

UNIVERSITY OF SOUTHERN INDIANA

Bachelor of Social Work

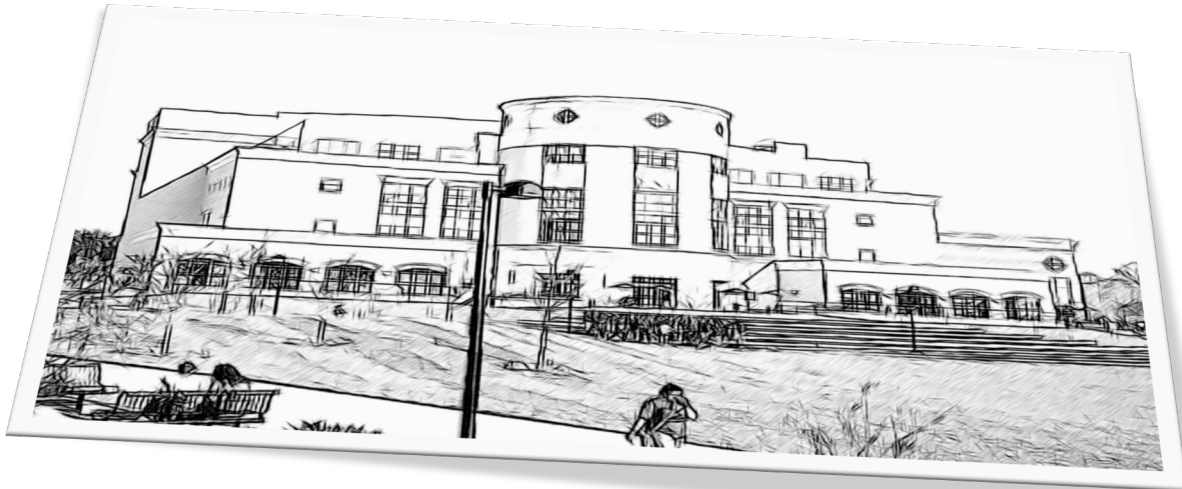
Field Manual

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Thanks go out to the past and present
Directors of Field Education for leaving their signatures
on some part of this field manual.

Their labors are not forgotten.

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I. INTRODUCTION

Purpose of the BSW Field Manual

This manual serves as a guide to agencies, faculty, and students engaged in Social Work Field Education at the University of Southern Indiana (USI). The table of contents provides a method for easy reference in regard to specific areas of interest in field education. The appendices provide copies of forms utilized in implementing the policies and procedures governing Field Education. While it is anticipated that the educational objectives, policies, and procedures will be most often referenced, the manual also includes the mission statements of the university and BSW program as well as descriptions of the BSW curriculum to clarify the larger context within which field education occurs.

The *BSW Field Manual* is available to students, field instructors, and faculty through the USI Social Work website (<https://www.usi.edu/liberal-arts/social-work/student-resources/>). Printed copies of the manual are available upon request to our field education supervisors.

It is important to note that the field education program design, its policies, and procedures reflect consultation and input from faculty, students, and field instructors. We are always interested in your comments and recommendations in regard to the design, implementation, and maintenance of the field education program.

History of the University of Southern Indiana

Originally founded in 1965 as the Evansville campus of Indiana State University, the University of Southern Indiana was made a separate state university by an act of the 1985 Indiana General Assembly. The Governor appointed a board of trustees, and the establishment of the University of Southern Indiana became official on July 1, 1985.

USI is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum serves as the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master's degrees, the Doctor of Nursing Practice (DNP) degree and Doctor of Education (Ed.D.) serve persons in professional and technical studies. As a public institution, USI counsels and assists business and industry as well as social, educational, governmental, and health agencies to higher levels of efficiency and improved services.

University Mission

USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

Social Work Department BSW History

The development of the Bachelor of Social Work (BSW) Degree at USI began in 1974 when the university was a branch campus of Indiana State University East (ISUE). Courses in social work were offered as a part of the Social Science curriculum in the School of Liberal Arts. In 1980, a degree in Social Sciences with a concentration in social work was implemented under the auspices of the Sociology Department. A Bachelor of Social Work degree was approved by the University's Board of Trustees and the Commission on Higher Education in 1986. The BSW Program became autonomous within the School of Education and Human Services, later known as the Bower-Suhrheinrich College of Education and Human Services. In the fall of 2011, the Social Work Department joined the College of Liberal Arts. The BSW Program was awarded initial accreditation in 1991, retroactive to 1988. The Council on Social Work Education (CSWE) has continuously accredited program since the 1988 accreditation.

Social Work Department Mission

The social work department prepares students for competency-driven practice focused on evolving issues in the community.

BSW Program Mission

The BSW program prepares students with the knowledge, skills and values for generalist social work practice with diverse populations and emerging social issues.

BSW Program Goals

1. Educate generalist practice students on the nine competencies of social work practice.

OBJECTIVES:

- a. Integrate competency-driven learning throughout the BSW curriculum.
 - b. Use technology to enhance course delivery.
 - c. Use current scholarship and best practices in assignments in the BSW curriculum.
 - d. Use field trips, international programs, speakers, service learning and forums to enrich student learning about diversity.
 - e. Annually update curriculum and course content in response to evaluation feedback, changes in best practices, and community needs.
 - f. Sponsor events that facilitate dialogue and exchange between alumni and students.
 - g. Implement a comprehensive model of student advising that makes the best use of the Department's student leaders, administrative staff, and faculty members.
 - h. Use course exercises and assignments to promote student awareness of self as an instrument of change.
2. Use research as the foundation for discovering best practices in education and community engagement.

OBJECTIVES:

- a. Develop and carry out research focused on social justice in collaboration with the Center for Social Justice.

- b. Conduct faculty-student research.
 - c. Use exit surveys, alumni surveys, employer surveys, student focus groups, and benchmarking rubrics to monitor BSW program processes and outcomes
3. Model and promote the ethic of service.

OBJECTIVES:

- a. Serve on boards, committees, and as members of regional organizations that support and promote the values of professional social work.
- b. Faculty members and students will seek and respond to organizational and community service needs in the region.
- c. Sponsor student organizations that recognize academic excellence and promote student service.

II. COUNCIL ON SOCIAL WORK EDUCATION BSW CURRICULUM

The BSW curriculum has been developed based on the guidelines provided in the Council of Social Work Education (CSWE) Curriculum Policy Statement. The learning objectives are framed by the Nine Competencies in the *CSWE Policy and Accreditation Standards, 2015*¹.

COMPETENCIES OF SOCIAL WORK PRACTICE, CSWE 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers (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

¹ See CSWE website for details, <http://www.cswe.org/Accreditation.aspx>

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.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- 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.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels, and;
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective

roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- 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.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. They actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- 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, and;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as

appropriate.

Social workers:

- 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.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies, and;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- 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.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- 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.

III. THE FIELD EDUCATION PROGRAM: AN OVERVIEW

Philosophy and Purpose of Field Education

CSWE describes field education as the “signature pedagogy” for social work education. Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to preform, and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. (CSWE EDUCATIONAL POLICY 2.2)

The field instruction sequence in the BSW curriculum is designed to give student’s generalist

field experiences within an agency or community setting under the supervision of experienced social workers and in a class-based seminar course led by an experienced Faculty Field Liaison. The Faculty Field Liaison conducts the field seminar and works closely with the student and Agency Supervisor to ensure the student has opportunities to practice in all areas of social work and is being coached, mentored, and supervised by the Field Instructor and/or Task Supervisor. The Faculty Field Liaison conducts at least two evaluations per semester and is available to the student and Agency Supervisor throughout the course of the time the student is in field. Through this experiential model, students learn to use themselves and their professional generalist communities. BSW Field Education connects the theoretical and conceptual concepts of the classroom into the field and seminar settings. The field and seminar sequence enhances and reinforces the competencies and behaviors of social work education. Learning activities and work assignments are planned to enable students to gain an understanding of human beings, their problems and needs, to develop skills in the practice of social work methods and interventions and to gain mastery of the nine social work competencies. In addition to the activities of the individual student's experience in the agency, students have additional activities in the field seminar class which reinforce the competencies and behaviors of generalist social work practice. BSW Field Education uses a concurrent model; that is, students take classroom courses concurrently with their field placements. The forms used in field education, including the Student Learning Plans (SLP) and evaluation forms are located as an appendix at the end of this section and online². (CSWE, ACCREDITATION STANDARD 2.2.1 - FIELD EDUCATION)

The undergraduate BSW field education experience emphasizes generalist social work practice and occurs within an agency or community setting under the supervision of an experienced social worker. Experiential in nature, the varied arenas afford practical experience where students can learn to use themselves and their skills working with individuals, families, groups, organizations and communities. Generalist practice is broadly defined. The identified client need, the mission and function of the agency, and level of training and skill of the student usually determine the boundaries for practice. The element of supervision from a seasoned social worker provides learning activities and work assignments that are individualized for the student. Individualized student learning plans (SLP) are important for numerous reasons. Most importantly, they are able to focus on the specific educational needs of the student and create realistically attainable experiences. Students therefore gain an understanding of the problems and needs of the population with whom the agency works. This creates an environment that helps develop skills in the practice of social work interventions. The generalist social worker is expected to honor the values of the profession, which convey respect for the worth and dignity of clients and others with whom they interact. Generalist social workers are also expected to adhere to and follow the NASW Code of Ethics. Additionally, students acquire firsthand knowledge of the agency functions, and resources, establishing networks of various community agencies. USI Social Work Field Education works with community partners to ensure BSW

² Field materials available on the field education website:
<https://www.usi.edu/liberal-arts/social-work/tools-for-agency-field-supervisors/>

students have opportunities to develop competencies with individuals, families, groups, organizations, and communities. Typically, students will intern with two different agencies to ensure they have varied experiences and opportunities. In rare circumstances where a student will stay at one agency, the agency must be able to provide varied and diverse experiences for the student. (CSWE, Accreditation Standard 2.2.2 - Field Education)

BSW students meet in-person with clients and community constituencies in the generalist level field placement under the supervision of an approved Field Supervisor within the agency setting. Students are able to demonstrate the competencies through a variety of in-person learning experiences: assessments, case conferences, treatment planning, individual counseling, psychoeducational group work, community committees, care coordination, advocating for clients, case management, education, facilitation, and organizing. These field experiences allow students to apply and integrate knowledge gained from the classroom into real life situations. Thus, Field Education is a highly valued component of the BSW curriculum, as it is recognized that field placement provides a level of learning that cannot be duplicated in the classroom. All levels (BSW generalist, MSW generalist, and clinical) of Field Education combine field placements in agencies with concurrent integrative seminars. Seminar Instructors act as Field Liaisons in that they visit seminar students in their field agencies and meet with Agency Supervisors each semester to facilitate the midterm and final field evaluations. They also consider the agency/instructor effectiveness as a field placement itself. (CSWE, Accreditation Standard 2.2.4 – Field Education)

Approved potential field placements are established through a formalized arrangement between the University and a community based social service agency. The arrangement is formalized in a written affiliation agreement. (CSWE, Accreditation Standard 2.2.7 - Field Education)

Structure of the Field Placement Curriculum: Social Work Practicum I & II

BSW students are required to take nine semester credit hours of generalist field practicum (*Social Work Practicum I & II*, SOCW 401, & 411 and six semester credit hours of concurrent field seminar (*Integration Seminar for Social Work Practicum I & II*, SOCW 402 & 412). BSW students are enrolled in Practicum and Seminar throughout the fall and spring semesters of their senior year. The student learning plan (SLP) used in field is designed so that students and Field Instructors can describe the behaviors each student will demonstrate during the field practicum. The SLP allows students to organize learning activities that draw upon the strengths and opportunities of each field placement site.

Social Work Practicum I is a 150-hour field placement, necessitating at least 10- 12 hours per week, occurring in the fall semester. *Social Work Practicum II* placement is a 300-hour field placement, necessitating at least 20-22 hours per week, occurring in the spring semester. The two BSW field placements total 450 hours of field experience throughout the senior year. The USI field education model is a “concurrent” model; that is, students take classroom courses concurrently with their field placement. (CSWE, Accreditation Standard 2.2.5 - Field Education)

To be approved to enter Social Work Practicums I & II, students must meet several requirements:

- A. Officially admitted to the Social Work program and be in good standing.
- B. Maintain a minimum 2.75 overall GPA and 2.75 GPA in the major.
- C. All major social work courses taken after admission into the BSW program must have a minimum grade of C+.
- D. Completed SOCW 221, 222, 239, 241, 340, 341, 342, 343, and 344.
- E. Completed SOCW 325 (Introduction to Social Work Statistics) or equivalent.
- F. Completed SOCW 326 (Introduction to Social Work Research).
- G. Completed a minimum of 90 college credit-hours.
- H. Completion of all noted requirements, achieved by the final summer session immediately preceding entering Practicum I (SOCW 401).
- I. Have the consent of the Director of Field Education in consultation of the Director of the BSW program.

Social Work Practicum II Requirements:

- A. Successful completion (grade of C+) of all required Social Work courses above the 300 level except for social work 411, 412, and 413 with an overall GPA of 2.75. All social work courses taken after admission into the BSW program must have a C+ or better.
- B. Completed a minimum of 100 college credit-hours.
- C. Maintained academic and professional standards as required in Practicum I.
- D. Have the consent of the Director of Field Education in consultation of the Director of the BSW program.

Social Work Practicum I is only offered in the fall of the senior year and Social Work Practicum II is only offered in the spring of the senior year.

Administrative Organization of Field Education

The policy for selecting specific field settings is based on several factors: the type of agency, the populations served, type of interventions used, need of the program, and having an appropriate person to supervise students. The USI Social Work department places a great deal of importance on students being supervised by social workers. We ask that for supervisors who hold a BSW degree to have five years of post BSW experience (two of those years in the current agency). Under unique circumstances, we can authorize a non-BSW to supervise students. In addition, the Social Work Program expects the Field Instructor to:

- Provide the student with an agency orientation;
- Provide weekly supervision of at least 1 hour;
- Guide and supervise the student as he or she assumes specific field assignments;
- Develop cooperatively with the student as he or she assumes specific field assignments;
- Develop cooperatively with the student the Student Learning Plan (SLP) using social work competencies;
- Help students match interests and agency opportunities;

- Participate in conferences with the Faculty Field Liaison and keep the liaison abreast of the student's development and performance;
- Consult with the Faculty Field Liaison as needed in regard to planning or implementation of the students' educational program in the agency and particularly if concerns arise in regard to the student's conduct or performance;
- Complete a formal mid-term and final evaluation of the student, and;
- Assure understanding and adherence to the National Association of Social Workers (NASW) Code of Ethics.

(CSWE, Accreditation Standard 2.2.7 - Field Education)

The administration of all field education is primarily the responsibility of the Director of Field Education. The BSW Program Director reviews the academic files of all students to determine if they meet eligibility requirements for field placement by the spring of their junior year. The BSW Program Director provides a list of students eligible for field to the Director of Field Education. All students deemed eligible for field placement are required to attend a mandatory field placement meeting to begin the application and interview process for field placement.

Faculty members who teach the field seminar courses taken concurrently with field placement also serve as the "Faculty Field Liaisons" to the field placement agencies in which their students are placed. This model provides a designated faculty member with whom each field agency will interact to ensure consistency in the relationship between the program and the practice community. (CSWE, Accreditation Standard 2.2.8- Field Education)

An agency-based supervisor serves as the "Field Instructor" or "Field Supervisor" to the student in placement. The Field Instructor has primary responsibility for the assignments and oversight of the student's educational activities in the agency. (Accreditation Standard 2.2.8 – Field Education) The design of the practicum is guided by the educational objectives as defined by the department, an individualized student-learning plan, consultation with the Faculty Liaison, and policies and procedures as outlined in the BSW Field Manual.

The duties of the Field Education staff are described in Section IV of this manual, "Field Education Personnel and Student Responsibilities." Additionally, the Faculty Liaisons are part of the Field Committee," an advisory group to the Director of Field Education. (Accreditation Standard 2.2.8 - Field Education) In addition to informal feedback from social service agency personnel and students, agency representatives serve on the Social Work Department Advisory Board and/or interim ad hoc Field Advisory Committees providing guidance concerning Field Education. Students are required to attend a formal meeting yearly with the Director of the BSW program in which their feedback is sought. Formal evaluation instruments are utilized in evaluating Field Education.

IV. FIELD EDUCATION PERSONNEL AND STUDENT RESPONSIBILITIES

Director of Field Education - Roles and Responsibilities

The overall responsibility for the operation of Field Education rests with the Director of Field Education. Field Education policy and procedures are governed by the standards for Field Education established by CSWE and the USI Social Work faculty and administration. While Field Education activities may be delegated to other faculty directly involved with field education, chief responsibility for program development and assessment of Field Education remains with the Director of Field Education. The Field Committee (Faculty Liaisons) provides primary consultation to the Director of Field Education. The Director of Field Education provides orientation, field instructor training, and continuing dialogue with Field Education settings and Field Instructors. (Accreditation Standard 2.2.10 - Field Education)

Field Education works within established field education policy and procedures, under the supervision of the Director of Field Education and is responsible for placement of all BSW field students for their Practicum I and Practicum II placements.

Responsibilities Include:

1. Assuring the student has met all criteria for admission to Field Education
2. Meeting with students to ascertain their areas of interest;
3. Maintaining field records
4. Communicating with Seminar Instructors, Field Liaisons, and community agencies.

Field Education is also responsible for BSW Field Education development. The faculty Field Liaisons will provide consultation to the Director of Field Education pertaining to undergraduates.

Field Education provides orientations for students coming into field, Field Instructor training at the beginning of each semester, and an ongoing dialogue with field education settings and Field Instructors. (CSWE Accreditation Standard 2.2.10 - Field Education)

Responsibilities of the Director of Field Education include coordination of placement activities with Faculty Field Liaisons, Field Instructors, and other agency representatives. The Director of Field Education will work with the Faculty Field Liaisons, whom have the most direct personal contact with students and field agency personnel, providing support through technical assistance and consultation. The Director of Field Education ensures that support is provided to Field Practicum Instructors in the following ways:

- 1) Offering orientation and training to newly active Field Instructors,
- 2) Offering periodic continuing education opportunities to all active Field Instructors,
- 3) Providing information about the curriculum,
- 4) Providing clear practice and evaluation goals for individual students,
- 5) Providing electronic copies of the field manual, and

- 6) Sharing pertinent information about practicum students when congruent to prudent academic practice. (Information about practicum students considered “pertinent” in this context would be limited to confirmation of the student’s academic eligibility to enter the field placement and information about prior academic performance if relevant to field placement. Such information is shared only for the purpose of acquiring and implementing educational field experiences and supervision designed to address the individualized professional development needs of the student. This information would be shared on condition of a signed formal authorization of release by the student.) [See Appendix A]

The Director shall ensure that support is provided to field practicum students by selection of field placements based upon the objectives of the educational program and the learning needs of students, maintaining seminar courses concurrent with field placement which provide structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom and expand knowledge beyond the scope of their practicum setting. As part of the advising process related to the selection of field placement, students are provided access to descriptive field agency files and content of the field manual for review.

Overall responsibility for the operation of the field program rests with the Director of Field Education. Field Education policy and procedures shall be governed by the standards for field education established by CSWE and the USI Social Work Department administration and faculty.

Field Education provides orientations for students coming into field, Field Instructor training/orientation each year, and an ongoing dialogue with field education settings and Field Instructors. (CSWE Accreditation standard 2.1.10 - Field Education)

Additional duties for Field Education under the supervision of the Director of Field Education include; developing policy guidelines for the administration of field, maintaining appropriate files, and obtaining consultation or feedback from faculty, students, and field agency representatives in regard to field education. This will be done through survey instruments, personal contact, and formal meetings with the Faculty Field Liaisons, Faculty Field Committee, Advisory Board, or other ad hoc groups. (CSWE Accreditation standard 2.2.8 - Field Education)

Policies, criteria, and procedures for selecting field settings, placing and monitoring students, maintaining Field Liaison contacts, and evaluating student learning and field setting effectiveness are congruent with the BSW program’s competencies. (Accreditation Standard 2.2.7 - Field Education)

Selection of Field Agencies

The Director of Field Education seeks additional appropriate field settings for a growing program. Input is sought from Social Work Field Liaisons, faculty, and the Social Work Department Advisory Council. In addition to the above mentioned, we also have agencies who

contact the department wishing to become an affiliated agency. Each new setting is evaluated to determine appropriateness for Social Work Field Education, (i.e.; what type of work does the agency do, do they have social workers on staff, are the social workers licensed, do the social workers have the experience to supervise students). Once an agency is vetted, Field Education determines the appropriate level of placement (generalist, clinical or both) and new agency personnel receive orientation and training on supervision, social work competencies, student learning plans (SLPs), field handbook, student roles, use of Task Supervisors, what to do when problems arise, as well as gatekeeping. Current agencies are monitored to ensure students are receiving appropriate supervision and training. Student safety in current field settings is monitored as well.

Faculty Field Liaisons are in communication with personnel and agencies several times each semester and are also the “eyes and ears” of USI Field Education. Faculty Field Liaisons (Seminar Instructors) conduct face-to-face, on-site field visits with Field Instructors and students to assess midterm and final student performance. In addition to student assessments, Field Liaisons address any emerging issues among students or a collective issue raised from field seminars. For the few distant agencies, greater than a two-hour drive, visits can be done electronically. In the event the Faculty Field Liaison has a cause for concern, the liaison attempts to correct the situation and notifies the Director of Field Education. Should agencies need training on student safety, there is a training module on our Tools for Agency Field Supervisors section of the social work website.

Approval of community social service agencies is based upon the agency’s ability to provide learning experiences congruent with the mission, goals, and objectives of the BSW program, to provide competency-based field instruction and a clear articulation of student learning opportunities within the agency. The program assists the agencies in assessing and documenting their abilities to meet these criteria through mutual discussion during the agency selection process and uses of such instruments as the Field Placement Agency Profile, Affiliation Agreement, and Field Instructor Certification, and other forms and procedures. (BSW Field Manual, Section IV – Field Education Personnel and Student Responsibilities, pg. 12, available in Vol. III or online).

Agencies are required to identify learning activities which provide generalist social work experiences correlated to the nine competencies and affiliated behaviors. It is preferred that field placement agencies operate under an accrediting or oversight body as evidence of their on-going review in regard to ethical and professional standards. In those instances in which an agency does not meet those criteria, particular attention is given to the credentials of the individual professional staff, including licensure status and participation in continuing education activities.

Agencies also are required to demonstrate support for the professional education process itself by offering a qualified agency-based Field Supervisor and adjusting work assignments to permit him or her adequate time to meet the responsibilities of a Field Instructor which includes developing and implementing the student’s field placement and providing the student regular

access to supervision. Agencies also are expected to support and encourage the participation of Field Supervisors in orientation and training programs offered to Field Instructors through the Social Work Department.

The Director of Field Education has responsibility for determining if agencies meet the eligibility criteria for approval as a field placement agency and for maintaining an agency file, which includes the Field Placement Agency Profile, Affiliation Agreement, Field Instructor Certification, or other documentation supporting that eligibility (See Appendix). It is the responsibility of the agency to complete and update these documents when requested.

Agencies are not obligated to accept students every semester. It is not unusual for changes in the organization or personnel, or even the desire for a respite to prompt an agency to not accept any students at a given time. Agencies also have the right to not accept an individual student based upon their assessment after reviewing the student's resume and/or as a result of the pre-placement interview. Additionally, an agency may request to be removed from the list of approved agencies, just as the Social Work Department may remove the agency from the list should it no longer meet the criteria as an approved agency. Agencies located more than one-hour driving distance from the campus of the university are utilized on a limited basis, with approval decided on a case-by-case assessment. Below is a summary list of field agency responsibilities:

1. Complete the agency application forms;
2. Provide services representative of generalist social work for BSW Field Practicums I & II;
3. Preferably, have a licensed (LCSW) graduate-level social work staff member with the recommended practice experience who can serve as the Agency Field Instructor;
4. Insure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and;
5. Be committed to the values and ethics of the profession of social work.

Placing and Monitoring Students

Students complete and submit the *BSW Field Application* (see Appendix) in the fall semester of the junior year. BSW students fill out a *BSW Field Interest Form* (see Appendix) indicating their agencies and geographic location of choice. Students interview with the agency and, if selected, the agency signs a *Field Instructor Guideline*, found in the *BSW Field Manual*, and submits it to Field Education under the direction of the Director of Field Education. The student and the agency work out a schedule for the internship. Students are required to participate in a Field Seminar which runs concurrently with the field placement. The USI Field Manuals have a section, *Performance Review Process*, which outlines the problem-solving process for students, liaisons, and agencies. When students are in the agency, the Faculty Field Liaison has the first level of monitoring the student. The liaison meets with the student in the Field Seminar and also conducts midterm and final evaluations with the student and the Agency Field Instructor. At any point in the course of the internship if a student has a concern, he/she can bring this to the Field Liaison's attention, who, if the situation warrants, may involve the Director of Field Education. If the agency has a concern with a student and/or performance, they will report to

the Faculty Field Liaison who may involve the Director of Field Education if the situation warrants. (CSWE Accreditation Standard 2.2.8- Field Education)

Student Safety

Students are trained on safety at orientation and again during the semester. There is also a section on student safety in our Field Instructor/Supervisor training. The student safety training PowerPoint and materials are on our *Tools for Agency Supervisors* web page.³ Agencies may access this information at any time.

Evaluating Student Learning

This is a continual feedback loop. Field Education, under the direction of the Director of Field Education, conducts at least one training per year with Agency Field Instructors/Supervisors. This training is conducted through Zoom and recorded for future use. In this workshop, expectations of the agency and supervision are explained. The Director of Field Education conducts agency visits and the Faculty Field Liaison conducts site visits at the time of midterms and finals with the student and agency Field Instructor. Students also report on the learning opportunities the agency provides, the supervision received, and the topics covered in the setting. In the Field Seminar Course, the Faculty Field Liaison helps the students link the tasks with the competencies, so students can identify, describe, apply, compare, appraise, and compose a learning plan which incorporates the competencies and behaviors of social work practice.

Field Setting Effectiveness

Field Education evaluates effectiveness and appropriateness of each location by seeking feedback from students and from Faculty Field Liaisons. Faculty Field Liaison are in direct contact with the agencies, programs, and Field Instructors. They tend to be the “eyes and ears” of field education and the social work program. We also utilize the learning plans to see what types of goals, objectives, and experiences students have had in particular settings. Field Education ensures that students are performing appropriate tasks for generalist placement. If a setting is falling short, we work with them to improve if at all possible. We have also discontinued placing students if the setting is not appropriate for the level of internship.

Selection of Field Instructors

USI Social Work Field Education maintains ongoing contact with field agencies in assessing student learning and field setting effectiveness in five ways: Affiliation Agreement approvals and reviews, field agency survey, onsite agency visits, and ongoing Field Instructor trainings. (CSWE Accreditation Standard 2.2.8 - Field Education)

Formal Affiliation Agreements are established and reviewed by the Director of Field Education, USI Risk Management, and the Chair of the Social Work Department every three years, negotiated in face-to-face meetings, emails, and telephone calls. The Director of Field

³ The web page can be viewed at: <https://www.usi.edu/liberal-arts/social-work/tools-for-agency-field-supervisors/>

Education explores agency characteristics and resources, changes in an agreement renewal, and their goodness-of-fit with the USI Social Work Department BSW/MSW programs missions and goals.

Agency based Field Instructors approved to supervise BSW students in field placement are required to possess a degree in social work, either baccalaureate or masters, from a CSWE-accredited program. In all cases, the credentials of the Field Instructor and the mission of the agency are expected to be compatible with the BSW program mission and goals. In any case in which the Field Instructor does not hold a BSW from a CSWE-accredited program, the Director of Field Education assesses if there are specific areas that require additional faculty involvement to ensure that a social work focus and identification are sustained. It is important that Field Instructors have adequate practice experience, at least two years post-BSW or post-MSW in the field. In rare situations, when a Field Instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for providing the social work perspective. This is accomplished by the Faculty Field Liaison assuming the responsibility to ensure the social work perspective. Another way in which this may be accomplished, is a social worker with the appropriate degree and experience from outside the agency providing supervision; in many cases it is a faculty member who accepts the responsibility. (CSWE Accreditation Standard 2.2.9 - Field Education)

In exceptional cases, a professional who holds a degree in a related discipline to social work may serve as a Field Instructor. To be approved, the non-social work professional must: (1) Hold at least a bachelor degree in a related field, (2) Have past supervision experience, (3) Have five years of experience in a social service setting, (4) Be employed in a program providing services and educational opportunities congruent with the educational objectives of the BSW program and the educational needs of the student, (5) Provide evidence of a high level of expertise, as reflected in their professional training and experience, (6) Have a commitment to ethical practice, and (7) Value and respect social work as a peer discipline. Approval for non-social work instructors is evaluated by the Director of Field Education on a case-by-case basis. These exceptions will most often be made when the educational opportunities provided by the agency and Field Instructor are not available to the student in a similar agency under the direct supervision of a professional holding a degree in social work. Agency Field Instructors from disciplines other than social work are provided a copy of the NASW Code of Ethics.

When approving Field Instructors, the program assesses prior student supervisory experience and evidence of professional development, e.g. certifications, continuing education programs, in particular those offered through the USI Social Work Department. Field Instructors are also expected to highly value Field Education, have an affinity for working with students, receive gratification from supervisory development activities, and make a personal commitment to be an Agency Field Instructor. The Director of Field Education keeps resumes and other credentials on file as evidence that the criteria for approval as a Field Instructor has been met.

Roles & Responsibilities of Field Instructors

The focus of the field experience is the professional education and development of social work

students. The primary role of the Field Instructor is that of a teacher. The Field Instructor assesses the professional education and development needs of the student, arranges learning experiences to meet those needs, masters the nine competencies and affiliated behaviors, and provides on-going student supervision.

A basic requirement for assuming field instruction responsibilities is the agency's adjustment of the individual staff member's work assignments to permit sufficient time to develop and implement the student's field practicum. The field practicum plan is expected to give the student regular access to the Field Instructor. At a minimum, formal supervisory conference time is expected to be equivalent to at least one hour per week. Other specific responsibilities of the Field Instructor include: providing consultation to the student in the development of an individualized learning plan (SLP), completion of a formal mid-term and final evaluation of the student's competency-based performance, meeting with the Faculty Field Liaison at mid-term and the end of the term to review student progress, and verifying completion of required hours. Field Instructors participate in orientation or other continuing education programs offered by USI and the Department of Social Work.

Summary List of Field Instructor Roles & Responsibilities

1. Attend the orientation workshop for new Field Instructors as appropriate;
2. Provide the student with an orientation to the agency;
3. Provide regular and consistent supervision, including pre-scheduled conferences equivalent to one hour per week;
4. Assist the student in obtaining information needed to complete field related assignments, including seminar assignments, when appropriate;
5. Assist the student in the development of the individualized learning plan;
6. Assess the quality of the student's performance in field and complete the mid-term and final evaluation instruments provided by the school. Review those evaluations with the student. While a narrative evaluation is not required, they are highly valued, and are often more effectively individualizes.
7. Participate in conferences with the Faculty Field Liaison and the student in conjunction with your evaluation of the student's performance, or otherwise as appropriate;
8. Consult with the Faculty Liaison whenever such contact might be of benefit to you or the student;
9. Contact the Faculty Liaison whenever concerns emerge in regard to the student's performance in field, and;
10. Assure adherence to the NASW Code of Ethics.

Involvement of "Task" Supervisors

The Field Instructor may arrange for other professional staff to provide learning experiences for the student in placement. This allows the Field Instructor to draw on the experience or expertise of colleagues in facilitating student learning. On those occasions when the Field Instructor delegates task supervision responsibilities to another professional, it is the Field Instructor's responsibility to coordinate the learning experience and obtain input from the Task Supervisor when evaluating the student's performance.

Faculty Field Liaison Roles and Responsibilities

The faculty member serving as liaison to the field agency provides consultation and support to the Field Instructor and the student for the purpose of facilitating the educational process.

Functions of the Field Liaison include linkage, mediation, and monitoring. These functions are carried out through meetings and other contacts with the Field Instructor and student.

(Accreditation Standard 2.2.8 – Field Education)

The general expectation is that the Field Liaison will visit or utilize acceptable conferences with the agency a minimum of two times during the semester. Focus of the meetings might include review of the student's individual learning objectives and a review of the student's evaluations at mid-term and end of term. The Field Liaison is also the Field Seminar Instructor and has contact with the field student weekly. The social work seminar course is spread over the entire semester, during which the Field Liaison/Seminar Instructor meets weekly for three-hour sessions with seminar students.

Other specific responsibilities of the Faculty Field Liaison include:

1. Providing feedback in regard to the individual learning plan developed by the student in consultation with the Field Instructor;
2. Attending meetings or workshops relative to the operation of Field Education;
3. Providing first line mediation and consultation to the Field Instructor and student regarding any field placement issues or problems;
4. Informing the Director of Field Education of field placement progress, and;
5. Assigning the grade for the field placement.

Student Responsibilities and Expectations in Field

A primary expectation of students in field placement is that they take the role of a learner actively involved in their own professional education and development. Specific requirements to assist and guide students in the field education process include:

1. Practice competency objectives for BSW Field Education, which are identified in the BSW Field Manual;
2. Students are required to work with their Faculty Field Liaison in seminar and Agency Field Instructors to write their Student Learning Plan (SLP) which frames CSWE Competencies (See Appendix);
3. Students are required to attend a field seminar course, which includes additional assignments designed to assist them in integrating knowledge from their courses with their field experience and performance, and;
4. Students are required to meet the specified number of field practicum hours. BSW Social Work Practicum I require 150 hours, and BSW Social Work Practicum II requires 300 hours. The Field Instructor will be asked to verify this requirement has been met (See Appendix).

Other expectations and requirements of students in field placement include that students are to:

1. Conduct themselves in a professional manner in relation to clients, their Field Instructor,

- and other agency staff and community colleagues;
2. Abide by agency personnel and program policies as well as USI and Social Work Department policies governing students;
 3. Actively participate in his or her learning experience through self-assessment of learning needs, professional development, personal strengths, and professional potential, and;
 4. Work within the framework of agency and faculty supervision.

[See the Student Learning Plan in Appendix]

Compensating Students for Travel

Agencies are expected to compensate students for the use of their own personal vehicles for any travel directly related to agency work. Such compensation should be given at the same rate paid to full-time staff. Agencies are not required to compensate students for travel from or to their home.

Conference Attendance

Students may be permitted to attend professional conferences or workshops and count those hours toward field. While the Social Work Department is supportive of student attendance in continuing education programs, approval of attendance in lieu of field is at the discretion of the Field Instructor and may be contingent on the needs of the agency.

Employment Concurrent/Separate From Field Placement

Students may be approved to complete a field placement in an agency in which they are already employed if the following conditions are met:

1. The field activities must provide new learning experiences for the student;
2. The field practicum supervision must differ from that associated with the student's employment (See Appendix E);
3. The field placement assignment must provide the appropriate level of educational opportunities, e.g. "generalist" activities for BSW students, and;
4. The employing agency must agree to the field placement plan, which protects the learner role for the student-employee.

Students wishing to complete a field placement in their agency of employment must submit a formal request that clarifies how the above criteria will be met. The form for this request is included in this manual and is to be turned in to the Director of Field Education (See Appendix E). (CSWE Accreditation Standard 2.2.11 - Field Education)

Social Work Practicum I (SOCW 401) requires 150 hours (10 hours per week) and is completed in 15 weeks during the fall semester. Social Work Practicum II (SOCW 411) requires 300 hours (20 hours per week) and is completed in 15 weeks during the spring semester. In order to protect the integrity of the learning process, protect the student from a hazardous overload, including an undue professional liability risk, and protect clients served by students, it is recommended that students limit the number of hours they are employed outside of field practicum to 25 hours or less per week during the time they are completing their field

practicum.

Requests for Agency Field Placement During Non-traditional Hours

The vast majority of agencies have professional staff present during traditional business hours only. Therefore, most placements for BSW students are during traditional business hours and days. Agencies, which are open during non-traditional hours, may not be able to provide learning activities or supervision which fulfills the educational objectives of the BSW program. Field Education cannot guarantee the availability of a field placement during non-traditional hours (nights and weekends).

Part-time students are often employed full-time and wish to continue to be employed full-time during their field placement. It is our desire to accommodate the students who need to work. We will make reasonable efforts to do so, however, students are advised upon admission to plan for making accommodations, so they can meet the demands of field placement. The recommendation is made out of concern for students and clients as well as because the availability of non-traditional hours is extremely limited.

V. FIELD EDUCATION PROCESS

Student Eligibility for Field Placements

To be approved to enter *Social Work Practicums I & II*, students must meet several requirements:

Social Work Practicum I Requirements:

- 1) Officially admitted to the BSW program and be in good standing.
- 2) Maintain a minimum 2.75 overall GPA and 2.75 GPA in the major. All major social work courses taken after admission into the BSW program must have a minimum grade of C+.
- 3) Completed SOCW 221, 222, 239, 241, 340, 341, 342, 343, and 344.
- 4) Completed SOCW 325 (*Introduction to Social Work Statistics*) or equivalent.
- 5) Completed SOCW 326 (*Introduction to Social Work Research*).
- 6) Completed a minimum of 90 college credit-hours.
- 7) Completion of all noted requirements, achieved by the final summer session immediately preceding entering Field Practicum I.
- 8) Have the consent of the Director of Field Education in consultation with the Director of the BSW program.

Social Work Practicum II Requirements:

- A. Successful completion (minimum grade of C+) of all required social work courses above the 300 level except for social work 411, 412, and 413 with an overall GPA of 2.75. All social work courses taken after admission into the BSW program must have a C+ or better.
- B. Completed a minimum of 100 college credit-hours.

- C. Maintained academic and professional standards as required in Field Practicum I.
- D. Have the consent of the Director of Field Education in consultation with the Director of the BSW program.

Student applicants proceed through a series of defined steps, requiring specific forms and materials (listed in chronological order):

1. **Field Application Meeting** – In October of their junior year, prior to applying for field placement the next month, BSW students attend a field application information session that reviews field criterion, application procedures, forms and timelines, agency assignment practices, NASW *Code of Ethics*, and expected professional image and behaviors (e.g. dress, written and verbal communications, online reputation, drug and alcohol usage). USI also strongly recommends that students get professional liability insurance through the National Association of Social Work (NASW) as more and more agencies are requiring such coverage for students. This session also includes information on resume writing and interviewing skills with the support of USI’s Career Services.⁴
2. **Application for Field Placement** - In November of their junior year, prior to their placement the following fall, field eligible students submit a formal *Application to Field* in addition to a professional resume, HIPPA certification, and confirmation of valid national and local background checks. Instructions for completion of both background checks will be provided by the Director of Field Education. Lists of approved agencies and descriptive materials are made available to students for review. The form also includes an authorization of *Release of Information* statement signed by the student allowing Field Education to release field specific information to possible field agencies.
3. **Agency Placement** - Field Education reviews the student’s complete field application and required materials in order to assess the individual student’s field education needs. Past professional experience, education, student preferences, career goals, and program requirements are reviewed and correlated to the available field agencies.
4. **Field Agencies Informed** - Field Education contacts agencies regarding prospective student field placements, informing them of the process schedule and when to anticipate hearing from students who seek placement. They are asked to inform the Director of Field immediately if it is not feasible for them to accommodate a student for the upcoming semester.
5. **Student Contact with the Agency** - Once Field Education has received all required documents and field agencies have agreed to interview, students are advised to send their resume and a cover letter to the prospective Field Instructor at their assigned agency. The cover letter should inform the agency personnel of the student’s desire for

⁴ USI Career Services & Internships offers a wide range of career services and skill development trainings, see website for details: <http://www.usi.edu/careerservices/>

a field placement, the reasons for that interest, and intent to follow-up with a phone call within two business days asking to schedule an interview. Any exceptions to this process will be indicated to the student. Students are not to contact agencies unless authorized by Field Education.

6. **Field Agency Interview & Report** - The student will be interviewed in the prospective agency by the Field Instructor and/or other agency personnel. Upon completion of that interview, the student contacts the Director of Field Education by e-mail, telephone or a brief face-to-face visit and inform him or her of the outcome of the interview.
7. **Confirmation of Field Placement** – The student is responsible for obtaining a signed *Field Instructor Guideline Form* (FIG – See Appendix). Once received, the Director of Field sends an email to the agency to confirm the placement, which includes the date of the orientation for new Field Instructors and other information relative to the field placement such as hours required and dates for the placement. [Should the placement not be available to the student for any reason, Field Education will pursue the next agency on the Student Interest Form. Steps 4 through 7 will be repeated up to 3 additional times in an attempt to place a student.] Students who are unable to secure a placement after interviewing with 3 different agencies may not be able to be placed that year.
8. **Clarification of Starting Date and Schedule Negotiation** - Students are advised to contact their Field Instructor no later than the week preceding the beginning of the placement to clarify when, where, and with whom they will report for their first day of placement. Students negotiate a weekly/hourly schedule with their Field Instructor by the end of the first week in placement that accommodates their class schedule and the agency's needs or recommendations for their optimal educational experience in that setting. It is the student's responsibility to maintain the agreed upon schedule. [Students must continue through the end of the semester even if the required number of hours has been met prior to the end of the semester.]
9. **Field Orientation** – A mandatory student orientation to field education is provided under the direction of the Director of Field Education. Typically, this requires the student to be present the Saturday morning prior to the beginning of classes. Students are advised of the date and time of this mandatory meeting in advance. In the event it is not possible to conduct an all student meeting on the Saturday prior to the beginning of the semester, a special meeting of all students entering field placement or as separate groups of students is conducted. This meeting takes place no later than their first field seminar class. This half-day session reviews keeping to established time schedules, being on time, absences, field timesheets, practice logs, social work competencies and affiliated behaviors, SLPs, field safety, professional behavior, problem solving, supervision, ethical decision making, self-care, and time management for the competing demands of field, academic courses, and personal lives.

It is recognized there may be exceptions to the process outlined above based on student or organizational needs. The process as outlined is not intended to rule out viable field placement options that meet the CSWE standards. For example, it is not unusual for a student to identify a viable placement agency that has never applied for approval as a field agency and request a placement there. In such cases the agency must complete the application process, be evaluated, and approved as an eligible field agency. The agency will be provided consultation by a field faculty member during their application process.

Students are asked to **not** initiate contact with any agency already listed as an approved agency. Doing so can compromise the equal opportunity of all students interested in the agency. It also risks jeopardizing both the student's and the school's relationship with the agency as it violates established procedures between the agency and the BSW program.

Field Seminar

Students are required to take a field seminar course (Social Work Practicum I and II, SOCW 401, 411) concurrently with their field placement. The primary purpose of the seminar is to integrate classroom course content from across the curriculum with their practical experience in field. Specific course assignments are designed to meet the needs of entry-level social workers. Additionally, discussion of field experiences in the seminar raises policy and ethical issues, which aids in analysis of case material in relation to understanding human behavior and evaluation of one's own social work practice. The broad range of practice settings in which students gain generalist experience further enhances the learning process. This course allows the student to utilize Core Competencies within their field experience.

Student Learning Plan (SLP)

Quality learning experiences require thoughtful planning. The Student Learning Plan is a tool to facilitate such planning (Appendix H). The student's learning plan should be individualized with regards to:

1. Student's present abilities, goals, and professional development needs;
2. Learning opportunities the agency setting can provide;
3. The Competencies established by CSWE;
4. The USI Social Work Department's educational objectives for field education, and;
5. Application of the BSW curriculum.

The Student Learning Plan should identify learning objectives, activities and assignments to meet those objectives, and methods for evaluating if the student has met the learning objectives. Developing the Student Learning Plan delineates the expectations of both the student and the Agency Supervisor and provides data for evaluation of student performance.

VI. PROBLEM SOLVING, CORRECTIVE ACTION AND TERMINATION PROCEDURES IN FIELD PLACEMENT:

BSW STUDENT PERFORMANCE REVIEW PROCESS IN FIELD PLACEMENT

As required by CSWE, it is the Social Work Department's responsibility to ensure that field placements are "educationally directed, coordinated, and monitored" (CSWE EPAS, 2015). When problems occur, the school will take an active role to mediate and resolve the difficulties. The primary goals of the school will be the assessment and resolution of barriers to achievement for field, related criteria for satisfactory completion of field placement, and to prevent the disruption of the placement. However, there may be circumstances in which a student is advised to discontinue field education or is involuntarily terminated from the field placement. The student, the Field Instructor, or the Faculty Field Liaison may initiate the problem-solving process. In all cases, an effort should be made to resolve problems as the lowest organizational level.

Student Affairs Committee

At the beginning of each academic year, a Student Affairs Committee and a Committee Chairperson will be appointed by the Chair of the Social Work Department. The Committee shall be composed of at least three faculty members and one BSW and one MSW student. The Director of Field Education will serve as an ad hoc member in an advisory, non-voting capacity. Note: If a committee member requests a review of a student, the Department Chair will appoint an alternate to serve on the committee.

The Student Affairs Committee is a department level mechanism for reviewing student problems in academic or professional performance. The committee will: 1) Complete an annual review of the "Student Performance Standards and Criteria"; 2) Make recommendations to the faculty for updates or changes to the review process; 3) Receive and review requests for student performance reviews.

The Problem-Solving Process: Student Initiated

When a student perceives a problem during the field placement, the student should first try to resolve it at the agency level. It is recommended that the student take the following steps in the order listed, only moving to the next step when unable to resolve the problem otherwise:

1. Meet with the Agency Field Instructor to discuss and resolve the problem;
2. Meet with the Faculty Liaison;
3. Meet with the Field Instructor and the Faculty Liaison together;
4. Meet with the Field Director;
5. If the issue is not resolved, the Field Director will consult the Student Affairs Committee, and;
6. If the issue is not resolved, the student and Field Director will meet with the BSW Program Director and/or Department Chair.

Students attend a field seminar taught by the Faculty Field Liaison concurrently with field practicum. Thus, it is not uncommon for students to raise issues of concern with the Faculty Field Liaison to check their own perspective or for advice on how to best address the issue with their Field Instructor. However, even in those cases, the student should initially be directed back to the Field Instructor to resolve the issue at that level.

The student may request reassignment to a different field agency at any point in the process. However, reassignment will not be pursued by the Faculty Field Liaison or the Field Director without first consulting with the Field Instructor. Reasonable steps must be taken to resolve the perceived problems before a new placement will be considered. Before a transfer is approved, the student must submit a formal written request for reassignment to the Field Director specifying the reasons for the request with copies also sent to the Agency Field Instructor and the Faculty Field Liaison. [See “Transfers in Field Placement” for additional information.]

The Problem-Solving Process: Field Instructor Initiated

When an Agency Field Instructor or other agency personnel has a concern about a student’s performance in field, the following steps to resolve the difficulty are recommended:

1. The Field Instructor will meet with the student to address the issue;
2. If the issue is not resolved, the Field Instructor will consult with the Faculty Field Liaison regarding the concerns;
3. If the issue is not resolved, the Field Instructor and student will meet with the Faculty Field Liaison together, and;
4. If the issue continues to be unresolved, the Field Director will be consulted and may include all necessary parties, including the Student Affairs Committee.
[A Field Concern Report may be generated for documentation and steps for student performance improvement. See Appendix.]

It is not uncommon or inappropriate for the Field Instructor to consult with the Faculty Field Liaison prior to meeting with the student to check his or her own perspective or to share their thoughts about how to best approach the student. However, it is the Field Instructor’s responsibility to first work with the student to resolve the concerns before involving school personnel in any corrective action.

The Problem-Solving Process: Faculty Field Liaison Initiated

In rare instances, the Faculty Field Liaison may initiate the problem-solving process as s/he becomes aware of concerns based on a student’s self-reporting regarding conduct and performance in field or become aware of difficulties in the field agency or with the Field Instructor, which adversely impacts the educational experience of the student.

When a Faculty Field Liaison has a concern about a student’s performance in field, the following steps to resolve the difficulty are recommended:

1. The Faculty Field Liaison will meet with the student to address the issue;
2. If the issue is not resolved, the Faculty Field Liaison will consult the Field Instructor

- regarding the concerns;
3. If the issue is not resolved, the Field Instructor and student will meet with the Faculty Field Liaison together, and;
If the issue continues to be unresolved, the Field Director will be consulted and may include all necessary parties, including the Student Affairs Committee. [A Field Concern Report may be generated for documentation and steps for student performance improvement. See Appendix.]

Student Review Process Related to Student Performance in Field

The Field Instructor will regularly review the student's work as a part of the supervision process. Concerns should be discussed with the student at the Field Instructor's first awareness. Explanations or examples of performance problems and recommendations for improvement will be made to the student along with any potential consequences of failure to meet expectations. If either a single event assessed to be of a serious nature occurs or if problem behaviors persist, consult the problem-solving process above.

A written action plan to address the issue (with a timeline) should be developed under the direction of the Field Instructor after consultation with the Faculty Field Liaison and the student. This might be accomplished with a revised individual learning plan, or with a separate document to be signed by all parties: student, Field Instructor, and Faculty Field Liaison.

Students develop a Student Learning Plan (SLP) based on CSWE Competencies and identify performance outcomes and expectations. Students who receive items rated less than satisfactory at mid-term will be expected to demonstrate improvement in those areas. In order to receive a "Satisfactory" grade for field placement, 76% of the items on the student's final evaluation must be rated at 3 or above.

The Faculty Field Liaison will determine the grade for the student, after consultation with the Field Instructor and review of existing student performance evaluation instruments. [See also "Termination of a Field Placement" below.]

Potential Disruption of Field

If a student experiences a disruption in field preventing them from attending in-person due to an incident effecting our national and/or local community, such as a natural disaster, communicable disease, or civil unrest, they must take the following steps.

1. Student must inform Agency Supervisor and Faculty Field Liaison that they will not be able to attend in person as soon as possible.
2. Student will work with Agency Supervisor and Faculty Field Liaison to determine if remote activities are viable.
3. Student, Agency Supervisor, and Faculty Field Liaison will identify and agree upon potential meaningful, alternative, remote field learning activities, including:
 - (a) clear expectations; due dates and parameters
 - (b) how hours will be tracked

- (c) how the minimum 1 hour of weekly supervision will be maintained (i.e. via phone or Zoom)
4. Student Learning Plan (SLP) is to be updated/modified to reflect these new alternative activities
5. Student, Agency Supervisor, and/or Faculty Field Liaison will call upon the Field Director if assistance is needed in creating these activities, the appropriateness of them, and/or if these alternative arrangements cannot be made.

Receiving a Grade of Incomplete

A grade of incomplete may be assigned in the following situations:

1. The student is demonstrating significant progress in problem areas previously identified but has not yet obtained a satisfactory level of performance and the assessment of the Faculty Field Liaison is that the student could meet required performance levels within a reasonable and feasible time period and the placement agency is willing and able to extend the placement;
2. The student has not completed the required hours for the field placement due to issues, which can reasonably be excused or are due to extenuating circumstances beyond the student's control. The agency must agree to extend the placement and an agreement must be negotiated between the student, agency, and school about how and when the hours will be completed before the grade is changed, and/or;
3. The student may be transferred to another agency to complete the field placement if that is assessed to be appropriate and feasible. (See Transfer in Field Placement) [See the Student Handbook and University Bulletin regarding incomplete work and an "IN" grade.]
4. The student must complete all course work related to the field placement before moving to the next level of field. For example; if a student is in BSW I field placement and receives an "Incomplete" (IN) grade. All the conditions of the incomplete grade must be met before the student can begin BSW II field placement.

Transfer in Field Placement

Students may be transferred from one field placement agency to another when it is not appropriate for them to remain in the originally chosen agency. However, it is recognized that such a disruption can compromise the educational process and create additional stress for the student. Therefore, the justifications for a transfer must be compelling. Occasions when a transfer might be considered include the following:

1. The field agency is no longer able to meet their responsibilities due to organizational or staff changes;
2. It is discovered early in the placement that the student/agency fit is not adequate to meet the professional education needs of the student, and/or;
3. The student has received an incomplete in the first agency and it is either not feasible or not advisable for the student to complete their placement there.

In any of the situations described above, maximum effort would be made to meet the deficiencies in order to allow continuation of the current placement before a transfer would be initiated. **The Social Work Department reserves the right to not offer a second placement based on student performance issues.**

If a transfer is necessitated, the transfer would be contingent on the student's authorization for disclosure of prior assessment, including both identified student strengths and performance problems to the potential new Field Instructor. The purpose of disclosure is to facilitate a field education plan designed to optimize the students' potential for successful completion via adaptation to the student's strengths and deficiencies.

If a grade of incomplete was received in the first internship, the student will be required to complete the full number of hours required for the course. In all cases, the first Field Instructor will be asked to clarify the number of hours completed in the first agency.

Termination of Field Placement

Student performance or conduct that places clients at risk, is unprofessional, or is unethical may result in termination from the placement at any time during the internship. A determination is made jointly by the field agency personnel and the field faculty. However, agencies provide field placement for students on a voluntary basis and have the right to suspend a student without prior notice. Termination may also result from the agency's inability to fulfill their responsibilities, unrelated to the performance of the student. The agency is required to notify the Director of Field Education in writing of their termination of the student and the reason, with a copy of the letter provided to the student.

The Social Work Department may also act to terminate a student from field placement. Students who are preparing for a career in the social work profession are expected to adhere to the standards for conduct of professional social workers as guided by the NASW Code of Ethics (<http://socialworkers.org/pubs/code/code.asp>). Behaviors that may result in the termination of a student from field placement include unethical conduct and/or failure to perform satisfactorily. Including but not limited to the following;

Unethical Conduct

Students who perform in an unprofessional manner within the field agency may be subject to immediate termination from placement. Behaviors that could result in immediate termination from field include sexual misconduct, violation of the university's Alcohol and Drug Policy; physical or verbal assault of clients, faculty, or professional colleagues; or any violation of the NASW Code of Ethics (<http://socialworkers.org/pubs/code/code.asp>).

Unsatisfactory Performance

Performance may be assessed as unsatisfactory for reasons including the following:

1. Violating agency policies regarding record keeping, attendance, tardiness, confidentiality or practice;
2. Inability to cooperate in the learning process with Field Instructors and/or professional

- colleagues, and/or;
3. Inability to meet learning expectations.

Additional factors which might prompt the initiation of corrective action, potentially resulting in removal from field and or the BSW program, include but are not limited to:

1. Failing/Inadequate performance in field;
2. Personal problems which interfere with student performance;
3. Unprofessional behavior, including unethical or illegal behavior (Appendix C);
4. Negative attitude which impairs the student's ability to actively participate in the learning experience;
5. Inability to function in the role of a student;
6. Inability to work within the framework of supervision;
7. Failure to comply with policies of the school or placement agency, and;
8. Poor attendance in field or the seminar course.

Students will be terminated from field for violations of the above standards by the Director of Field Education in consultation with the Field Committee, the Student Affairs Committee, and/or department administrative staff with a "need to know." Consultation will not be sought if such consultation could compromise the student's appeal process. If the student is withdrawn from field for such violations, a failing grade will be given for the field practicum course. The receipt of that grade may result in dismissal from the BSW program.

NOTE: If a student is dismissed from an agency due to their own actions, they CANNOT return to field that semester/academic year. They must reapply to be accepted into field education for the following academic year to be re-evaluated for field appropriateness. The student is NOT guaranteed readmission into Field Education. This opportunity will only be offered one (1) time. Students can repeat Social Work classes, upon approval, up to two (2) times, except for SOCW 401, 402, 411, and 412. These courses can ONLY be repeated, with approval, only once.

Options when a Grade is Unsatisfactory

The Social Work Department may assign a failing grade (below 76%), based upon the recommendation and documentation of the Agency Field Instructor. The grade must be based on the student's unsatisfactory performance because of failure to meet standards for competency, violations of policies of the agency or school, or unprofessional conduct and unethical practice as defined by the NASW Code of Ethics. The receipt of a failing grade for field automatically terminates the student from that internship and may result in suspension from the BSW program. [See "Range of Corrective Action Outcomes" in the Student Handbook.]

Students may request another internship. This request must be submitted to the Director of Field Education in writing. The request must state the student's understanding of the reasons for the failure in the first internship and what he or she will do to avoid or resolve those factors in a future field placement. The Director of Field Education will review the request and take any steps deemed necessary to fairly assess the potential success of the student in a new field

placement. In consultation with the Field Committee, a decision will be made as to whether or not the student will be offered another field placement. As in the case of all field assignments, placement will also be dependent upon the availability of an appropriate agency. The original unsatisfactory grade will not be changed. Therefore, the entire internship must be retaken, and the student must reregister for the course.

In some cases, the Social Work Department may assess it to be in the best interest of the student to not immediately reenter another internship, but would consider an application to reenter field in the future. It would be expected, should the student reapply to field, that the student would present evidence that supports the potential for success in a repeat field placement.

The Social Work Department reserves the right to deny a student a second internship based on student performance issues or other pertinent information. In no case will a third internship be offered for any single field course.

Student Rights to Appeal

A student who receives a failing grade in field placement or is terminated from field has the option of appealing the decision through the grievance process. If a student wishes to appeal any decision, he or she should meet with the BSW Program Director to review the appeals process only after all steps in the problem-solving process (as outlined above) have been completed.

If a student believes that certain rights have been violated (i.e. discrimination based on age, gender, race, ethnicity, sexual orientation, social class, or disability) the student may file a grievance.

For further clarification of the appeals and grievance conditions and processes, see the BSW Student Handbook and USI Bulletin.

[Note: All sections of the Corrective Action Procedures as outlined in the BSW Student Handbook and Grievance Procedures of the University apply to students in field.]

Use of Service Animals

The use of service animals is outlined by the University in the Student Handbook as, “service animal as defined by current Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the State of Indiana regulations is defined as an animal that is specifically trained to do work or perform tasks for the benefit of an individual with a physical, sensory, psychiatric/mental or intellectual disability; and the work or tasks performed by the animal must be directly related to the individual’s disability. Animals that only provide crime deterrent effects, emotional support, well-being, comfort or companionship do not fall under the legal definition of “service animal.”⁵

⁵ See website for details: (<https://www.usi.edu/media/5621376/code-section-2019-2020.pdf>)

Health Insurance

You must carry Health Insurance to be in field education. You are not an employee of your internship agency and therefore not covered. Should you be injured while at your internship, you are not covered under worker's compensation. If you do not have healthcare coverage of your own, you may get it from HealthCare.gov or 1-800-318-2596 (TTY: 1-855-889-4325). You may also want to investigate The University Health Services, <http://www.usi.edu/healthcenter/fees-insurance/office-visit-plan-ovp>).

Liability Insurance

The university carries liability insurance. However, we encourage you to have your own liability insurance. NASW offers student coverage at affordable rates, see <http://www.naswassurance.org/malpractice/student-liability-individuals/> or call 855-385-2160.

APPENDIX A: APPLICATION FOR FIELD PLACEMENT

BSW Field Application Checklist Coversheet

The BSW Field Application Deadline is November 29th at 4:00pm

Student Name: _____ **Student ID#:** _____

BSW Field Application Guidelines

- BSW Field Applications **MUST** be either a mailed in hard copy or physically turned in to the front desk of the Social Work Department. **NO** emailed or faxed applications will be accepted.
- Application packets should be **paperclipped** or in an **envelope**. **NOT** stapled!
- Field application packets will **ONLY** be accepted if they are complete, containing **ALL** required Field Education documents, forms, and certifications.

Required BSW Application Documents

To be eligible for the Field Education course and agency placement, students must provide the following:

- _____ BSW Checklist Coversheet – Page 1
- _____ Application for BSW Field Placement – Page 2
- _____ Completed Academic Requirements for Field – Page 3
- _____ BSW Field I Interest Form – Page 4
- _____ Statement of Criminal Record – Page 5
- _____ Student Agreement and Consent Form – Page 6
- _____ Passing OSHA Certification (*Print and attach*)
- _____ Passing HIPPA Certification (*Print and attach*)
- _____ Updated, Professional Resume (No longer than 2 pages) (*Print and attach*)

_____ ***(IF APPLICABLE)*** Agency of Employment (AOE) Form (*Print and attach*) – *Students pursuing a placement at an agency where they are currently employed will need to include an AOE Form. To receive a copy of this form, please notify the Field Education Graduate Assistant at socialwork.field@usi.edu.*

Please turn in the original hard copy to the Social Work Department in person or via post mail at the address below. Remember, a paperclip is all you need.

*University of Southern Indiana Social Work Department – Field Education
8600 University Boulevard
Evansville, IN 47712*

Application for BSW Field Placement

Name: _____ Gender: _____

Cell Phone: _____ Text?: _____ USI E-mail: _____@*eagles.usi.edu*

Local Address: _____ City: _____ State _____ Zip: _____

Permanent Address: _____ City: _____ State _____ Zip: _____

In case of Emergency, notify: _____ Phone: _____

- | | | | |
|------|---|-----|----|
| I. | Will you be 21 years old by August of next year?: | YES | NO |
| II. | Are you currently pursuing the addiction concentration with the Social Work Program?: | YES | NO |
| III. | Are you currently pursuing the child welfare concentration?: | YES | NO |
| IV. | *Are you considering doing a distance placement?:
(Distance placements are 60 miles or more from USI.) | YES | NO |

*If the answer is “YES”, are you planning to request the online seminar? YES NO
Students requesting the online seminar course will be required to turn in a
Long-Distance Field Placement & Online Seminar Course Request form.
Students can obtain this form by e-mailing socialwork.field@usi.edu.

- V. List any *special* skills or knowledge beyond your social work education or experience that might be an asset to your field experience (i.e., fluent in Spanish or sign language). (Put “N/A” if this does not apply.)

- VI. **Disability Accommodations**: If you have a disability for which you may require academic accommodations, you must be registered with the University’s Disability Resources (DR). **Please attach your accommodation letter from DR to your Field Application.** Students who have an accommodation letter from DR are encouraged to meet privately with the Director or Assistant Director of Field Education to discuss the provisions of those accommodations prior to turning in your Field Application. However, please note that approved academic accommodations may not apply to field placements/internships.

Academic Requirements for Field I

Student Name: _____

You must earn at least a “C+” in each Social Work course, maintain a 2.75 cumulative GPA in required Social Work courses, AND have a 2.75 or higher overall GPA.

LIST THE LETTER GRADE RECEIVED FOR EACH CLASS.

If currently in class, put “Fall IP”. If taking in the spring, put “Spring IP”.

Pre-Admission to Program Courses:

- _____ SOCW 221 Intro to Social Work
- _____ SOCW 222 Social Welfare
- _____ SOCW 239 Human Behavior and the Social Environment
- _____ SOCW 241 Social Work Intervention

Post-Admission to Program Courses:

- _____ SOCW 325 Social Work Statistics
- _____ SOCW 326 Social Work Research
- _____ SOCW 340 Communication Skills
- _____ SOCW 341 Social Welfare Policy
- _____ SOCW 342 Social Work Practice with Micro I
- _____ SOCW 343 Social Work Practice with Micro II

- _____ SOCW 344 Social Work Practice with Macro

BSW Field I Interest Form: Fall 20_____

Student: _____ **Gender:** _____

Cell Phone Number: _____ **USI Email:** _____@eagles.usi.edu

Current Address: _____ **City:** _____ **State:** _____

Will you be 21 years old by August of next year? **YES** **NO**

Which concentration are you currently pursuing? **Addiction** **Child Welfare** **None/Neither**

First Agency of Interest: (Include Name and Location)
Name: _____ City & State: _____
Second Agency of Interest: (Include Name and Location)
Name: _____ City & State: _____
Third Agency of Interest: (Include Name and Location)
Name: _____ City & State: _____
Fourth Agency of Interest: (Include Name and Location)
Name: _____ City & State: _____

USI Resources for Generalist Field Placements:

*All agencies must be approved by Field Education and have an agreement with USI before a student can be placed there.

- BSW Agency Feedback binders of student questionnaires on agencies – Found in the Social Work Department on the front desk.
- Generalist Field Placement Agencies list – Only available electronically through e-mail. This will be sent out by the Field Education Graduate Assistant.
- Personal research – Agencies’ official website, Facebook page, etc.

For more information, or if you have questions about these resources, you may e-mail the Graduate Assistant for Field Education at socialwork.field@usi.edu.

Field Education Statement of Criminal Record

The Department of Social Work offers professionally supervised field education in preparation for Social Work practice. Licensing is available in IN, IL, and KY at the Bachelor and Master level and is frequently required by employers. The application for the examination to obtain licensure includes an evaluation of the applicant's criminal record.

Students seeking a degree in Social Work are required to complete the CastleBranch background check prior to admittance into the Social Work Program. CastleBranch's background check is valid up to five years. Therefore, students are not required to complete an additional background check to enter Field I and Field II. However, students are required to sign a *Statement of Criminal Record* related to any criminal acts, including pending charges, which they may have committed or been charged with since the submission of their original CastleBranch background check.

“Zachary Law” (PL11-1994) checks will occur upon admission into the Social Work Program and again before beginning Field I and Field II.

Have you been convicted of any criminal acts, including pending charges, since submitting your CastleBranch background check?

No []

Yes []

If yes, provide dates, a copy of the charges, and a detailed explanation of the event(s):

All students who have something show up on their background check **MUST** meet with the Director of Field Education, Bonnie Rinks. If you know something is going to show up on your background check, please be proactive and set up a meeting with Bonnie prior to turning in your application. You may set up an appointment by e-mailing her at berinks@usi.edu.

PLEASE CAREFULLY REVIEW & SIGN

I understand that an incomplete or inaccurate statement, including the omission of criminal charges since my admission to the Social Work Program, may result in my suspension/withdrawal from Field and/or permanent dismissal from the Social Work Program.

Student's Printed Name: _____

Student Signature: _____ **Date:** _____

Student Agreement and Consent Form for BSW Field Placements

BSW I (SOCW 401 & SOCW 402) and BSW II (SOCW 411 & SOCW 412)

The BSW I placement is completed during the fall semester of senior year and requires 150 hours in the agency, averaging 10 to 12 hours per week. The BSW II placement is completed during the spring semester and requires 300 hours, or typically 20 to 22 hours per week. Students must register for 'Soc Wrk Practicum' and 'Soc Wrk Practice' concurrently for the Field Education courses. Only social work majors are permitted to take these courses. The BSW Program Director and the Field Director must approve the student's eligibility for field. BSW I and II provide "generalist" social work practice experiences. Practicum assignments are based on: (1) student interest; (2) educational and experiential preparation for practice; (3) professional development needs of the individual student; (4) ability of the agency to provide a "generalist" social work experience under qualified supervision and (5) availability of the setting.

Please read the following statements and sign below for your consent: The Interest Form and Field Application is not routinely shared with prospective field agency personnel. However, some information provided may be shared if deemed appropriate, usually for strengthening the student's position as an applicant.

Please initial beside the following statements:

- _____ 1. "I grant permission to the University of Southern Indiana's Social Work Field Education personnel to release information from my Interest Form and Field Application for the purpose of arranging and maintaining my field placement. This release extends to several agencies when necessary for confirmation of a mutually agreeable placement."

- _____ 2. "I grant permission to contact my emergency contact in the event of an emergency."

- _____ 3. "I understand that most agencies operate during tradition business hours and obtaining a placement that operates outside of those traditional business hours is rare."

- _____ 4. "I understand that all field placements must be approved by the Director of Field Education and require an affiliation agreement with the agency."

- _____ 5. "My field application for the Bachelor of Social Work (BSW) Field Education program is complete and accurate. I understand that false, incomplete, and/or inaccurate statement(s), including the omission of criminal charges since my admission to the BSW program, may result in my suspension/withdrawal from candidacy and/or permanent dismissal from the baccalaureate degree program in Social Work."

Student's Printed Name: _____



Student Signature: _____ **Date:** _____

Instructions for OSHA Certification & HIPAA Certification

The USI Social Work Field Education Agency Affiliation Agreement states every social work student will be OSHA certified and HIPAA certified prior to beginning an agency field placement. By partnering with USI's Nursing program, we have developed an online method for students at no cost.

- 1.) Go to the USI College of Nursing and Health Professions web page. Click on 'Faculty & Staff Resources' and then click on 'OSHA and HIPAA Training.' (You may also go to this link: <https://www.usi.edu/health/faculty-staff-resources/osha-and-hipaa-training/>.)
- 2.) On the OSHA and HIPAA Training page, there are resources that will assist you in preparing to take the OSHA quiz and HIPAA quiz. (You may be required to enter your MyUSI credentials for authentication that you are a USI student in order to review those resources and take the quizzes.) Please **REVIEW** the OSHA and HIPAA resources.
- 3.) Complete the OSHA quiz and HIPAA quiz on the OSHA and HIPAA Training page. Make sure to submit at the end of each quiz. **You MUST score an 80% or better on both quizzes.**
- 4.) You will receive an e-mail confirmation in your @eagles.usi.edu student e-mail after you take each quiz. Those e-mails will verify either you passed or did not pass each quiz.
- 5.) **Print out both of the passing e-mail confirmations for OSHA and HIPAA.**
- 6.) Attach the passing OSHA confirmation and the passing HIPAA confirmation to your Field Application.

(See example of the OSHA and HIPAA e-mail confirmation.)

<p>USI OSHA Quiz</p> <p>rwire@usi.edu Mon 5/20/2019 4:09 PM</p> <p>To: [REDACTED] <[REDACTED]@eagles.usi.edu>;</p>  <p>Thank You, [REDACTED]</p> <p>Your exam was completed at 5/20/2019 4:09:14 PM.</p> <p>You have passed with a score of 86.7%!</p> <p>Save a digital version of this email for your records!</p> <p>You may be required to print your score from the server and give a copy to your instructor(s).</p> <p>USI College of Nursing and Health Professions 8600 University Boulevard Evansville, Indiana 47712 Phone: (812)464-1708</p>	<p>USI HIPAA Quiz</p> <p>rwire@usi.edu Mon 12/10/2018 9:24 AM</p> <p>To: [REDACTED] <[REDACTED]@eagles.usi.edu>;</p>  <p>Thank You, [REDACTED]</p> <p>Your exam was completed at [REDACTED] AM.</p> <p>You have passed with a score of 84%!</p> <p>You are required to print your score from the server and submit to Castlebranch.com annually.</p> <p>Please read and retain the following documents:</p> <ul style="list-style-type: none">• Health Information Privacy Policies and Procedures• Confidentiality Policy <p>If this is your first time completing HIPAA training, sign and submit the following documents to [REDACTED]</p> <ul style="list-style-type: none">• Workforce Member Review of HIPAA Privacy Policies and Procedures• Confidentiality Agreement <p>USI College of Nursing and Health Professions 8600 University Boulevard Evansville, Indiana 47712 Phone: (812)464-1708</p>
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That's it! You have now completed the required HIPAA and OSHA

APPENDIX B: BSW FIELD TIMELINE

Bachelor of Social Work Field Timeline

BSW Junior Year

October	Mandatory Field Application Meeting and Resume Workshop
November	Application for field placement due. Turn in to Social Work Office, EDUC 0129.
January	Begin placement process for BSW students for their fall placement. <ul style="list-style-type: none">✓ Field Education contacts agencies based on student's Field Application and Interest Form.✓ Field Education authorizes student to contact approved agency, student sets up an interview, and attends the interview(s).✓ Student contacts Graduate Assistant for Field Education at socialwork.field@usi.edu after the interview to inform them how the interview went.✓ If accepted by the approved agency, student completes and turns in the Field Instructor Guideline (FIG) to Field Education.
May	Placement process for the fall semester is complete.
June	Field Instructor Guideline (FIG) due by June.
July – August	Create your semester schedule with your agency. Your schedule should be consistent each week.
August Saturday Before Classes	Mandatory Field Orientation 8:30 am-12:30pm

BSW Senior Year

August	Fall Classes Begin/Fall Field Placements Begin (150 hours)
September	Interest Form for spring placement due. Students completing a full-year placement must also turn in an Interest Form and FIG. Begin placement process for BSW students' spring placement.
December	Fall Placements are completed (150 hours) Placement process for the spring semester is completed. FIGs are due.
January	Spring Classes/Spring Field Placements Begin (300 hours)
April/May	Spring Placements are completed (300 hours) BSW Students Graduate from USI

APPENDIX C: STATEMENT OF CRIMINAL RECORD

FIELD EDUCATION
STATEMENT OF CRIMINAL RECORD

The Department of Social Work offers professionally supervised field education in preparation for Social Work practice. Licensing is available in IN, IL, & KY at the Bachelor and Master level and is frequently required by employers. The application for the examination to obtain licensure includes an evaluation of the applicant's criminal record.

Students seeking a degree in Social Work are required to complete the CastleBranch background check prior to admittance into the Social Work Program. CastleBranch's background check is valid up to five years. Therefore, students are not required to complete an additional background check to enter Field I and Field II. However, students are required to sign a Statement of Criminal Record related to any criminal acts, including pending charges, which they may have committed or been charged with since the submission of their original CastleBranch background check.

"Zachary Law" (PL11-1994) checks will be occur upon admission into the Social Work Program and again before beginning Field I and Field II.

**Have you been convicted of any criminal acts, including pending charges,
since submitting your CastleBranch background check?**

No []

Yes []

If yes, provide dates, a copy of the charges, and a detailed explanation of the event(s):

PLEASE CAREFULLY REVIEW & SIGN

I understand that an incomplete or inaccurate statement, including the omission of criminal charges since my admission to the Social Work Program, may result in my suspension/withdrawal from Field and/or permanent dismissal from the Social Work Program.

Printed Name: _____

Signature: _____ Date: _____

APPENDIX D: FIELD INTEREST FORM

BSW I Field Interest Form: Fall 20____

Student: _____ Gender: _____

Cell Phone Number: _____ USI Email: _____@eagles.usi.edu

Current Address: _____ City: _____ State: _____

Will you be 21 years old by August of next year? YES NO

Which concentration are you currently pursuing? Addiction Child Welfare None/Neither

First Agency of Interest: (Include Name and Location) Name: _____ City & State: _____
Second Agency of Interest: (Include Name and Location) Name: _____ City & State: _____
Third Agency of Interest: (Include Name and Location) Name: _____ City & State: _____
Fourth Agency of Interest: (Include Name and Location) Name: _____ City & State: _____

Please read the following statements and sign below for your consent: The Interest Form and Field Application is not routinely shared with prospective field agency personnel. However, some information provided may be shared if deemed appropriate, usually for strengthening the student's position as an applicant.

"I grant permission to the University of Southern Indiana's Social Work Field Education personnel to release information from my Interest Form and Field Application for the purpose of arranging and maintaining my field placement. This release extends to several agencies when necessary for confirmation of a mutually agreeable placement."

"I understand that most agencies operate during tradition business hours and obtaining a placement that operates outside of those traditional business hours is rare."

"I understand that all field placements must be approved by the Director of Field Education and require an affiliation agreement with the agency."

Signature

Date

APPENDIX E: AGENCY OF EMPLOYMENT FORM

Agency of Employment (AOE)

Student Name: _____ Agency: _____

Policies Regarding Field Placement in Agency of Employment

Department of Social Work Policy Implementing Accreditation Standard: “Students currently employed in a social service agency or human service organization may complete a field placement in the current employment setting, if the following conditions are met:

1. The field instruction experience must provide new learning experiences not provided in prior field placements or employment. The proposed field education activities must be distinct from the normal work activities in this agency and evaluated separately from them.
2. The designated field instructor must be someone other than the job supervisor who evaluates the student as an employee and must meet the eligibility criteria to be an approved field instructor.
3. The employing agency must agree to the field placement plan, [Field Instructor Guideline (FIG)], which protects the learning experiences for the student-employee.”

The following procedures will be utilized by the Department of Social Work to implement the above policy:

- A. The student must file a **Request of Field Placement in Agency of Employment** form. (See page two)
- B. The request must be signed by the student and the appropriate personnel of the agency attesting to their review and support of the student’s proposal.
- C. The request proposal will be reviewed by the Director of Field Education and/or other designated university personnel as the primary documentation utilized in the decision to approve or disapprove the request and will become part of the student’s field education file.
- D. The Faculty Field Liaison/Seminar Instructor will be provided a copy of the proposal so that they can support and monitor its implementation throughout the field placement.

For Agency Field Instructor/Internship Supervisor:

I, _____, am acting as the employing agency representative agreeing to the field placement plan, Field Instructor Guideline (FIG), which protects the learning experiences for the student-employee.

Agency Field Instructor’s Signature: _____ **Date:** _____

Request for Field Placement in Agency of Employment

The field instruction experience should provide new learning experiences not provided in prior field placements and/or employment. *This form is to be completed by the student.*

I have been employed by _____ (Agency) since _____.

My job title is _____.

Employment Supervisor: _____

Employment activities include:

This placement/internship is for (Circle one): BSW MSW Generalist MSW Advanced
Clinical

Agency Field Instructor:

Licensure: (Circle all that apply) LCSW LCAC LMFT LSW LAC

Placement/Internship activities will include:

Student Name: _____

Student Signature: _____ **Date:** _____

Director of Field Education Signature: _____ **Date:** _____

Students will also be required to turn in a signed Field Instructor Guideline (FIG) after this form is approved by the Director of Field Education

APPENDIX F: STUDENT AGREEMENT FOR FIELD PLACEMENT

BSW STUDENT AGREEMENT FOR FIELD PLACEMENT

1. I agree to spend _____ hours per week at _____ (Agency), beginning the week of _____ and ending the week of _____.
2. I understand and was present for the Safety Presentation given at Field Orientation.
3. I agree to review the complete coverage of student responsibilities contained or referenced in the BSW Field Manual and comply with those directives.
4. I agree to treat my field placement in a responsible and enthusiastic manner. In addition, I realize both areas will be evaluated as part of my overall placement performance.
5. I agree to contact my Agency Field Instructor to discuss any absences in advance and to makeup those hours, if agreeable.
6. I understand my seminar class will have the same Faculty Field Liaison, on the same day of the week, at the same time, for both the fall and spring semesters. I also understand that I must attend and participate in all integrative seminars and complete all required assignments.
7. I agree to carry out the tasks assigned by my Agency Field Instructor/Supervisor and be open to supervision.
8. I agree to participate during the mid-term and final evaluations.
9. I understand that I must meet with my Faculty Field Liaison for individual or group conferences at the scheduled time. I further agree to immediately consult with my Agency Field Instructor and/or Faculty Field Liaison when concerns, problems, or issues emerge. See BSW Field Manual on the USI Social Work website for further directions as to sequence of process.
10. I agree to develop, in cooperation with my Agency Field Instructor, an individualized Student Learning Plan (SLP). Included in the plan will be concrete learning goals/objectives, tasks/activities to meet these goals, and criteria for evaluation if the goal has been met. I will turn in one copy of the plan to my Agency Field Instructor and one to my Faculty Field Liaison.

11. The following is my weekly schedule of hours at my field placement:

MON: _____ TUES: _____ WED: _____ THURS: _____ FRI: _____

SAT: _____ SUN: _____

Printed Name: _____

Student's Signature: _____ Date: _____

APPENDIX G: FIELD TIME SHEETS

APPENDIX H: STUDENT LEARNING PLAN

BSW I Generalist Student Learning Plan:

<https://www.usi.edu/media/5628417/bachelor-of-social-work-i-generalist-form-fillable-pdf.pdf>

BSW II Generalist Student Learning Plan:

<https://www.usi.edu/media/5628419/bachelor-of-social-work-ii-generalist-form-fillable-pdf.pdf>

APPENDIX I: FIELD INSTRUCTOR GUIDELINE

Dear Field Instructor:

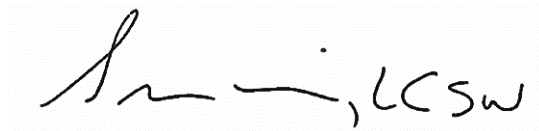
Attached is a "Field Instructor Guidelines" form for your review. If you accept the student whom you interview for field placement in your agency, please complete this form and return it to me as soon as possible in the self-addressed envelope provided or by scanning it to Socialwork.field@usi.edu. Receipt of this form, signed by you, will serve as a confirmation of your acceptance of the student to begin placement effective the week of _____, 20___. Field placements are to be completed by _____, 20___. Your intern is to complete a total of _____ hours in your agency, or _____ hours per week.

The University of Southern Indiana's Social Work Field Office greatly appreciates your time and willingness to provide field instruction to future social workers. If you have any questions or concerns regarding the field instructor guidelines, please do not hesitate to contact one of us. Our contact information is listed below.

Sincerely,



Bonnie Rinks, LCSW, ACSW
Social Work Department
Director of Field Education
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712
Phone: 812-465-1106
Email: berinks@usi.edu



Mackenzie Groover, BSW
Graduate Assistant for Field Education
University of Southern Indiana
Phone: 812-465-7114
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Assistant Director of Field Education
University of Southern Indiana
Phone: 812-465-1147
Email: snwilderma@usi.edu

Field Instructor Guidelines

The title, Field Instructor, refers to the student's agency based supervisor who plans and monitors the student's learning activities within the agency. Specific university expectations of the Field Instructor include the following:

1. To see that the student is provided with an agency orientation.
2. To provide supervision and guidance for the student as he or she assumes specific field assignments.
3. To meet with the student on a weekly basis to review learning and issues arising out of the placement.
4. To develop cooperatively with the student a Student Learning Plan using social work practice competencies for the practicum experience. Included in the Plan should be (1) goals or objectives, (2) tasks or activities in meeting those goals and (3) mechanisms for evaluating each task or activity.
5. To help the student match interests and agency opportunities within the broad scope of field instruction objectives as defined by the Department of Social Work.
6. To periodically participate in conferences with the Faculty Field Liaison to keep the liaison abreast of the student's development and level of performance.
7. To consult with the University Faculty Field Liaison as needed in regard to planning or implementation of the student's educational program in the agency and particularly if concerns arise in regard to the student's conduct or performance.
8. To complete a formal mid-term and final evaluation of the student.
9. To assure understanding and adherence to the National Association of Social Worker's Code of Ethics.

(See the BSW Manual for a more complete discussion of responsibilities)

Field Instructor's Name _____ Title _____

Agency _____

Phone _____ Email _____

Field Instructor's Signature _____ Date _____

Student Seeking Placement _____

BSW I (Fall-Requires 150 hours) _____ BSW II (Spring-Requires 300 hours) _____

APPENDIX J: AGENCY AFFILIATION APPLICATION FORMS

BSW AND/OR MSW FIELD INSTRUCTION APPLICATION PACKET

Enclosed are the forms necessary to expedite your application to become a social work field placement agency. Included also are related materials which may assist you in completing the application form and determining your potential eligibility and interest in providing field instruction to either BSW or MSW students.

After reviewing the materials, if you wish to proceed with the application process, complete and return the Memorandum of Agreement, Field Agency Profile Form, and the Field Instructor's Resume (or Credentials Form) to the address below.

In most instances your application will be added to the list of agencies approved for field placement students upon receipt of your completed application forms. Should additional information or clarification be needed, or your application be disapproved, you will be notified by the director of field education.

We look forward to your participation in the USI field education program. Please feel free to contact the Director of Field Education, Bonnie Rinks at 812-465-1106 or berinks@usi.edu if you would like further information.

Bonnie Rinks, LCSW, ACSW
Director of Field Education
Social Work Department
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3591

FIELD INSTRUCTOR CREDENTIALS

To be completed by all persons supervising students
(May substitute an up to date resume for this form)

Name _____ Date _____

Address _____ Phone _____

EDUCATION & TRAINING

College/University _____

City and State _____ Graduation Date _____

Major Studies _____ Degree _____

College/University _____

City and State _____ Graduation Date _____

Major Studies _____ Degree _____

College/University _____

City and State _____ Graduation Date _____

Major Studies _____ Degree _____

Professional training, certifications (List work-related training, agency sponsored seminars, workshops):

PROFESSIONAL EMPLOYMENT: CURRENT

Agency _____ City _____

Address _____ Phone _____

Job Title _____ From _____ to _____

Professional Activities*

PRIOR PROFESSIONAL EMPLOYMENT

Agency _____ City _____

Address _____ Phone _____

Job Title _____ From _____ to _____

Professional Activities*

Agency _____ City _____

Address _____ Phone _____

Job Title _____ From _____ to _____

Professional Activities*

Additional employment may be reported on the back of this page or an additional page.

* Include, in particular, activities, which evidence your experience/expertise in generalist and/or clinical practice.

CERTIFICATIONS/LICENSURE

PROFESSIONAL AFFILIATIONS/ORGANIZATIONS

COMMUNITY INVOLVEMENT

Accomplishments and/or other information you wish to include related to your professional history, experience, and expertise.

FIELD PLACEMENT AGENCY PROFILE

Name of Agency/Organization: _____

Address _____ City _____ State _____ Zip _____

Contact person _____ Phone _____

Fax Number _____ Email Address _____

Best way to contact: Email _____ Phone _____ Best day/time to contact _____

Mission of agency: _____

Population served: _____

Date form completed: ____/____/____

Student Educational Opportunities

List the learning opportunities that your agency can provide at either or both levels of instruction designated below (See attached definitions for generalist v. advanced levels). It is not necessary that your agency be able to meet the criteria for both levels. You may also prefer students at only one level. "Generalist" level students are either undergraduate seniors or first year graduate students. "Advanced" (clinical/specialization) level students are graduate students in their final year of the MSW program.

Generalist (BSW Practicums I & II and MSW Generalist Practicum I):

Advanced Clinical/Specialization (MSW Advanced Practicum II):

The agency profile information will become part of the field agency file and will be shared with students in the advising process regarding selection of their field placement agency. This information will enhance their ability to make an informed choice and provide the agency with a “goodness of fit” student to interview as a perspective student in placement.

PLEASE RETURN: Agency Profile, the Field Instructors Credentials (Resume or Form) and Memorandum of Understanding to:

Bonnie Rinks, LCSW, ACSW
Director of Field Education
Social Work Department
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3591

GENERALIST DEFINITION

Generalist. Generalist-level students are either undergraduate seniors or first year graduate students. This foundation field placement is designed so that students can demonstrate the social work competencies at the generalist level of practice. Social work roles typical of generalist practice include case manager, advocate, broker, educator, community organizer, group worker and individual counselor. Assigned tasks often include preparing psychosocial histories, developing service plans and implementing broad based interventions congruent with the multi-variant client needs. Generalist practice is broadly defined. The parameters for practice are usually determined by the identified client needs, the mission and function of the agency, and level of training and skill of the student. He/she works under supervision and relates to the client and delivers services in ways which convey respect while honoring and promoting the dignity of the clients served. Skills expected include the ability to communicate empathy, genuineness, and a positive regard when listening and interviewing, and the ability to utilize the planned change process and problem-solving strategies in all phases of work with the client: engagement, assessment, intervention, and evaluation.

APPENDIX K: FIELD CONCERN REPORT

FIELD Concern REPORT

Student Name: _____ ID # _____ Date: _____

BSW student

MSW student

Person Reporting Concern:

Nature of Concern:

Academic

Behavioral

General

Area of Concern

Agency Policy

University Policy

Code of Ethics

Other

Plan/Action:

Meeting with student:

Meeting with others:

Result of Action: Include any corrective measures.

Student Signature: _____

Field Liaison: _____

Director of Field Signature: _____

Director of Program if needed: _____

Agency Signature if needed: _____