Instructors may be visited additionally in the first 2-3 weeks of the semester to provide any support the Field Instructor may need, and to answer any questions regarding responsibilities or expectations for the student during the field placement.
3. Monitor the educational progress of students.
4. Making themselves available to students and Field Instructors for support, problem-solving, and facilitation of learning activities to enhance students' educational experiences.
5. Distribute, collect and evaluate all necessary documentation related to field courses.
6. Assign a grade to the student for SOWK 4500- Field Instruction and SOWK 4550- Integrative Field Seminar courses.

C. BSSW Program Coordinator Responsibilities

The Program Coordinator for the Bachelor of Science in Social Work program offers administrative and leadership support to the Field Coordinator at times when university, college, department, or general program policies impact the field education process. The Program Coordinator also receives data related to student educational outcomes and program outcomes for field education courses in order to provide the required data to the program's accreditation body, the Council of Social Work Education.

SECTION II

*Agency &
Field Instructors*

FIELD POLICY # 2.1 - Field Agency Eligibility

Strong, long-term partnerships with public and private social services agencies are essential to the success of the field education curriculum. In order for an agency to be qualified as an appropriate field setting, the following criteria must be met:

1. The agency's mission and service philosophy is compatible with the values and ethics of the social work profession and Bowling Green State University.
2. The agency's administration and staff must be open to providing the necessary educational opportunities for students to meet the program's learning objectives outlined in the Learning Contract.
3. The agency exhibits interest and accessibility for participation in the educational process.
4. The agency is large enough that the agency's basic programs are developed and maintained without reliance on student labor.
5. The agency should be able to offer students assignments and experiences based on the student's current stage of learning, in accordance with the educational objectives and guidelines defined in the Learning Contract.
6. The agency must have experiences that are compatible with the scope of practice of the Bachelor-level social work practitioner. Experiences should be generalist in nature and provide students with opportunities to interact with diverse populations and clients systems of all sizes (i.e. - individuals, families, groups, organizations, and communities).
** If an interested agency does not have access to a necessary educational experience, arrangements can be made with the Field Coordinator for complimentary learning experiences in another setting.
7. In agency settings that may not be directly service driven such as a hospital, school or court, the social services department must be an integral part of the institution, both in the structural organization of service and in philosophy.
8. The agency is committed to equal opportunity personnel policies.
9. The agency attempts to make available the necessary resources for the student to fulfill their agency responsibilities such as, but not specifically limited to: a work space, access to necessary technology, office supplies, reimbursement for business transportation costs, etc.
10. The agency agrees to the terms and responsibilities outlined in an Affiliation Agreement (A sample can be found in the appendix section of this manual.), to be signed by a representative of the agency and the Dean of College of Health and Human Services.
11. The agency will provide a qualified Field Instructor for students in placement. The agency must allow the Field Instructor time to provide required supervision to the student, and attend periodic Field Instructor training on BGSU's campus.
** If an agency does not have a staff person that meets the criteria to be a Field Instructor but meets all other eligibility standards, arrangements could be made for a Field Instructor to be assigned to supervise the student from outside the agency. A staff person at the agency would need to be the criteria for being a Task Instructor.

FIELD POLICY # 2.2 - Field Instructor Eligibility

The Field Instructor is one of the most essential components of the field education experience. This person supervises the student within the agency setting, and assists in the preparation of the student for entry-level professional practice. In order to be a qualified Field Instructor for the Bowling Green State University Social Work Program, a person needs to meet the following criteria:

1. Must have an interest in and ability to teach students about the Social Work profession. Ability is measured by knowledge of the community and its resources, and skills to integrate academic content with the field experiences of students.
2. Need to possess a Bachelor of Social Work degree or a Master of Social Work degree (or equivalents) as well as a minimum of two years post-graduation professional social work practice experience.
3. Must have been a member of their current agency for at least one year, unless there is another staff person willing to assist with the student's education experience, or they have extensive prior experience in the field of social work.
4. Attend orientation and training sessions through BGSU to maintain current knowledge of social work education standards.
5. Be willing and able to provide a minimum of one-hour weekly, educationally-focused supervision with each student.
6. Be willing to meet with the BGSU social work faculty member coordinating the student's field experience at least once a semester during the student's field placement to discuss the student's progress and suitability for professional practice.
7. Demonstrate the values and ethics consistent with competent social work practice, and be free from current sanctions by the state of Ohio Board of Counselors, Social Workers and Marriage & Family Therapists or the National Association of Social Workers.

Field Instructors will be selected by the Bowling Green State University Social Work Program on the basis of the appropriateness of their interests and qualifications. Field Instructors will share a copy of their resume, highlighting their social degree(s) and social work employment history, with the Field Coordinator.

FIELD POLICY #2.3- Field Instructor Responsibilities

1. Provide ongoing supervision, a minimum of 1 hour per week, to the student throughout the field placement process. (*Please see the program's definition and role of supervision in the paragraphs just below this list of responsibilities.)
2. Provide the student with learning opportunities and assist the student with facilitating contact with other agency staff so the student has the opportunity to address all areas of the agreed upon Learning Contract.
3. Complete mid-term and final evaluations and provide ongoing feedback during supervision time, regarding the student's performance and progress during the field experience.
4. Provide a learning environment and a working relationship with the student in order to maximize the student's personal and professional growth.
5. Maintain communication with the Faculty Field Liaison or Field Coordinator, including but

not limited to the once per semester contact, regarding the student's performance—particularly in areas where there is cause for concern.

6. Ensure assignments given to the student within the agency setting are meaningful, educational experiences to enhance student competency as defined by the Learning Contract.
7. Attend required Field Instructor trainings on through BGSU's Social Work program in order to stay up-to-date on standards for supervising students.

Supervision

At a minimum, supervision occurs for an hour once a week with the Field Instructor, who is a BSW or MSW, with at least 2 years post-degree practice experience. Other staff within the agency may provide additional supervision or field instruction activities, but the Field Instructor is the supervisor of record.

Field instruction is a demanding but rewarding responsibility. The Field Instructor should view the student as an emerging professional colleague, not as a client. Therefore, the Field Instructor should not do therapy with the student. The Field Instructor needs to remember their roles as teacher, role model, and evaluator. Field Instructors assist students with: (1) understanding how to appropriately engage and assess diverse clients and communities, taking into consideration how the environment impacts behavior, (2) analyzing, selecting, and implementing intervention methods; (2) seeking alternative methods to unsuccessful interventions; and (3) moving towards independent functioning as an entry-level practitioner.

During supervision time, students should take an active part in their learning and professional development. Students should prepare for supervision time by bringing questions and topics for discussion with their Field Instructor. In order to respect Field Instructors potential limited time availability, students should be punctual for supervision. A combination of punctuality and preparation serves to maximize professional growth and learning.

FIELD POLICY #2.4- Task Instructor Eligibility & Responsibilities

Some social service agencies meet the eligibility criteria to be an appropriate field site, but do not have a person that is qualified or willing to be a Field Instructor. In other cases, some Field Instructors at qualified agencies provide supervision to numerous students at the same time, and are therefore, limited on the amount of time they can spend with each student beyond the 1 hour required each week. In both situations, a Task Instructor may be utilized to provide the student with a more rich educational and supervisory experience as well as to support the Field Instructor.

A Task Instructor is someone that either does not meet the degree and/or experience requirements to be a Field Instructor, or the Field Instructor would simply like additional support supervising the student. Utilizing a Task Instructor can be helpful if they have more specialized knowledge in a practice area where the Field Instructor may have only limited knowledge, or if they can provide more direct supervision to the student through observation of work with clients

and feedback to the student than the Field Instructor is able.

The requirements and responsibilities of a Task Instructor are:

1. A Bachelors or Master's degree in a related field to social work.
2. Employed at the agency for a minimum of 12 months.
3. Must have at least 2 years-experience working in a social service agency.
4. Have on-going access to give and receive feedback to the Field Instructor about the student's performance.
5. Participate in meetings when faculty connects with the student and Field Instructor, a minimum of once per semester.
6. Contribute to the mid-term and final evaluations by providing information to the Field Instructor about their observations of the student's performance.

FIELD POLICY #2.5- Student Evaluation of Field Instructor & Agency

With the goal of maintaining high quality Field Instructors and agencies, each student is required to complete an evaluation of the Field Instructor and agency based off their field education experience. The student completes this evaluation at the end of the semester. The agency and Field Instructor can request a copy of the student's evaluation. If the agency and/or Field Instructor receive numerous, consecutive, and comparable negative evaluations from students, the agency is at risk of not receiving students until the cause of the negative evaluation is resolved.

FIELD POLICY #2.6- Field Instructor Evaluation of Program

With the goal of maintaining a high quality BSSW Program, Field Instructors are asked to complete a "Competency and Outcome Survey" at the end of each semester a student is placed at the agency. This survey asks the Field Instructor to rate the program on specific tasks or curriculum content, and how well the curriculum has prepared the student for field and entry-level professional social work practice.

FIELD POLICY #2.7- Field Instructor Evaluation of Faculty Field Liaison

With the goal of providing high quality support, Field Instructors are asked to evaluate the Faculty Field Liaison related to their job performance, accessibility, and overall helpfulness in the field education process. It also is a tool that the Field Instructor can use to make suggestions on improvements to the program's curriculum.

SECTION III

Students

FIELD POLICY # 3.1 – Eligibility Criteria for entering Field

Students are eligible for participation in the field education process if **ALL** of the following conditions are met:

1. The student must have completed enough credits to be considered a senior by the University at the time the field experience begins.
2. The student must have completed all of the core course prerequisites for the BSSW program prior to the beginning of starting field courses.
3. The student must maintain a minimum GPA of 2.5 in the core course work AND in the overall course work. The student must also have been accepted into the social work program and declared a social work major.
4. The student must apply for and be accepted into the field education component of the curriculum.

FIELD POLICY #3.2 - Application for Field

The process for acceptance into field education courses has four key components: 1) completion of the field application; 2) an interview with the Field Coordinator; 3) an interview with prospective field agencies for placement; and 4) confirmation of field placement site. Each component must be completed in entirety prior to the student beginning their field placement.

A. The Field Placement Application

The Field Placement Application has several specific components, and must be completed and turned in to the Field Coordinator by their stated deadline. The application consists of information related to the following topics:

1. Demographic Information – student contact information, including emergency contacts that will assist the Field Instructor, Faculty Field Liaison, Field Coordinator in communicating with the student.
2. Statement of student's goals and objectives for field, including any personal issues that may interfere with completion of the field experience.
3. A resume including information regarding the student's education, employment and volunteer experiences.
4. A self-assessment statement that provides a sample of the student's writing, self-awareness and critical thinking skills.
5. A Release of Information will be completed for each agency where the Field Coordinator will send the student's documents to be considered for an interview for potential placement. Once the placement agency is confirmed, this release will allow ongoing communication between the University and field agency.
6. A Memorandum of Understanding reflecting the policies and behavioral expectations of the student during the field placement process.

B. 'Readiness for Practice' Interview

An interview will be scheduled between the Field Coordinator and the student. The focus of the interview is for the Field Coordinator to determine the student's choice of field agencies or areas of practice interests, as well as the student's academic, personal and professional readiness for field placement. During the interview, the following topics will be addressed:

1. Any potential concerns regarding the student's ability to successfully complete a field placement. These concerns and the appropriate course of action to address them need to be documented. The plan of action needs to be signed by the student and Field Coordinator with the plan to be implemented as soon as possible. Additional supporting documentation from physicians, therapists, or other professionals may be requested.

If, after the interview, the student wishes to postpone their placement decision, the student's application may remain on file for one calendar year. When the student is ready to begin placement planning again, the application in full or in part, may be updated without any penalty to the student.

2. Based on the student's stated population(s) and area(s) of interest, the Field Coordinator will provide the student with agencies that could meet their interests to determine potential choices for field placement sites. Agencies requested by the student that are not currently in the database of existing agencies with which the program has an affiliation, must be screened/vetted and deemed appropriate by the Field Coordinator prior to the student being considered for placement at the agency.
3. After the interview is completed, and the student signs a Release of Information providing the Field Coordinator permission to share their information with the potential agency, the Field Coordinator will send the student's Self-Assessment Statement, resume and student profile form to the identified agencies to inform them of the student's interest.

C. The Agency Interview

1. Once the Field Coordinator sends the student's information to the potential placement agency, it is the student's responsibility to contact the agency representative to schedule interviews. Students are required to interview with all agencies the Field Coordinator has provided them unless directed otherwise. This allows for the most flexibility and informed decision-making regarding placements.
2. Students need to interview the agency to determine:
 - a. The compatibility of the student's goals, objectives, and expectations for field with the experiences the agency has to offer.
 - b. The student's perception of their ability to meet the agency expectations for an intern.
 - c. If any additional requirements that need to be completed prior to beginning a placement. This can include, but is not limited to: additional immunizations, medical tests, fingerprinting, or drug testing.

3. Once the placement agency interviews are complete, the student is responsible for providing the Field Coordinator with a rank ordering of their placement agency preferences.

D. The Placement Confirmation

Confirmation of placement involves several steps that are designed to assure the best possible match between the student and placement agency. The steps for confirmation are as follows:

1. The student provides the Field Coordinator a rank ordered list of preferred field placement agencies.
2. Placement agency representative provides the Field Coordinator with a rank ordered list of preferred students. For agencies that provide multiple placements, the number of students the agency is willing to accept is also provided.
3. The Field Coordinator will attempt to match the first preferences of both the agency and student. If this is not possible, the Field Coordinator will consult with the student about available options or the need to apply to additional agencies.
4. Once a field placement is mutually accepted by the agency and student, the Field Coordinator will send a confirmation letter to the agency representative. This letter will explain the starting and ending dates of the placement, the need for the student to attend the weekly seminar class, and contact information for the Field Coordinator.

FIELD POLICY # 3.3 - Responsibilities of Student during Field Education

There are multiple persons involved in the successful completion of a field education experience. These individuals include, but are not limited to: the student, Field Instructor, Faculty Field Liaison (if applicable), Task Instructor (if applicable), and Field Coordinator. Each of these people have specific responsibilities that contribute to the student's success, as well as an ongoing partnership between Bowling Green State University and the community agencies.

1. Be punctual. Be at the agency at the scheduled times, agreed upon by your Field Instructor.
2. Sign in and out of the agency in the same fashion as other staff. Also, keep a Log of Hours in field placement in order to document the total hours required to pass SOWK 4500. Hours counted towards the 420 total include staff development, assigned community meetings attended, agency visits, and travel time to meetings as granted other staff. (A copy of the standardized "Log of Hours" form is provided in the Appendix section of this document.)
3. In case of illness or other problem creating tardiness or absence, the student will notify the Field Instructor in the same fashion as other staff are required to notify the agency.
4. Comply with agency policy relative to staff such as dress code, attendance, confidentiality, etc. (Refer to agency policy manual for specific information.).
5. Comply with the standards of the NASW Code of Ethics.
6. Make up time missed for illness or bad weather not covered by University or agency policy. If the student will not log enough hours to end their placement at the end of the semester, a plan to make up hours needs to be approved with the Field Instructor and Faculty Field

Liaison or Field Coordinator.

7. Participate in the completion of tasks outlined in the Learning Contract.
8. Be flexible when meeting clients. Service needs require it.
9. Participate in self-reflection and evaluation. Display an openness to critical evaluation of their performance by supervisors.
10. Contact the Faculty Field Liaison and/or Field Coordinator, should problems develop in the agency which the student cannot resolve in cooperation with the assigned Field Instructor.
11. Attend the Integrative Field Seminar (SOWK 4550) course and complete all assignments on due dates for both SOWK 4550 and SOWK 4500.

FIELD POLICY # 3.4 – Integrative Field Seminar Course

The Integrative Field Seminar (SOWK 4550) is a three-hour course that is held weekly. Students who are enrolled in Field Education (SOWK 4500) are also enrolled, concurrently, in SOWK 4550. The seminar supplements the learning obtained in the field agency setting, and allows the student to see the connections and integration of theory and practice. Students are required to complete assignments directly related to their field placement experience, and are evaluated periodically by their peers on their class performance related to in-class presentations. Students receive a traditional letter grade (A-F) for their effort in this course.

FIELD POLICY 3.5 - Student Evaluation of Field Education Process

With the goal of maintaining a high quality field education process, at the end of the semester in which a student completes field education, the student will be required to complete an evaluation of the BSSW program's field education process. The evaluation survey covers areas related to the: Field Instructor, field agency, Faculty Field Liaison/Seminar Instructor, seminar course assignments, and the Field Coordinator. Specific emphasis is given to what the student views at the strengths and areas for improvement in the process as well as recommendations for future interns.

SECTION IV

General Policies

FIELD POLICY # 4.1 – Change or Termination of Field Placement

Despite the best attempts to thoroughly screen and match students with appropriate agency settings and quality Field Instructors, there is sometimes the need to make changes within the same agency, or terminate the field placement completely. These changes or termination could be due to student, Field Instructor, or agency issues. Ideally, these changes would be completed prior to the starting date of the student's placement. However, there are occasions where changes or termination needs to take place during the placement. Sometimes a student can be re-placed in another agency in the same semester, or a student may need to stop the field education process until their personal issue can be resolved.

A. Issues that Require a Change or Termination

The change of placement can be requested by the student, Field Instructor, Faculty Field Liaison, or Field Coordinator. The following are potential reasons to change and/or termination a placement:

Student Issues:

1. The student experiences an exacerbation of an existing medical condition, or is diagnosed with a new medication condition, the severity of which will not allow the student to perform adequately in a field setting.
2. The student experiences counter transference or secondary trauma as a result of the placement, the severity of which will not allow the student to perform adequately in a field setting.
3. The student experiences a personal crisis, the severity of which will not allow them to perform adequately in a field setting. Examples of this include, but are not limited to, death of a relative, significant other, or close friend; sexual assault; fire or vandalism to the student's residence, or becoming a victim of crime.
4. The student engages in unprofessional, unethical or illegal behavior as determined by the Ohio Revised Code and/or the NASW Code of Ethics.

Field Instructor Issues:

1. The Field Instructor leaves the agency, and an appropriate replacement to fill the role cannot be found.
2. The Field Instructor's work schedule or role has changed, and they will not be able to accommodate the demands of appropriately supervising the student as they originally anticipated.

Agency Issues:

1. There is internal conflict within the agency that can potentially have an adverse effect on the student, and prevents the student from getting the educational experiences necessary.
2. The student is subjected to behavior in the agency by staff, administration or clients that is considered unethical or illegal by professional standards, the Ohio Revised Code and/or the NASW Code of Ethics. This behavior can include, but is not limited to: sexual harassment, repeated boundary violations and fraudulent record keeping.
3. The students' interests and goals are not compatible with the experiences the agency has to

offer, AND the student does not have access to the educational experiences necessary to fulfill the Learning Contract.

B. Procedure to Change or Terminate Placement Based on Student Issues

An exhaustive list could never be created for all the potential reasons to change or terminate a placement. All parties involved must communicate openly with each other, and actively participate in the procedure below to review appropriateness for the student to continue. As a caveat to the procedure, the Field Coordinator and the Faculty Field Liaison reserve the right to remove the student from the placement site if the student's safety is in immediate risk. Also, the Field Instructor has the right to terminate the student's placement if the student has intentionally caused harm or put clients or agency at risk due to their behavior.

Level 1

- One-on-one meeting between Field Instructor (FI) and student to identify and discuss issues, desired changes, and a timeframe for change.
- If issues are appropriately addressed and resolved, no further follow up is needed.
- If issues continue or intensify, move to Level 2 Review initiated by FI sending documentation of concern and lack of resolution to Faculty Field Liaison (FFL).

Level 2

- FFL visits the agency to meet with FI and student to review concerns and lack of resolution.
- FFL will make recommendations for changes and complete a plan of action as an addendum to the Learning Contract. Documentation from meeting will go into student's Field file.
- If issues are resolved, no further follow up is needed.
- If issues continue or intensify, move to a Level 3 Review initiated by student being temporarily removed from placement agency until FFL can organize a faculty panel to review issues.

Level 3

- FFL notifies Field Coordinator (FC) of issue.
- FC organizes a panel of program faculty to review the problem. The panel should include the FFL, FC, and BSSW & MSW Program Coordinators.
- The student comes to the panel meeting and provides a written or verbal statement explaining their interpretation of the problem.
- Faculty panel renders a decision regarding the student's status in Field but also in the program overall.
- Student has the right to appeal the panel's decision to the Chair of the Department of Human Services, then to the College, and then the University per program policy.

The decision of the faculty panel will result in one of 3 actions.

1. The student will remain in the program with no conditions. The Field Coordinator will begin working with the student to find an alternative agency to complete their placement.
2. The student will remain in the program, but needs to take specific actions to remedy the issue. Examples of actions may be, but are not limited to: pursuing medical treatment, pursuing counseling, completing more social work courses, etc. If the student provides documentation of successfully completing the conditions, they can go through the Field Placement Application process the next time it is available. If the student does not

successfully complete the conditions set by the panel, the student will be considered expelled from the program.

3. The student will be immediately expelled from the program due to a severe violation of an ethical standard.

FIELD POLICY # 4.2 – Use of Place-of-Employment Field Placements

While the Council on Social Work Education (CSWE) does not give credit for employment experience, it does support the concept of completing field education at agencies where a student is employed. In an effort to be responsive to students who continue in employment within a social service agency, the Program supports employment-related placements when the following requirements are met:

1. There must be a person within the agency that meets the qualifications of a Field Instructor in order to act as supervisor for the student. This person must be different than the student's employment supervisor.
2. The Field Instructor must be willing to meet with the student for at least one hour weekly for *educational* supervision. This is to distinguish the difference in the student role from employee to learner, and the Field Instructor's role from supervisor/colleague to teacher.
3. The agency must meet the established requirements as a field setting, and be willing to sign an Affiliation Agreement with Bowling Green State University Social Work Program.
4. Students will be expected to complete the required hours standard. Up to 50% of their employment responsibilities will apply to their field hours, if the employment responsibilities include competency areas in the Learning Contract. The other 50% of field placement hours must be completed in a program different from the student's regular employment responsibilities.
5. Students who choose this pursue this option for their field placement must develop and have approved by the Field Coordinator, a detailed plan outlining the separation of the student's employment and placement hours and tasks/responsibilities. The plan will be documented on the "Place-of-Employment Internship Proposal Form" and signed by the student, Field Coordinator, Field Instructor, and employment supervisor with copies given to the student and Field Instructor. A copy will also be kept in the student's field file.

FIELD POLICY 4.3 Social Media Use in Field Placement

In the age of technology and information sharing on social media platforms such as, but not limited to: Facebook, Twitter, Instagram, Snapchat, LinkedIn, YouTube, TikTok, etc., it can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family. However, as a result, the boundary between personal and professional matters has become increasingly blurry. Due to social work's professional standards and the obligation to follow the *National Association of Social Workers Code of Ethics*, social workers need to continually assess the ethical implications/complications of social media use, not only as practicing social workers, but also in the training of social work students. While social media tools obviously present many useful and exciting opportunities to spread the mission of social

service agencies, the features that enable these benefits also present potentially serious challenges in maintaining privacy and confidentiality. Privacy, confidentiality, and the establishment of professional boundaries in particular, can be hindered when the necessary precautions to protect the student/employee and clients have not been taken.

If the field placement agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the fieldwork site. Even without its own formal social media policy, the field placement agency should have clear guidelines and expectations for students regarding social media use at home and in the agency.

Because of the diverse needs and settings of field placement agencies and the perpetually changing nature of the online social media world, the program offers the following questions and guidelines to aid students and field placement agencies in discussing appropriate online conduct within their individual context.

1. What type of information is okay to share on a personal social media site?

- a. It is inappropriate for students to refer to any field placement agency, client, client situation, etc. on their personal social media pages no matter how ‘tight’ security settings have been set.
- b. While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or agency employee. Any photos, videos, written comments, or other postings can serve to undermine a social worker’s personal safety and/or professional competence.
- c. Students should be expected to exercise great care in how they represent the social work profession as a whole during any of their online activities. It is very easy for a person not involved in a situation to misinterpret statements, images, or video content out of context. (See *NASW Code of Ethics Section 4.06a: Misrepresentation.*)

2. When, if ever, is it permissible to conduct searches on social media platforms for information about an individual, group, or community?

- a. In a macro practice setting, it may be common practice to search social media sites when doing community level research, assessment, evaluation or other tasks.
- b. In a more micro, clinical setting with individual clients or families, such searches may lead to boundary violations and other interference with both client trust and the therapeutic process. (See *NASW Code of Ethics Section 1.07a: Privacy and Confidentiality.*)

3. What is the policy on “friending” current or past clients? Are there any contexts in which this might be acceptable? (See *NASW Code of Ethics Section 1.06c: Conflict of Interest.*)

- a. There is never a situation where a student would need to enter into a relationship with an individual or family client through a social media site. This conduct would be a

boundary violation due to forming a dual relationship with an individual client.

4. How can social media be used to further the mission and goals of the field placement agency? How does a student present agency information on a social media page in a professionally-appropriate manner?

Social media can be a powerful tool for community and organizational level outreach, advocacy and awareness activities. However, social media can also cause harm to individual clients and families through privacy & confidentiality, dual relationships, coercion, conflicts of interest, lack of informed consent and other ethical and legal violations.

Social media sites are public domains. Any and all information can be accessed by anyone. Once information is in “cyberspace”, it never goes away. As a result, client’s information including images/likeness or specifics about their personal situation should not be used in social media posts. Almost all outreach, advocacy and awareness goals for an organize or community can be accomplished without disclosing individual client information.

If an agency does utilize images/likeness of clients, informed consent with information about risks to such activity must be provided by the client.

FIELD POLICY # 4.4 - Learning Contract

The Council on Social Work Education (CSWE) has established nine topic areas that define competent, generalist social work practice. The Social Work program at BGSU has developed observable skills to measure competency in each of the areas. Those skills make up the contents of the Learning Contract. Therefore, the Learning Contract is a standardized list of tasks that demonstrate skills each student should be able to complete during their field education experience at the placement agency.

The Learning Contract is an agreement between the student and the Field Instructor stating each party will actively work towards completion of these tasks. The role of the Field Instructor is to guide the student in gaining access to practice situations where they will have the opportunity to practice their skills. The student’s role is to actively participate in the opportunities, and to also propose potential educational opportunities to the Field Instructor. The student should not participate in activities at the agency without the consent of the Field Instructor. The Field Instructor should not limit the ability of the student to gain access to educational opportunities within the agency setting unless the student is at personal risk or there are ethical boundary concerns. As a point of clarification, due to the educational nature of the student’s field placement experience, a student may be given access to participate in certain settings where agency employees may be limited. However, students are bound to the same ethical principles of confidentiality.

Despite the standardized nature of the Learning Contract, there is room for diversity and individualization when deciding what tasks, within the agency setting, a student could complete to demonstrate competency in the highlighted areas. Students and Field Instructors have the freedom to interpret how the day-to-day practice activities of the agency apply to the Learning

Contract. The student and Field Instructor should consult the Faculty Field Liaison or Field Coordinator if they have questions or concerns on how to accomplish any of the listed tasks in the Learning Contract. The student needs to share the Learning Contract with the Field Instructor during their first supervision session. The student and the Field Instructor should review the contract, initial next to each competency area, and sign their names at the bottom of the contract as a symbol of their commitment to fulfill the tasks. The student needs to submit the initialed and signed Learning Contract to their seminar course instructor during the third class meeting of the semester.

The evaluations completed by the Field Instructor regarding the student's performance in field is directly linked to the tasks listed in the Learning Contract.

FIELD POLICY # 4.5 - Monitoring, Evaluation, and Completion of Students in Field

A. Monitoring

All students will be carefully and regularly monitored throughout the field education experience. At minimum, the Faculty Field Liaison or Field Coordinator will reach out directly and communicate they are available to support Field Instructors. The Faculty Field Liaison or Field Coordinator will also make an visit to the agency (virtually or in-person) once per semester to meet with the student and Field Instructor to discuss the student's strengths, areas needing improvement, and post- graduation plans. If necessary, more frequent contact can occur between the student, Field Instructor, Faculty Field Liaison and Field Coordinator to problem solve issues and resolve concerns that arise during the placement.

B. Evaluation

Evaluation of the student's performance in field education involves input from the student, the Field Instructor, and the Faculty Field Liaison.

The Evaluation of Student Performance is a document completed by the Field Instructor, with input from the student and Task Instructor (if applicable), at the mid-term of the semester and again at the end of the semester. The evaluation rates the student's practice skills in the nine competency areas defined by CSWE and covered in the Learning Contract. The student will be scored on a 1-5 scale on each specific task outlined in the Learning Contract. At the mid-term, there is a space in the evaluation to state the student has not had an opportunity to practice the skill yet. However, at the time of final evaluation, the Field Instructor must provide a score for each task. Field Instructors are also prompted to provide formal, written feedback related to the students strengths, areas for improvement, and readiness for entry-level social work practice. Any student that receives a score of "unacceptable" on any portion of the evaluation or has an average overall score under a 4 cannot receive a grade of Satisfactory for the SOWK 4500 course.

C. Completion

The BSSW program considers the student's field education experience complete when the following conditions are met:

1. They have completed a MINIMUM of 420 hours of supervised experience in the agency.
2. They have completed all the required tasks outlined in the Learning Contract, and performed the tasks at a level of competency expected for an entry-level social work professional.
3. They have achieved scores of 4 or 5 on all aspects of the final performance evaluation.
4. They have completed and submitted all the required documentation including:
 - a. Final Performance Evaluation
 - b. Log of Hours
 - c. Program Exit Surveys
5. Students will receive a grade of pass/fail (S/U) for their Field Instruction course grade. This grade is determined by the Faculty Field Liaison.

If a student is not performing acceptably within a placement setting and completion is in question, the following options can be implemented:

1. The student can remain in the agency and complete additional hours to improve their competency. This option requires development of a plan with specific behaviors and outcomes that need to be accomplished before the student will be considered completed.
2. The student can re-take the field course, and determine a different agency in which to complete a field placement. Essentially, this would be completely starting over from the beginning in the field education process.
3. If appropriate, the student can obtain a medical incomplete which allows the student time to address any physical, emotional, or psychological issues that need to be resolved before the placement can be resumed. In this case, documentation from medical or psychological professionals may be required before the student can resume placement.
4. The Field Instructor or student can request a change in placement that would better suit the student's abilities.

FIELD POLICY # 4.6 - Student Liability, Health, and Auto Insurance

A. Liability Insurance

1. Field placement requires liability. Bowling Green State University (BGSU) provides general liability coverage. Students may also chose to purchase additional coverage through membership in the National Association of Social Workers (NASW). BGSU's policy will only cover the student during the time they are an active student in a placement through the University. Once the student completes their placement, the coverage is terminated. The NASW insurance will cover the student for as long as they want to maintain the policy and remain an NASW member.
2. The Field Coordinator is responsible for sharing proof of liability insurance certificates with

field placement agency staff.

B. Health Insurance

All students at Bowling Green State University are required to maintain some health insurance coverage. Students may participate in health plans through their own employment, through their families (usually parents), or may purchase the insurance offered to students by the University.

C. Auto Insurance

1. Some agencies request students utilize their personal automobiles in the service of clients. Students should be cautious in transporting clients alone in their personal vehicle cars. Agencies should provide students with an emergency plan and safety training related to transporting clients before the student is asked to complete this type of task.
2. Students may need to provide proof of insurance and a copy of their driver's license to any agency in which client transportation is an expectation. Please note:
 - a. Some insurance companies require additional coverage for "business" reasons. This is the type of insurance coverage most often needed for client transportation.
 - b. Students who require this type of coverage must verify the need with their own insurance company, and provide verification of coverage to the field placement agency.
 - c. Students may check with the field placement agency to determine if any mechanisms of reimbursement exist for the additional costs accrued for adding the "business" rider on their auto insurance policy.
 - d. Students who have poor driving records or current traffic citations may be excluded from placements that require client transportation for liability reasons. This is the decision of the placement agency.
 - e. Students need to check their personal driving records to be sure there are no issues of concern that could prevent them from being accepted into a potential placement agency, and if there are issues, be ready to explain the circumstances to the field agency representative.

FIELD POLICY #4.7 - Student Immunizations

In addition to pre-existing safety standards and legislation, effective October, 2000, all student placements in health care facilities will comply with the OSHA Blood Borne Pathogen guidelines. All students placed in health care facilities (hospitals, nursing homes, rehabilitation facilities, clinics, mental health facilities), institutions for the developmentally disabled, agencies with group homes or foster homes, and agencies providing emergency/crisis services to high risk

populations must show evidence of compliance with the following list of required immunizations and screenings:

1. **Tuberculin** testing by Mantoux Skin Test (PPD). Needs to be done annually.
2. **Measles, Mumps and Rubella (MMR) vaccination.**
 - A. MMR required for all persons born after 12/3/56 **or**
 - B. Evidence of Rubella immunity and a second Measles vaccination.
3. **Hepatitis B vaccination** - a series of 3 shots.
 - A. Series from start to finish takes approximately 8 months to complete
4. **Varicella (Chicken Pox)** screen if a negative history exists.
 - A. This is a 2 shot series vaccine.
 - B. Students who have had chicken pox must also be screened for Varicella if doing a hospital placement.
5. **Tetanus** - shot is good for 10 years. May need a booster if scratched.
6. **Meningitis** - lasts 3-5 years.
7. **Flu Vaccine** - given annually in fall.

All social work students are required to obtain the above immunizations unless the following conditions apply:

1. The student is pregnant.
2. The student has been advised by their physician not to obtain the immunization for health reasons. There is a form that needs to be completed by the student's physician.
3. The student has signed a form declining the desire to obtain the immunizations. By signing this form, the student assumes full responsibility for their health issues that may arise from participation in an agency placement, and will not hold the University or Social Work Program responsible or liable in any way for any adverse health effects that may occur.

Bowling Green State University Social Work Program reserves the right not to place students who decline immunizations in high risk (as defined above) field settings.

FIELD POLICY # 4.8 – Adverse Incidents & Safety Planning

The purpose of this policy is to ensure the program representatives are provided with the information necessary to promote and safety and well-being of students effected by adverse incidents while they are within their field placement setting.

The program asks placement agencies to inform the Faculty Field Liaison and/or the Field Coordinator of any adverse event such as, but not limited to: accidents, assault, or harassment involving the student while they participate in agency activities. All students have completed a release of information granting permission for the University to receive information from the agency during the entirety of their placement. As a result, the programs ask the placement agency to share the incident report they have completed with the University. If an official incident report was not filed at the agency, or the report cannot be shared with outside entities, an agency representative needs to contact the Faculty Field Liaison and/or the Field Coordinator to

provide specific information about how the student was involved in the incident.

Once the report has been received from the agency, the program staff will follow up with the Field Instructor and student to plan for the student to receive the appropriate services necessary to maintain the student's well-being and safety.

If the program staff decide the student's safety and well-being cannot be maintained, the program staff can choose to remove the student from the placement agency until appropriate safety practices are in place.

POLICY #4.9- Closure of Agency or University

In the event the Agency or University closes due to observance of a holiday, poor weather, loss of power, or any other reason the administration deems necessary to close, the student is not required to attend their internship. The student will not be penalized due to the closure, and the student can count the usual, planned amount of hours for that day. It is the student's responsibility to communicate, to their Field Instructor, if the University closes and the closure affects their attendance at the agency.

If the weather creates unsafe driving conditions, but the University and agency remain open, the student and Field Instructor should communicate about what the student should do. The student may be able to do some activities from home (research, policy analysis, grant writing, participate virtually, etc.), and provide documentation of activities to Field Instructor when they return to the agency. The student will have to make up hours missed if the agency and University are open and no documentation of activities completed from home is provided by the student.

POLICY 4.10- Student Attendance at Agency if University Classes Are Not in Session

The student is covered by liability insurance to practice throughout the semester in which they are completing the internship. As a result, students can participate in agency activities any time between the beginning and end dates of the semester, including days class is not in session (i.e. - Spring Break, etc.)