



BACHELOR OF SOCIAL WORK PROGRAM

FIELD POLICY MANUAL

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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 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 embodied 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 of 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 make the 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 prepare for the state social work licensure 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	<ul style="list-style-type: none"> - apply knowledge of social, economic, and environmental justice to advocate for 	<ul style="list-style-type: none"> - Students will critically analyze social justice concepts within an agency setting.

Environmental Justice	<p>human rights at the individual and system levels</p> <ul style="list-style-type: none"> - engage in practices that advance social, economic, and environmental justice. 	
4: Engage In Practice-informed Research and Research-informed Practice	<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.
5: Engage in policy practice to advance well-being and delivery of services	<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.
6: Engage with Individuals, Families, Groups, Organizations, and Communities	<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.
7: Assess Individuals, Families, Groups, Organizations, and Communities	<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 	<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>constituencies; and</p> <ul style="list-style-type: none"> • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	
<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 utilized with the client. - 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 and cognitive-behavioral skills 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.

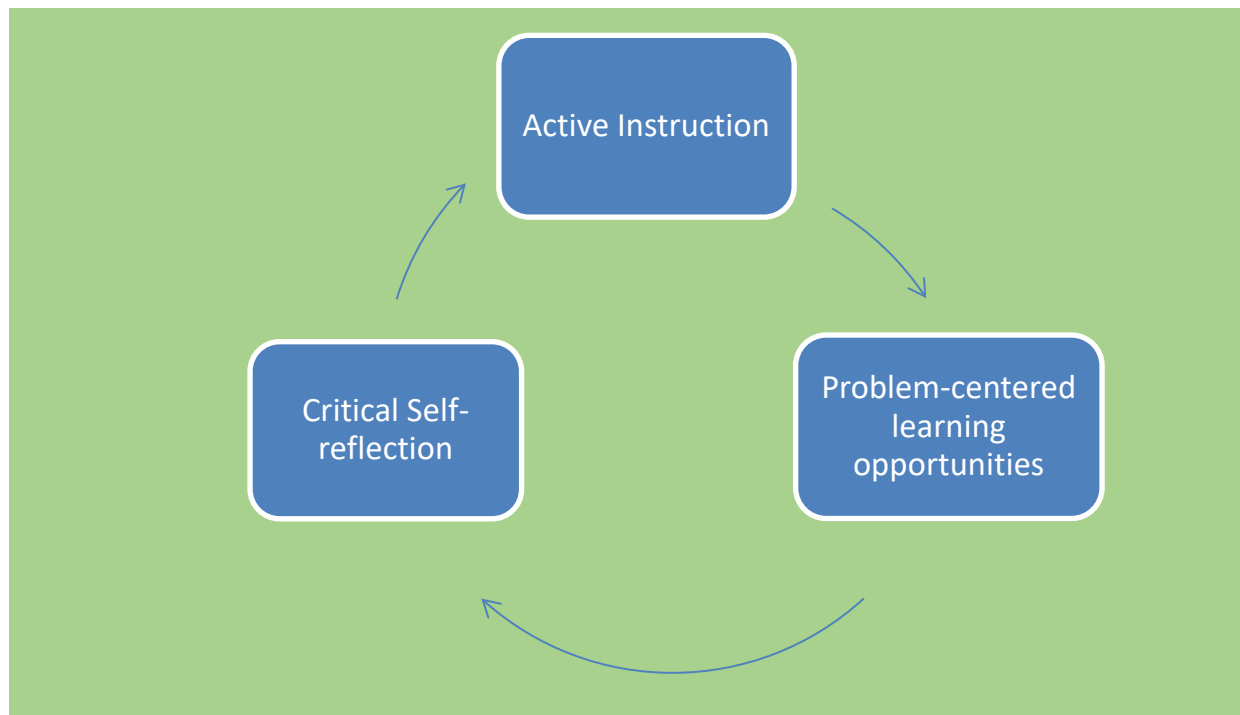
Problem-based learning involves focusing on complex, real-world problems that have no ready solution (Peck & Mason, 2006). Students must actively construct a solution to the problem. They must do this drawing on the theory, skills and values learned in class. Mastery of practice emerges in this process. 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. Interns 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 practice.

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 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 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 Program Director informed about all field-related concerns and consult with him/her 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 Social Work Program Director

B. Faculty 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 area. During times of high student volume and students completing field placements a far distance from main campus, a Faculty 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 agency is experiencing difficulty. Notify the Field Coordinator in writing immediately as to details of conflict and resolution.
2. Conduct a minimum of one on-site, agency visit and one phone/email contact during the semester to review the student's progress. New agencies or new Field Instructors may be visited additionally in the first two weeks of the semester to review the Field Training Manual, and 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. Assign a grade to the student for the field and seminar courses.

C. Program Director Responsibilities

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

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 has a defined and active role in the community and participates in local & regional planning relevant to its field of service.
3. The agency's administration and staff must be open to providing the necessary educational opportunities for students to meet the program's learning objectives.
4. The agency exhibits interest and accessibility for participation in the educational process.
5. The setting qualifies for membership in standard/policy setting bodies- local, state and national-appropriate to its field or appropriate governmental agencies.
6. The agency is large enough that the agency's basic programs are developed and maintained without reliance on students.
7. 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. 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.
8. 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.
9. The agency is committed to equal opportunity personnel policies.
10. The agency attempts to make available the necessary resources for the student to fulfill their agency responsibilities such as, but not specifically limited to: work desk space, telephones, word processing equipment, office supplies, reimbursement for business transportation costs, etc.
11. 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 an administrator of the agency, the Bowling Green State University Social Work Program Director, and the Dean of College of Health and Human Services.
12. The agency will provide a qualified Field Instructor for each student 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.

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 the faculty liaison 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. Field Instructors 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. Field Instructors need to possess a Bachelor of Social Work degree or a Master of Social Work degree with a minimum of two years post-graduation experience.
3. Field Instructors must have worked in their current agency for at least one year unless there is another staff person willing to assist with the student's education experience.
4. Field Instructors are expected to attend orientation and training sessions to maintain current knowledge on social work education standards.
5. Field Instructors must be willing and able to provide a minimum of one-hour weekly, educationally-focused supervision with each student.
6. Field Instructors must be willing to meet with the Faculty Liaison at least once a semester during the student's field placement to discuss the student's progress and suitability for professional practice.
7. Field Instructors must function as professional role models to the student. In this capacity, they should demonstrate the values and ethics consistent with competent social work practice, and be free from current sanctions by the state of Ohio or the National Association of Social Workers.
8. 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 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 learning relationship with the student in order to maximize the student's personal and professional growth.
5. Maintain communication with the Faculty Liaison or Field Coordinator, including but not limited to the once per semester agency visit, regarding the student's performance—particularly in areas where there is cause for concern.
6. Ensure that all 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 BGSU's campus in order to stay up-to-date on the supervision of 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.

The relationship between student and Field Instructor fosters self-awareness, personal growth, and professional development. Becoming a social worker involves understanding one's own strengths and well-being.

Field instruction is a demanding, often rewarding job. The Field Instructor should view the student as a potential professional colleague, not as a client. Therefore, the Field Instructor should not do therapy with the student. The Field Instructor needs to remember his or her 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.

Students will discuss learning assignments in supervision. They may work on their Agency Evaluation Paper data collection, as well as the grant or research project during the practicum hours as time permits as long as the Field Instructor approves. Students, please discuss this with your Field Instructor for planning purposes.

During supervision time, students take an active part of their learning. They should prepare for supervision by bringing questions and topics for discussion. 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 and 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, but has been deemed competent to supervise the day-to-day activities of students within the agency setting. 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, related to the student's performance.
5. Participate in meetings when the Faculty Liaison visits the student at the agency, a minimum of once per semester.
6. Contribute to the mid-term and final evaluations 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. A copy of this evaluation can be found in the Appendix section of this manual.

FIELD POLICY #2.6- Field Instructor Evaluation of Program

With the goal of maintaining a high quality Bachelor of Social Work 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 Liaison

With the goal of providing high quality support, Field Instructors are asked to evaluate the Faculty 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 Bachelor of Social Work program prior to the beginning of field.
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 has four key components: completion of the field application, an interview with the Field Coordinator, an interview with prospective field agencies for placement, and confirmation of the placement site. Each component must be completed in entirety prior to the student entering field placement.

A. The Field Application

The Field Application has several specific components, and must be completed and turned in to the Field Coordinator within 2 weeks of the beginning of the semester prior to going into field. 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 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 practicum.
3. A resume including information regarding the student's education, work and volunteer experiences.
4. A self-assessment statement that provides a sample of the student's writing skills and critical thinking abilities.
5. A release of information that will be sent to each agency that the student requests 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 guidelines of the field seminar and behavioral expectations of the student during the field education process.

B. The Student Interview

Once the Field Application has been reviewed by the Field Coordinator, an interview will be scheduled between the Field Coordinator and the student. The focus of the meeting will be to determine the student's choice of field agencies or areas of practice interests, as well as the student's appropriateness for placement. During the interview, the following topics will be addressed:

1. Any potential concerns regarding the student's ability to successfully complete a field practicum. 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, Field Coordinator and Program Director with the plan to be implemented as soon as possible. Additional supporting documentation from physicians, therapists, or other professionals may be requested.
 - a. If, after the interview, the student wishes to postpone his/her placement decision, the student's application may remain on file for one calendar year. When the student is ready to begin placement, 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 three potential agencies that could meet their interests to determine potential choices for field placement sites. Agencies requested by the student that is 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 placed 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 mail the student's Self-Assessment and profile information to the selected 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 agencies, it is the student's responsibility to contact the agencies' representatives to schedule interviews. Students are recommended to interview with at least three agencies so that they can make an informed decision on an appropriate placement.
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 his/her 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 (i.e.- chest x-ray or physical), fingerprinting, or drug testing.
3. Once the interviews are complete, the student is responsible for providing the Field Coordinator with a rank ordering of his/her placement choices.

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 choices.
2. The Field Instructor, or 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 the list of field placement choices is approved by the Field Coordinator, a confirmation letter will be sent to the student and to the agency. 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 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" 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 personnel, dress code, grooming, etc. (Refer to agency policy manual for specific information.)
5. Abide by other regulations pertaining to agency staff behavior. This would include things such as regulation of certain conduct and the handling of records. **Students are not to take agency records home, with specific emphasis on client records.** This demonstrates respect for the confidentiality and dignity of clients.
6. Comply with the NASW Code of Ethics.
7. Make up time missed for illness or bad weather not covered by University or agency policy. Students have 21 days after the semester ends to complete hours lost to emergencies. The plan to make up hours needs to be approved with the Field Instructor and Faculty Liaison or Field Coordinator.
8. Participate in the achievement of tasks provided in the Learning Contract.
9. Be flexible when meeting clients. Service needs require it.
10. Participate in self-evaluation and display openness to critical evaluation of student's performance by Field Instructor.
11. Contact the Faculty Liaison and/or Field Coordinator, should problems develop in the agency which the student cannot resolve in cooperation with the assigned Field Instructor.
12. Attend the Field Seminar (SOWK 4550) course and complete all assignments on due dates in SOWK 4550 and SOWK 4500.

FIELD POLICY # 3.4 - Field Seminar Course

The 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 connection 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 Bachelor of Social Work program's field education process. The evaluation survey covers areas related to the: Field Instructor, field agency, Faculty Liaison/Seminar Instructor, seminar course, and 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 the 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 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 him/her 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 has changed, and will not only 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 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 Liaison.

Level 2

- Faculty Liaison (FL) visits agency to meet with FI and student to review concerns and lack of resolution.
- FL 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 FL can organize a faculty panel to review issues.

Level 3

- FL notifies Field Coordinator (FC) of issue.
- FC organizes a panel of program faculty to review the problem. The panel should include BSW & MSW Field Coordinators, BSW & 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 apply for Field the next time the courses are offered. 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.

FIELD POLICY # 4.2 – Use of Place-of-Employment for Field Education

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 maintain a 32 hour per week internship at the agency. Up to sixteen (16) hours of their regular work responsibilities will apply to their field hours, if the employment responsibilities include competency areas in the Learning Contract. The other sixteen (16) hours of field placement must be completed in a program different from the student's regular work assignment.
5. Students who choose this option of field education must develop, and have approved by the Field Coordinator, a detailed plan outlining the separation of the student's work and field hours, and the tasks/learning objectives to be accomplished in each. 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

In the age of technology and information sharing on social media platforms such as, but not limited to: Facebook, Twitter, Snapchat, YouTube, 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 employee. Any photos, videos, written comments, and 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 in any 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 evaluation or other work.
- b. In a more clinical setting, 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*.)

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?

It is in the profession’s best interest to remind students that social media sites are public domains and any and all information can be accessed by anyone. Once information is in “cyberspace”, it never goes away.

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 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 Liaison or Field Coordinator will make phone calls and/or emails to the Field Instructor at the beginning and end of the placement to monitor the student's progress. The Faculty Liaison or Field Coordinator will also make an in-person visit to the agency once per semester, and 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 Liaison and Field Coordinator to problem solve issues and resolve concerns that arise during the placement. (The exception to the face-to-face meeting is in the case of students doing placements in Washington, DC through the Washington Center. In those cases, a conference call involving all parties will be facilitated to coordinate communication and assess student progress.)

B. Evaluation

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

The Evaluation of Student Performance is a document completed by the Field Instructor, with input from the student, 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 student's strengths, weaknesses, areas for growth, 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 Social Work 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 field evaluation.
4. They have completed and submitted all the required documentation including:
 - a. Final Evaluation
 - b. Log of Hours
 - c. Program Exit Survey
5. Students will receive a grade of pass/fail (S/U) for their course grade. This grade is determined by the

Faculty Liaison, with input from both the student and Field Instructor.

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 his/her 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 he/she is an active student in a placement through the University. Once the student completes his/her placement, the coverage is terminated. The NASW insurance will cover the student for as long as he/she wants to maintain the policy and remain an NASW member.
2. The Director of Field Education is responsible for notifying the Risk Management Department at BGSU of the names of the students who will be participating in the practice course sequence, including field.
3. The Director of Field Education will send a copy of the student's liability insurance coverage verification to the assigned placement agency, as well as putting a copy in the student's field file.

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. There are some agencies that request students to utilize their own automobiles in the service of clients. Students should never transport clients alone in their personal vehicle cars. In other words, if the student is transporting a client for agency purposes, there should be another agency staff person present in the vehicle.
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 placement agency and Director of Field Education.
 - c. Students may check with the field 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 questionable driving records, or current traffic citations, may be excluded from placements that require client transportation for liability reasons.

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 supervisor and/or Director of Field Education.

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 his/her 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 his/her 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 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) practicum 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 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 internship. 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 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 chose 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, 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.)

SECTION V

Documents Related to Field

AFFILIATION AGREEMENT

BETWEEN

AGENCY NAME

AND

BOWLING GREEN STATE UNIVERSITY

This agreement is entered into by Bowling Green State University and **Agency Name** as of **Month, Day, Year**.

WHEREAS, Bowling Green State University, a state assisted institution of higher education established and existing under the laws of the State of Ohio dba its Social Work Program, College of Health and Human Services, 223 Health Center, Bowling Green, Ohio 43403-0148, hereafter referred to as the University, is currently conducting a social work internship, hereto referred to as the Program, and desires to obtain Field Experience for the students enrolled in the Program, and **Agency Name, Address, City, State ZIP**, as the Hospital/Agency, has facilities and is willing to provide field experience to students enrolled in the program.

NOW, THEREFORE, in consideration of the mutual agreement set forth herein, the Hospital/Agency and the University agree as follows:

- I. The University will:
 - A. Assign to the Hospital/Agency only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.
 - B. Match student with agencies, keeping the interests and needs of both in mind.
 - C. Provide agencies information about particular students via written applications.
 - D. Be responsible for supplying student evaluation forms with a student release of information and other additional information required by the Hospital/Agency.
 - E. Keep the Hospital/Agency informed of the level of participation the student has received outside the Hospital/Agency.
 - F. Maintain complete records and reports on each student's performance.
 - G. Assign a faculty liaison who will:
 1. Maintain ongoing contact with the students and hospitals/agencies

during placement and arbitrate issues that may arise where either the student or agency is experiencing difficulty.

2. Assign grades based on evaluations and faculty liaison's agreement. Field is graded "S/U".
 3. Funds permitting, the faculty liaison makes two agency visits per semester to review the student's progress or University to name an adviser and/or fieldwork coordinator who will make at least one on-site visit to:
 - a. provide information on University program, major curriculum changes, procedure or deadline changes.
 - b. review field work Educational Contract.
 - c. serve as contact person if questions or concerns arise.
 - d. report errors in violations of agency policy made by students to appropriate agency representative.
- H. Provide confidentiality of client records at all times and instruct the students to respect the confidential nature of all information regarding patients, consumers and the Hospital/Agency.
- I. Plan internship in consultation with placement facility and via the Educational Contract.
- J. Inform students that a police check may be done on all applicants (students) prior to acceptance for placement in court or drug-related agencies.
- K. Instruct students to abide by the policies and regulations of the Hospital/Agency while assigned to the Hospital/Agency.
- L. Require a condition precedent to enrollment in the program that students have liability insurance in the amount of \$1,000,000 per incident, \$3,000,000 aggregate. The Hospital/Agency's liability will be limited to its own coverage and the student's insurance will be primary. The student will be required to furnish to the patient care staff development department evidence of coverage, indicating type of coverage, applicable dates, amount of coverage, and name of insured.
- M. Inform students prior to placement of Health Standards and the need to comply with safety standards and legislation including the OSHA Blood Borne Pathogen guidelines, including:

- a. Tuberculin testing by Mantoux Skin Test (PPD).
- b. Rubella/Measles vaccination.
 - 1.) MMR required for all persons born after 12/3/56 or
 - 2.) Evidence of rubella immunity and a second measles vaccination.
- c. Hepatitis B vaccination.
- d. Students with a negative history for chicken pox should also be screened for Varicella.

Therefore, prior to beginning their affiliation at Hospital/Agency, all affiliating students must submit to the Patient Care Staff Development Department verification of certain health requirements in accordance with the Hospital's/Agency's then current health standards. The affiliating student will only be allowed to begin his/her affiliation if such health requirements meet the Hospital's/Agency's Infection Control Department's standards for acceptable results. All Health testing performed shall be at the sole expense of the student.

II. The Hospital/Agency will:

- A. Assume responsibility for the care of patients/consumers. The student(s) will not replace hospital/agency staff, nor give service to patient/consumers apart from activities which are done as part of their educational value.
- B. Assume the responsibility for informing students of its policies and regulations and provide a general hospital/agency orientation for students.
- C. Request the University to withdraw from the Field Experience program any student whose performance is unsatisfactory, whose personal characteristics prevent desirable relationships with the Hospital/Agency or whose health status is a detriment to the student's successful completion of the Field Experience.
- D. Provide the student's cafeteria food at employees' rates and free parking in the employee lot. (Agencies that do not have a cafeteria are not required to provide such.)
- E. Prior to placement or during the first two weeks of placement, the hospital/agency shall provide adequate orientation to the student before assigning responsibilities. Orientation should include knowledge of physical layout, personnel policies, agency goals, objectives, programs, introduction to key personnel as "social work interns" rather than just "students."

- F. Spell out for the student, in writing, the responsibilities and authority in the student role. The student should know what the agency expects of him or her, things the student can or cannot do, reports to be made regarding the movements and whereabouts during working hours, use of office equipment, clerical and supportive staff.
 - G. Provide physical facilities and equipment needed by the student to perform tasks.
 - H. Assign meaningful tasks in keeping with the student's abilities, learning needs, and hospital/agency program needs. The student should be kept busy, but not overwhelmed.
 - I. Provide tasks for the student and training so that he/she may learn to do them. This implies regular conferences on the part of staff member supervising the student and accessibility of the supervising staff member at other times when the student has questions.
 - J. Provide the student a variety of learning experiences so that he/she will have a broad perspective of the many responsibilities carried by social workers. It is hoped that the learning experiences and responsibilities will move from simple to complex.
 - K. Permit students to attend staff in-service meetings or professional meetings outside the agency along with other staff.
- III. While assigned to the Hospital/Agency, students will not be considered employees of the Hospital/Agency and will not be covered by any Social Security, Worker's Compensation, or malpractice insurance policy of the Hospital/Agency.
- IV. This agreement is not assignable, but is binding on the corporate successors of the parties.
- V. It is understood and agreed that the parties to the agreement may revise or modify this agreement by written amendment when both parties agree to such amendment.
- VI. This agreement shall commence as of the date aforesaid and shall continue for a period of one (1) year. Thereafter, this agreement may be renewed for additional successive one (1) year terms upon execution of a Memorandum of Extension signed by the parties within thirty (30) days of the expiration of the then current term unless terminated by either party with sixty (60) days advance written notice to the other, delivered by registered mail.
- VII. The student and faculty from the educational facility shall: Act in compliance with all billing and claims submissions laws and regulations and Hospital/Agency compliance program policies, including the mandatory duty to report actual or possible violations of these laws, regulations and policies to the Hospital/Agency Compliance Chairperson. It is understood that failure to comply with the above named laws and

regulations should constitute a violation of the contract and may be grounds for action by the Hospital/Agency, including termination of the contract.

VIII. Neither party shall discriminate against any student on the basis of race, creed, sex, national origin, religion, age, marital status or color.

BOWLING GREEN STATE UNIVERSITY

Signature:

Name: **Type Dean's Name**

Title: Dean

College of Health and Human Services

Date:

AGENCY NAME

Signature:

Name:

Title:

Date:

BOWLING GREEN STATE UNIVERSITY
SOCIAL WORK PROGRAM
UNDERGRADUATE FIELD APPLICATION

INFORMATION
SHEET

The information presented here serves as a guide for completing the practicum application forms and contains additional policies relevant to the Social Work practicum. Please read the information carefully. It is the student's responsibility to know this information. If you have any questions, you may contact the following person:

Matt Molnar, MSW, LISW-S
Coordinator of Field Education
419-372-8903
mmolnar@bgsu.edu

There are two practicum courses taken simultaneously, SOWK 4230, Field Instruction, and SOWK 4300 Practicum Skills Seminar. Entry into these courses requires completion of **all core courses** in the Social Work curriculum. Below are the prerequisites for admission to the practicum.

Practicum Prerequisites:

1. Students must have an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in core courses to enter the field. **There are no exceptions to this policy.** Please contact the Field Coordinator immediately if you do not have the required GPA, or expect to fall near the cut off. The Field Coordinator assists by recalculating GPA to insure its accuracy and make recommendations on how to maintain it.
2. Students can take electives while enrolled in practicum, but it is not recommended.
3. To graduate from BGSU, students need a minimum of 122 credit hours. Students must complete a degree audit and meet with the Field Coordinator during the semester before placement to insure completion of all graduation requirements. Please be proactive and monitor your degree audit carefully to avoid unnecessary stress and confusion during your field semester.

In addition to GPA requirements, there are a number of other conditions and considerations for field

placement. Below are descriptions for each and the instructions for completing them.

1. **Liability Insurance:** Field placement requires liability insurance. The Social Work Program utilizes the University's insurance policy that provides coverage at "no cost" to the student. *Students' names will be submitted to BGSU's Risk Management Office at the time you begin SOWK 3290 (Practice II).* Coverage continues until you complete your internship (SOWK 4230). The University policy coverage is \$1,000,000/\$3,000,000 aggregate.
2. **Other Insurance:** Some agencies ask you to transport clients in your car. Some auto insurance carriers require a special rider on your auto insurance policy that allows for the business use of your car. If your insurance agency requires this, you must provide proof of insurance to the agency. Agencies sometimes have company cars, and will need to place you on their insurance policy in order to allow you to use them. Please be advised that traffic violations, past or present, may become problematic in these instances a could result in denial of an internship.
3. **Background/Police Checks:** The Social Work Program does not require students to obtain a background check. However, students are required to disclose any criminal history as part of the application process. This is to assist in determining the most appropriate placement site, as well as becoming aware early of potential problematic situations. Certain field placement agencies will require fingerprinting and/or background checks prior to starting your internship. Correctional facilities and those agencies working with children are the agencies that typically request this information. The State of Ohio requires all new Social Work licensees to complete a background check and fingerprinting at the local sheriff's office, with the results then sent to the Licensure Board. Be aware that recent violations and felony convictions may affect your suitability for a particular field site as well as have licensure implications.
4. **Medical Exams and Shots:** The University has a list of immunizations required of Social Work students in practicum. If you had them as a child, you may only require a booster. Others need updating annually, such as Mantoux skin tests (PPD). Some placements, like hospitals or nursing homes, may require a chest x-ray. The Health Department, Student Health Center at the University, and your family physician may give the immunizations or perform the exams. Prior to beginning placement, students must provide proof to the Field Coordinator that they have received all required immunizations and any other medical tests. Failure to provide this proof may delay entry into the field placement. In addition, some agencies may require toxicology screens as part of their admission process. In order to students to be placed in these agencies, the students must comply with the toxicology screen request and produce a negative result. Students who test positive will not be eligible for placement in any social service agency, and will need to meet with the Field Coordinator regarding possible sanctions from the Social Work Program for illicit substance usage.

5. **NASW:** The [National Association of Social Workers](http://www.nasw.org) (NASW) represents the profession nationally. Advocating for the needs of vulnerable and oppressed populations and social justice are among its more important functions. For members, it provides various types of insurance at nominal fees, helps establish practice standards, and offers a job bank, among other things. Ohio has a statewide chapter of the NASW, <http://www.naswoh.org>. Membership in NASW is not a requirement, but highly recommended as it offers as a way to begin to mold your professional identity and connect with social work's wide array of professional networks, nationally and internationally. Membership applications are available from Dr. Peggy Adams on main campus, and Dr. Tasha Ford at the Firelands campus, or you may complete an application online at www.nasw.org. The NASW provide students with greatly reduced membership rates. If you wish, you may join NASW and apply for their liability insurance rather than the University's policy. The advantage to this is that the coverage will continue after graduation—once you complete field, your coverage at BGSU terminates.

6. **Placement Choice:** The Field Coordinator will provide you with a list of available approved internship sites. The placement should not exceed 50 miles from Bowling Green in any direction. The exception to this is an internship through the Washington Center (you will need to see the Career Center at BGSU main campus to obtain an application for this particular type of internship) or NASW. You must interview with several agencies to determine the most appropriate placement. Keep in mind, there are many things that affect placement opportunities. The Field Coordinator reserves the right to limit placement options if there are concerns regarding the student's ability to perform acceptably in a specific location or field of practice. A placement involving substance abuse treatment has certain restrictions. Agencies cover these in detail during the application interview.

7. **Agency Interview:** Students must interview with three agencies. Come prepared to the interview with questions and be ready to answer questions about yourself in a professional manner. For liability reasons, certain agencies may ask you if you have ever received treatment for mental health or substance abuse issues. Critical to the interviewing process are good oral communication skills. Appropriate dress and etiquette are required throughout the field application and internship process. Dress codes vary by agency; during the interview, be sure to ask if there is a dress code. Tennis shoes and jeans are NEVER appropriate for field interviews. Business casual is the preferred type of clothing for most agencies. Women need to be aware of the skirt length and cut of sweaters and blouses when in field placement. Repeated inappropriate dress code violations are a legitimate reason for termination of a placement.

8. **Placement Decision:** The final decision for placement rests with the Field Coordinator. The Field Coordinator seeks input from the student, social work faculty, and the prospective field agency supervisor. The Field Coordinator may also request additional documentation from the student to assist in making placement decisions. This documentation may include statements from physicians, therapists, counselors and previous supervisors assessing the student's readiness for field placement. Students will receive notification of their placement at least one month prior to the beginning of the semester in which they will begin field placement.
9. **Field Packet:** The field packet contains all of the forms required to apply for a field placement. The field instructor reviews the packet in order to become better acquainted with the student; knowledgeable about their strengths, interests, goals, etc.; and to assist them in making decisions regarding the appropriateness of placement in their agency.

FIELD APPLICATION FORMS

1. **Application:** The application form asks for basic academic information and allows students to indicate their choices for placement. Students must attach a photograph of themselves in the upper right corner of the application form. Photos should be the size of a passport picture or wallet size. The photo needs to fit in the allotted space and be in color. Applications without a photograph are considered incomplete. It also asks students to indicate possible restrictions and concerns with potential internship sites.
2. **Student Profile:** This form contains basic demographic information, emergency contact numbers, and a brief profile of the student's experience. The student's campus address is the BGSU address that you have at the time of application and placement. The permanent address is your permanent address at home (usually a parent's address). Sometimes, the campus and permanent addresses are the same. In that case, complete the address in the campus slot and write in "same as above" for the permanent one. If you know that your campus address is going to change between the time you apply for field and complete field, please put that information on the line as well.
3. **Resume:** Students need to develop a resume using the exact format provided in this application. A copy of this resume will be shared with all potential internship sites.
4. **Self-Assessment:** Students must complete a one or two page statement that describes their goals, career aspirations, and field placement preferences. Please be sure that your grammar, punctuation, spelling, and overall writing style are professional. Field instructors will be reading this document to understand you better, as well as evaluate your writing skills.
5. **Release of Information:** Each agency that a student applies to for placement needs to have a release of information signed by the student. This release allows the Social Work Program to release the student's field packet to the agency for review and consideration of placement. The expiration date is the last day of the month in which the student will graduate. This document

allows ongoing communication between the University and the field agency for the interview and throughout the placement.

5. **Memorandum of Understanding:** This document describes the student responsibilities in the field process and placement, and holds students accountable for their behavior throughout the process. The student and Field Coordinator must sign and date it, and placed in the student's file.

SUBMISSION DATES FOR APPLICATION PACKETS

Typically, the deadline for handing in the application packet to the Coordinator is within two weeks of the start of the semester PRIOR to beginning placement. *Placement depends on completion of an interview with the Field Coordinator, meeting GPA requirements and submission of all documents on time.*

Students must provide documents to the following:

- To the Field Coordinator:***
1. Application pages (1-3) with picture attached
 2. Student Profile
 3. Resume
 4. Self-Assessment
 5. Release of Information (one for each agency)
 6. Memorandum of Understanding

To the Field Agencies: You will need three (3) separate packets stapled in the following order:

1. Student Profile
2. Resume
3. Self-Assessment

FIELD INSTRUCTION APPLICATION

(print legibly)

Attach
Color Photo
Here

Student Name _____ ID #: _____ DOB: _____

Academic Requirements

Age when starting field: _____

Hours completed _____

NASW Member: Yes No

Hours this semester _____

Total hours prior to field _____

Overall GPA _____

(should be 107 or higher)

Core GPA _____

If GPA is less than 2.5 at the time of application, or you are short hours, what is your plan to meet field requirements: _____

List the three agencies with which you plan to interview.

1.) _____ (_____) _____
Contact Person/Agency Name Phone

_____ Email Address
Agency Address, City, ZIP

2.) _____ (_____) _____
Contact Person/Agency Name Phone

_____ Email Address
Agency Address, City, ZIP

3.) _____ (_____) _____
Contact Person/Agency Name Phone

_____ Email Address
Agency Address, City, ZIP

FIELD INSTRUCTION APPLICATION (pg 2)

Have you ever been convicted of a Felony or a First/Second Degree Misdemeanor? No Yes

If yes, please provide a summary of the event(s) that occurred (including charges filed and disposition given) on a separate sheet of paper.

Due to a disability, will you require accommodations in your agency? No Yes

If yes, please identify needed accommodations.

Have you ever been treated for or experienced the following: (check all that apply)

Depression _____ Anxiety _____ Addiction Issues _____ Sexual Assault _____

Domestic Violence _____ Child Abuse/neglect _____ ADHD/ADD _____

Are you taking medication? If yes, please explain _____

You are required to make arrangements for transportation to your field placement. Some field placements require that students use their personal cars to carry out various assignments (not to transport clients). Please check the following that apply to you.

_____ I cannot drive an automobile.

_____ I am a licensed driver but do not have a car available to drive to my field placement.

_____ I am a licensed and insured driver, own a car and can use it in my field placement.

If you do not have a car to drive to the field agency describe your plan for transportation.

What specific areas of social work practice are you most interested in?

1. _____
2. _____
3. _____

FIELD INSTRUCTION APPLICATION (pg 3)

What specific skills do you want to improve during field placement?

1. _____
2. _____
3. _____

What goals have you set for yourself regarding field placement?

1. _____
2. _____
3. _____

Many social workers enter field placement with a desire to help based on previous experiences. Are there any traumas, past experiences, current circumstances, ethical dilemmas or other concerns that would need to be considered during field placement decision making?

Are there any restrictions that need to be placed on field placement activities or internship sites?

Yes (explain) No _____

FIELD INSTRUCTION APPLICATION (pg 4)

What personality attributes or behaviors do you think you possess that will make you a good social worker?

What personality attributes or behaviors do you think you possess that will interfere in working with people?

Is there any information about you or your circumstance, such as health, financial, or family issues, that the Field Coordinator should be aware of because of its potential impact on your performance at an agency?

BOWLING GREEN STATE UNIVERSITY
SOCIAL WORK PROGRAM
STUDENT PROFILE
(please type)

Name: _____ Birth Date: _____

College (campus) Address: _____
(street) (city) (state/ZIP)

Dates you will be at the above address: From _____ to _____

Contact Information: _____ Best time to reach you (days/time) _____
Home () _____
Work () _____
Cell () _____
Email Address _____

Permanent Address: _____
(street) (city) (state/ZIP)

Permanent Home Phone: _____

At which address will you be located during placement: Campus Permanent

Are you fluent in any other language? Yes (explain) _____ No

In case of emergency, please notify:

Name Relationship

Address: _____
Street city state ZIP

Phone: _____
Work Home Cell

RESUME

Students are asked to include a current resume that is completed in the following format. You do not need to have more than 1 page. Your final professional resume will be developed in field.

Student Name (no more than 18 pt font)
Address, City, State, ZIP * phone number * email

EDUCATION

Bowling Green State University
Bachelor of Science in Social Work Bowling Green, Ohio
Anticipated Graduation Date

If you have an Associate's Degree, you put that information in the same format

EXPERIENCE (include volunteer or paid)

Agency Name
Position Held City, State
Dates of service

- Description of agency and responsibilities
- What you did, with whom, how often and purpose

Agency Name
Position Held City, State
Dates of service

- Description of agency and responsibilities
- What you did, with whom, how often and purpose

Agency Name
Position Held City, State
Dates of service

- Description of agency and responsibilities
- What you did, with whom, how often and purpose

Agency Name
Position Held City, State
Dates of service

- Description of agency and responsibilities
- What you did, with whom, how often and purpose

WRITING SKILLS REQUIREMENT

One of the most important skills a social worker needs is the ability to write well. Our professional responsibilities require a large amount of written communication, and the importance of good writing skills cannot be overstated. In order to allow the agency to evaluate your writing/documentation skills, you are asked to provide the following for consideration.

SELF ASSESSMENT

On a separate sheet of paper, in 1-2 pages, please answer the following questions. Although they are related, each question is asking something a little different, so pay attention to how you respond. Additionally, your document should be professionally written. Be aware of grammar, spelling, punctuation, and overall tone of your assessment. (Do not write like you talk!)

- What fields of social work practice interest you? Why? What impact have others had on your choice?
- What **skills or assets** do you possess that would make you an asset to this agency? What do you have to offer them? Why should they accept you? Did you take any special elective courses that would be helpful (death/dying, medical terminology, criminal justice, gerontology)? Have you completed CPR or First Aid training? Are you skilled enough in sport, crafts, music, clerical, computer programs to use them in your field placement? Are there any areas of social work that you do not want to be placed?
- Describe your personality, your strengths and your weaknesses as you see them.
- What do you hope to gain from field instruction?
- What are your short and long term goals?

BOWLING GREEN STATE UNIVERSITY
SOCIAL WORK PROGRAM RELEASE
OF INFORMATION

I, _____, give permission for the Bowling Green State University
(student)

Social Work Program to release to:

_____ at _____
(Field Instructor) (Agency to receive information)

the following information: (check all that apply)

- Student Profile Self-Assessment Statement
 Copy of Liability Insurance statement
 Copy of Immunization Record
 Other documentation (please specify) _____

for the purpose of: (check all that apply)

- Determining field placement site Maintaining ongoing communication with
 Referral for appropriate services field agency and field instructor
 Other (specify) _____

This consent is to expire on: _____

Date

SIGNATURES:

Student

Date

Field Coordinator

Date

MEMORANDUM OF UNDERSTANDING

By signing this document, I acknowledge the following:

1. Field work requires students to be available for agency placement at least 32 hours per week. Generally, those hours are Tuesday-Friday from 8:00am-5:00pm, however depending on the agency chosen for placement, hours may vary. The schedule the student and field instructor set up is the schedule the student is expected to maintain. The commitment is for the whole semester.
2. Monday has been set aside for Senior Seminar (SOWK 4300) and research work on campus. In order to complete the requirements of seminar class, students need to utilize the Library, Placement Services facilities, and Research Services facilities. Students are required to keep **one four hour block of time between 8am-5pm** available each week for completing assignments. ANY exceptions must have written approval of the Field Coordinator.
3. Students in field placement **MUST** adhere to the standards written in the NASW Code of Ethics and the Code of Conduct located in the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Licensure Law (ORC 4757). This applies on and off campus.
4. Students in field placement must follow all field agency policies and procedures. These include dress code, time accountability, professional image and presentation, documentation standards, and ethical behavior.
5. Students in field placement are forbidden from using social media of any kind to discuss their field experiences. This includes, but is not limited to, Facebook, Twitter, Vine, texting, Instagram or Snap Chat. Confidentiality within and outside the classroom and agency is required.
6. Students in field placement represent the Bowling Green State University Social Work Program, and should behave in a manner consistent with the values and ethics of a professional social worker. Failure to comply may result in termination of your internship.

I understand that adherence to the above conditions are necessary in order to complete a field placement through the Bowling Green State University Social Work Program. Any illegal, unethical, or unprofessional behavior toward other students, colleagues, field agency personnel or social work faculty may result in my dismissal from field placement and/or possibly from the Program.

Student Signature

Date

Field Coordinator Signature

Date

Bachelor of Science in Social Work Program

Learning Contract for Field Education

Purpose: The Council on Social Work Education (CSWE) has established nine competency areas outlining where all Social Work students need to be able to demonstrate knowledge, values, skills, and/or cognitive & affective processes. The Social Work program at Bowling Green State University has created general tasks and activities specific to each competency area. These tasks and activities should provide focus and guide how students spend their time at the agency. Field Instructors will evaluate students at the mid-term and final portions of the semester directly related to how the student performs the tasks and activities in each area.

Instructions: Students and Field Instructors should work together during their first two weekly supervision sessions to complete the Learning Contract by filling in the identifying information below, initialing beside each competency area as a sign of commitment to each other to complete tasks & activities, and sign their names & date at the bottom of the contract. Students need to submit the completed Learning Contract to their Field Seminar Instructor during the third class.

Student Information		
First Name:	MI:	Last:
Street Address:		
City:	State:	Zip:
Home Phone:	Cell Phone:	
BGSU E-mail:		
Agency Information		
Agency Name:		
Street Address:		
City:	State: Ohio	Zip:
Phone:	Fax:	
Field Instructor:		Phone:
Job Title:		E-mail:
Task Instructor:		Phone:
Job Title:		E-mail:
University Information		
Field Coordinator: Matt Molnar, MSW, LISW		Phone: 419-372-8903
E-mail: mmolnar@bgsu.edu		

Competency 1 – Demonstrate Professional and Ethical Behavior	Student Initials	F.I. Initials
<ul style="list-style-type: none"> ➤ Dress according to agency policy and exhibit professional appearance. ➤ In supervision, discuss ethical use of personal and agency technology. ➤ In supervision, discuss strategies for effective time management with duties and caseload in agency. Complete a schedule that includes supervision times, holidays, or other events that may occur during the practicum. ➤ Review the agency’s confidentiality and privacy policies. ➤ Read the NASW Code of Ethics. In supervision, discuss agency policies and how they align or conflict with social work ethics. ➤ In supervision, discuss professional use of self and other helping behaviors (i.e., self-disclosure.) ➤ Complete relevant agency documentation in a timely fashion. ➤ In conjunction with the Field Instructor, develop an initial assessment of student’s professional skills and potential areas for growth. 		
Competency 2 – Engage Diversity and Difference in Practice		
<ul style="list-style-type: none"> ➤ In supervision, identify diverse populations encountered in the agency setting. Discuss culturally competent methods for working with identified populations. ➤ Identify potential personal biases when working with unfamiliar groups. Write a reflective journal entry to share with Field Instructor. ➤ Establish respectful, working relationships with other professionals in the agency. Become familiar with the roles and responsibilities of all agency staff. 		
Competency 3 – Advance Human Rights and Social, Economic & Environmental Justice		
<ul style="list-style-type: none"> ➤ Understand the agency’s mission and goals. ➤ Journal about barriers encountered by clients seeking to access agency services. Include ideas for solutions to enhance client capacities. ➤ With permission of Field Instructor, implement one solution identified in the journal that enhances client access to services. ➤ Describe the community setting in which the agency is located. ➤ Discuss the agency’s role in promoting justice in its community. ➤ Participate in a community group (Ex: NASW sponsored meeting, agency network, coalition, conference, workshop, etc.) focused on pursuing social justice. 		
Competency 4 – Engage in Practice Informed Research and Research Informed Practice		
<ul style="list-style-type: none"> ➤ In supervision, discuss methods of integrating feedback, research, and classroom learning into professional practice. 		

<ul style="list-style-type: none"> ➤ Assist agency staff in researching client satisfaction. ➤ Conduct a literature review on the agency practice area and share with agency staff. 		
Competency 5 – Engage in Policy Practice		
<ul style="list-style-type: none"> ➤ Comprehend the agency’s structure and policies. This includes: (1) reading the agency’s policies; (2) viewing the organizational chart and understanding the division of services and programs within the agency; (4) discussion of agency funding sources; and (5) examining any policies relevant to the student’s practice with clients. ➤ Participate in administrative staff meetings that discuss agency policy. ➤ Participate in an advocacy activity related to a policy that advances or preserves human rights and justice. (ex: awareness event, advocacy campaign, letter to legislator(s), etc.) ➤ Analyze local, state, and/or federal policies, rules & regulations impact services to clients. 		
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> ➤ In supervision, discuss the client’s behaviors in the context of their environment. (Ex: Person-In-Environment and Human Behavior in the Social Environment perspectives). ➤ Engage with client(s) during an initial meeting, utilizing interviewing, non-verbal communication skills and empathy to develop rapport. ➤ Engage with different organizations and communities at a networking event and reflect on the experience in a journal entry. 		
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> ➤ Observe an assessment activity performed by the supervisor. During supervision, discuss Person-in-Environment and Human Behavior in the Social Environment perspectives used during the activity. ➤ Conduct and document an assessment. Organize, summarize, analyze and interpret the data collected. Identify strengths and areas to target intervention. ➤ Work with client(s) to develop intervention goals based upon needs identified during assessment. ➤ With the client(s), select culturally competent interventions based on an evidence-based practice. 		
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> ➤ During supervision, discuss how Person-In-Environment and Human Behavior in the Social Environment perspectives help when choosing and measuring success of interventions. 		

<ul style="list-style-type: none"> ➤ Identify community resources and referrals to other professional services available to clients. ➤ Participate in group based activities as leader or co-facilitator and practice mediating, negotiating and/or advocating. ➤ In supervision, discuss endings with clients. Formulate and implement plans for ethical termination of relationship with clients. 		
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
<ul style="list-style-type: none"> ➤ Can apply Person-In-Environment and Human Behavior in the Social Environment perspectives when evaluating outcomes of clients. ➤ During supervision, develop a plan for evaluating the effectiveness of interventions used with clients. ➤ Implement a plan to evaluate an entire case process (engagement thru intervention) by the student. ➤ During supervision, discuss ways student can improve practice based on evaluation of their skill. 		

Signatures	
Student:	Date:
Field Instructor:	Date:
Task Instructor (if applicable):	Date:
Field Coordinator:	Date:

**BOWLING GREEN STATE UNIVERSITY
SOCIAL WORK PROGRAM**

WEEKLY FIELD SUPERVISION NOTES

Students are expected to actively participate in weekly educational supervision meetings. They need to come prepared with an agenda to discuss, and to document the topic and outcome of their supervision sessions.

Supervision Topic(s):

Competency Area Addressed (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> professional identity development | <input type="checkbox"/> critical thinking |
| <input type="checkbox"/> application of ethical principles to practice | <input type="checkbox"/> professional communication |
| <input type="checkbox"/> diversity in practice | <input type="checkbox"/> social justice |
| <input type="checkbox"/> enhancement of research skills | <input type="checkbox"/> policy practice and service |
| <input type="checkbox"/> delivery | |
| <input type="checkbox"/> application of human behavior theory to practice resources | <input type="checkbox"/> awareness of community |
| <input type="checkbox"/> understand various contexts of social work practice clients | <input type="checkbox"/> improve clinical skills with clients |

Outcome of Supervision Meeting:

Student Name: _____

Date: _____

Supervisor Signature: _____

Date: _____

Bachelor of Social Work Program: Mid-Term Evaluation of Field

The Mid-Term Evaluation of Student Performance is a tool for monitoring the student's progress toward developing competency. Based on the outcomes of the evaluation, students and Field Instructors can create individualized learning goals for the remainder of the semester. The purpose of the Mid-Term evaluation is to focus educational opportunities for the remainder of the semester on areas of potential weakness. The evaluation is completed by the Field Instructor and discussed with the student during a supervision session.

The Director of Field will visit placement sites after Mid-Term evaluations are completed. Content from the Mid-Term evaluations will be a critical piece of discussion during the on-site visit. Therefore, Mid-Term evaluations must be complete at the end of the seventh week of the semester.

INSTRUCTIONS: Field Instructors: Please score students based on performance in the field. Scores range from 1-5 as indicated in the scale below. Evaluations measure the degree to which students perform according to standardized field learning objectives. All practice skills measure the learning objectives indicated in the Learning Contract agreed upon at the beginning of the semester.

RATING SCALE:

The evaluation should be completed using the following rating system:

Rating	Measure	Description
5	Outstanding	Student performs tasks independently with minimal supervision. Student functions at the level of competent, entry-level practice.
4	Good	Student performs tasks independently with some assistance in direction and prioritizing. Student nearly reaches the level of entry-level practice.
3	Acceptable	Student attempts new assignments and demonstrates an eagerness to learn. Student works autonomously on some tasks, but requires a good deal of supervision and direction to complete many tasks.
2	Marginal	Student requires a great deal of close supervision and redirection. Student makes frequent mistakes and seems unable to learn from errors. Demonstrating a lack of focus and a need for structure.
1	Unacceptable	Student lacks initiative or motivation to accomplish tasks. Student requires constant monitoring and direction from supervisor and cannot perform tasks autonomously. Student listens to constructive criticism but fails to utilize it. Student may blame others for own mistakes.
N/A	Not Applicable	Student has not had the opportunity to engage in this practice or skill. Student and Field Instructor are developing a plan to gain experience in this area.

Student's Name: _____

Field Instructor's Name: _____

Agency Name: _____

Date Evaluation Completed: _____

Semester & Year of Internship (Ex: Fall 2017): _____

Number of Hours Student has Completed to Date: _____

Professionalism

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Exhibiting professional behavior including appearance and communication. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Reflection on use-of-self in the helping process (i.e- self-disclosure). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Self-awareness to understand areas for professional growth. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Appropriately utilizes supervision when making professional decisions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C

Ethical Behavior

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Apply NASW Code of Ethics, internal agency policy, and relevant laws & regulations to practice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Understanding of how technology can both benefit and potentially harm services to clients. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Ability to set appropriate boundaries with clients, agency staff, and community partners. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C

Engage Diversity

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Ability to identify diverse populations present in the agency setting. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies culturally competent methods for working with diverse populations. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection on potential personal biases when working with unfamiliar populations. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engage Difference in Practice.

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Understanding of roles and responsibilities of other disciplines represented in the agency. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing respectful, functional relationships with professionals at other agencies. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organizational Level

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Understand the organization's mission, values and goals related to maintaining and increasing human rights and justice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of an approved solution to increase client access or remove barriers to services at the organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Level

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Describe the environment in which the organization functions, and purpose for the organization's services. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Network with partner organizations, and discuss how organizations work together to pursue justice. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a community group advocating for human rights and justice. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Practice Informed Research

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Assisting agency staff in researching client satisfaction to services and organization overall. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can articulate methods for integrating feedback from research into practice. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Research Informed Practice

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Ability to find an evidence based intervention related to practice area, and can clearly present the evidence to others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Policy Practice

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Comprehension of how agency policies, structures, and funding sources impact practices of agency staff. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in administrative staff meetings that discuss agency policy. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to assess how local, state, and federal policy can impact agency functioning and client access to services. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in advocacy related to a policy that advances or preserves human rights and justice. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engagement Skills	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Application of Person-in-Environment and Human Behavior in the Social Environment perspectives when preparing to engage clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During an intake interview, utilization of interpersonal skills (verbal and non-verbal) and demonstrating empathy to develop rapport. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking with community members and social service organizations, and reflecting respect for others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment Skills

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Application of Person-In-Environment and Human Behavior in the Social Environment perspectives when analyzing client circumstances and needs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Conducting and documenting a client assessment. Including organizing, summarizing, analyzing and interpreting data from a strengths-based perspective. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Ability to develop intervention goals based on needs identified in assessment. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Ability to provide support to a client when selecting a culturally competent interventions based on evidence. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C

Intervention Skills

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Application of Person-In-Environment and Human Behavior in the Social Environment perspectives when intervening with clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Knowledge and linkage of clients to community resources and referrals to other professional services available to clients. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Ability to negotiate, mediate and/or advocate as a group leader or co-facilitator. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C
Formulated and implemented plan to ethically terminate relationship with clients at finish of placement. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C

Evaluation Skills

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)	N/A (6)
Application of Person-In-Environment and Human Behavior in the Social Environment perspectives when evaluating outcomes with clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of plan to evaluate effectiveness of intervention used with clients. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of plan to evaluate an entire case process (engagement-intervention) process by the student. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can analyze ways to improve practice based on evaluation data. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following section is for Field Instructors to elaborate on the ratings given above. Please provide comments after each heading.



Student's Strengths:



Area's Identified for Improvement:

Goals for professional development in the agency or community.

Activities planned to achieve professional development goals.

Bachelor of Social Work Program

Final Evaluation of Field

The Final Evaluation of Student Performance is a tool for the Field Instructor to provide formal feedback regarding the student's readiness for entry-level social work practice. The evaluation is completed by the Field Instructor, and discussed with the student during a last supervision session.

INSTRUCTIONS:

Field Instructors: Please score students based on performance during their time at the agency. Scores range from 1-5 as indicated in the scale below. Evaluations measure the degree to which students perform according to standardized Field Learning Objectives. All practice skills measure the learning objectives indicated in the Learning Contract agreed upon at the beginning of the semester.

RATING SCALE:

The evaluation should be completed using the following rating system:

Rating	Measure	Description
5	Outstanding	Student performs tasks independently or with minimal supervision. Student functions above the level of competent, entry-level practice.
4	Good	Student performs tasks independently with some assistance in direction and prioritizing. Student functions at the level of competent, entry-level practice.
3	Acceptable	Student attempts new assignments and demonstrates an eagerness to learn. Student works autonomously on some tasks, but requires a good deal of supervision and direction to complete many tasks. Student functions just below the level of competent, entry-level practice but is taking appropriate action to improve.
2	Marginal	Student requires a great deal of close supervision and redirection. Student makes frequent mistakes and seems unable to learn from errors. Demonstrating a lack of focus and a need for structure. Student functions below the level needed for competent, entry-level practice and is not showing signs of improvement.
1	Unacceptable	Student lacks initiative or motivation to accomplish tasks. Student requires constant monitoring and direction from supervisor and cannot perform tasks autonomously. Student listens to constructive criticism but fails to utilize it. Student may blame others for own mistakes. Student functions well below the level needed for competent, entry-level practice and is not attempting to improve.

Field Instructors and Students: This evaluation will be part of the student's permanent file at the University. We advise you to keep a copy of the evaluation for your personal and / or professional records.

Student's Name: _____

Field Instructor's Name: _____

Agency Name: _____

Date Evaluation Completed: _____

Semester & Year of Internship (Ex: Fall 2017): _____

Number of Hours Student has Completed to Date: _____

Professionalism

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Exhibiting professional behavior including appearance and communication. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection on use-of-self in the helping process (i.e. self-disclosure). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness to understand areas for professional growth. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately utilizes supervision when making professional decisions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethical Behavior

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Apply NASW Code of Ethics, internal agency policy, and relevant laws & regulations to practice . (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how technology can both benefit and potentially harm services to clients. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to set appropriate boundaries with clients, agency staff, and community partners. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engage Diversity

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Ability to identify diverse populations present in the agency setting. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies culturally competent methods for working with diverse populations. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies potential personal biases when working with unfamiliar populations. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engage Difference in Practice.

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Understanding of roles and responsibilities of other disciplines represented in the agency. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing respectful, functional relationships with professionals at other agencies. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organizational Level

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Understand the organization's mission, values and goals related to maintaining and increasing human rights and justice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of an approved solution to increase client access or remove barriers to services at the organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Level

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Describe the environment in which the organization functions, and purpose for the organization's services. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Network with partner organizations, and discuss how organizations work together to pursue justice. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a community group advocating for human rights and justice. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Practice Informed Research

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Assisting agency staff in researching client satisfaction to services and organization overall. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can articulate methods for integrating feedback from research into practice. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Research Informed Practice

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Ability to find an evidence based intervention related to practice area, and can clearly present the evidence to others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Policy Practice

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Comprehension of how agency policies, structures, and funding sources impact practices of agency staff. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in administrative staff meetings that discuss agency policy. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to assess how local, state, and federal policy can impact agency functioning and client access to services. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in advocacy related to a policy that advances or preserves human rights and justice. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engagement Skills

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Application of Person-in-Environment and Human Behavior in the Social Environment perspectives when preparing to engage clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During an intake interview, utilization of interpersonal skills (verbal and non-verbal) and demonstrating empathy to develop rapport. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking with community members and social service organizations, and reflecting respect for others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment Skills

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Application of Person-In-Environment and Human Behavior in the Social Environment perspectives when analyzing client circumstances and needs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting and documenting a client assessment. Including organizing, summarizing, analyzing and interpreting data from a strengths-based perspective. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop intervention goals based on needs identified in assessment. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to provide support to a client when selecting a culturally competent interventions based on evidence. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intervention Skills	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Application of Person-In-Environment and Human Behavior in the Social Environment perspectives when intervening with clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and linkage of clients to community resources and referrals to other professional services available to clients. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to negotiate, mediate and/or advocate as a group leader or co-facilitator. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulated and implemented plan to ethically terminate relationship with clients at finish of placement. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation Skills

	Unacceptable (1)	Marginal (2)	Acceptable (3)	Good (4)	Outstanding (5)
Application of Person-In-Environment and Human Behavior in the Social Environment perspectives when evaluating outcomes with clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of plan to evaluate effectiveness of intervention used with clients. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of plan to evaluate an entire case process (engagement-intervention) process by the student. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can analyze ways to improve practice based on evaluation data. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following section is for Field Instructors to elaborate on the ratings given above. Please provide comments after each heading.

Student's Strengths

Areas where the student has shown the most growth:

Areas needing continued effort:

Opportunities where student can gain professional growth:

Bowling Green State University
Bachelor of Science in Social Work Program
Place-of-Employment Internship Proposal Form

Student Name _____ Semester of Internship: _____

Agency in which student is employed: _____

Address: _____

Current Agency Employment Information	
Title of Current Position:	
Location/Program in which Employed:	
Current Supervisor:	
Description of position responsibilities:	
Number of hours typically worked in a week:	Hours to count toward Internship (maximum 16):

Agency Internship Information	
Location/Program of Internship:	
Internship Supervisor(s)/Credentials:	
Description of internship responsibilities:	
Number of hours per week expected (minimum 32):	

Participating in an employment based internship can be difficult at times due to potential conflicts in roles and responsibilities for the student and agency staff. By signing this document, the parties involved understand and agree to maintain distinct boundaries between employment and internship responsibilities, and to provide appropriate supervision to the students. Violation of this agreement by any of the parties below may result in removal of student from internship site.

 Student Signature/Date

 Employment Supervisor Signature/Date

 Agency Field Instructor Signature/Date

 Additional Agency Supervisor Signature/Date

 Field Coordinator Signature/Date