Graduate Social Work

FIELD EDUCATION MANUAL

COLLEGE OF HEALTH AND HUMAN SERVICES
THE UNIVERSITY OF TOLEDO

School of Social Justice

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Advanced Field Placement Confirmation Alternative Plan Form
Advanced Field Placement Education Plan and Evaluation Form
Affiliation Agreement Form
Field Activity Log
Field Agency Registration Form
Field Agency Safety Review Form
Field Instructor Registration Form
Field Instructor’s Evaluation of the Field Experience Program
Field Log Form
Foundation Field Confirmation Form
Foundation Field Placement Education Plan and Evaluation Form
MSW Field Application Form A
MSW Field Application Form B
MSW Field Application Form
Social Work Student Field Incident Report Form
Student’s Evaluation of The Field Agency Experience
INTRODUCTION

The University of Toledo MSW is accredited by the Council on Social Work Education (CSWE), and therefore the MSW program’s curricular content and educational context has been developed in accordance to the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). The EPAS can be accessed online at the CSWE website: www.cswe.org.

The 2008 EPAS the social work curriculum structure changed from a goal and objective based curriculum to a curriculum driven by competencies and their corresponding practice behaviors. The 2015 EPAS identify 9 core competencies and suggest practice behaviors for the BSW, MSW Advanced and foundation level curriculum to be reflective of the program’s mission and goals. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.”

The University of Toledo MSW Program’s practice concentration is that of Advanced Generalist with either a specialization in Child and Family or Mental Health. Those students admitted into the regular MSW program in the first year complete foundation level courses including foundation field and 10 foundation/core competencies. In the second year students complete advance level courses including advanced field and the advanced MSW competencies. The advanced level MSW student also completes a field practicum, in the student’s area of specialization: Child and Family or Mental Health. Students who are admitted to the MSW program as “advanced standing” have completed a BSW degree and have mastered the core competencies in their BSW programs and thus are admitted directly into the advanced level courses.

The 2015 EPAS has designated Field Education as the Signature Pedagogy. Educational policy 2.2 states: Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. 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. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

The purpose of this field manual is to provide graduate social work students, field instructors, and faculty with an understanding of the requirements of the Foundation and Advanced Field Experience and Integrative Seminar courses, the field application and placement evaluation process; and other policies and procedures necessary to successfully complete the field experience and seminar courses. The manual also provides information about the University of Toledo Master of Social Work Program’s mission, goals and its curriculum which is based on the foundation (core) and advanced Competencies and practice behaviors.

For further information, policies and procedures regarding the University of Toledo refer to the University of Toledo Student Handbook, and the University of Toledo Catalogue. Other resources can be accessed through the Internet. They Include the University of Toledo at www.utoledo.edu; the University of Toledo Social Work program at http://www.hhs.utoledo.edu/socialwork/home.html; the National Association of Social Workers at www.naswdc.org; CSWE at www.cswe.org; and the Ohio Counselor and Social Worker and Marriage and Family Therapist’s Board at www.state.oh.us/csw.
MSW PROGRAM MISSION STATEMENT

“Through particular attention to the strengths and empowerment perspectives and the promotion of social and economic justice the social work program is committed to teaching and furthering the development of the knowledge, practice skills, art and science of social work to graduate students in order to prepare them to hear, understand, include, and effectively respond to all voices with particular attention to those of the poor, the vulnerable and the oppressed.”

MSW PROGRAM GOALS

Goal 1: Provide students with knowledge of diversity and to promote diversity awareness and sensitivity necessary for effective Social Work Practice.

Goal 2: Provide knowledge of socio-political systems for the purpose of work toward promotion of social and economic justice.

Goal 3: To assist students in the development of a strengths and empowerment social work practice perspective.

Goal 4: To help allow students to understand important theoretical models and promote critical analysis of their effectiveness in ethical social work practice with the poor, vulnerable, and oppressed.

Goal 5: Create a supportive environment in which to develop new social work knowledge and skills in order to foster innovation and change for the promotion of social and economic justice.

CONCENTRATION AND AREAS OF SPECIALIZATIONS

Because of the MSW program has a strong commitment to social and economic justice as exemplified in its mission statement and program goals, it was decided that the Advanced Generalist Concentration would be the best way to prepare students to engage in social work practice that underscores that commitment. Students in the advanced level choose an area of specialization in either Child and Family or Mental Health.

Advanced Generalist Practice as conceptualized by MSW Program involves practice with diverse, multi-level systems to bring about change within and across those systems, focused on the use of a strengths and empowerment model utilizing critical thinking, innovative and complex methods of assessment, intervention, and evaluation to improve the quality of life, while working to achieve the highest levels of social and economic justice.

CORE AND ADVANCED COMPETENCIES AND PRACTICE BEHAVIORS

The program’s 9 core competencies and practice behaviors are directly linked to the mission and goals of MSW program. The advanced competencies and practice behaviors are the basis for the advanced curriculum that develops students into skilled and knowledgeable advanced generalist practitioners with a specialization in child and family or mental health. The core competencies and practice behaviors are the basis for the foundation year curriculum and upon which the advanced curriculum is built. Although the competency is the same for both the foundation and advanced levels, the practice behaviors for the advanced competencies are of more breadth and depth. The following is a chart of the program’s foundation (core) and advanced competencies and practice behaviors.
### Foundation Competencies and Practice Behaviors

#### Competency 1. Demonstrate Ethical and Professional Behavior

1.1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

1.2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1.3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1.4. use technology ethically and appropriately to facilitate practice outcomes;

1.5. use supervision and consultation to guide professional judgment and behavior.

#### Competency 2. Engage Diversity and Difference in Practice

2.1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.2. present themselves as learners and engage clients and constituencies as experts of their own experiences;

2.3. 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

3.1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;

3.2. engage in practices that advance social, economic, and environmental justice.

#### Competency 4. Engage in Practice-informed Research and Research-informed Practice

4.1. use practice experience and theory to inform scientific inquiry and research;

4.2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

4.3. use and translate research evidence to inform and improve practice, policy, and service delivery.

#### Competency 5. Engage in Policy Practice

5.1. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

5.2. assess how social welfare and economic policies impact the delivery of and access to social services;

5.3. 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

6.1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

6.2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

7.1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2. 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;

7.3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4. 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**

8.1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8.3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
8.5. facilitate effective transitions and endings that advance mutually agreed-on goals.

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

9.1. select and use appropriate methods for evaluation of outcomes;
9.2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
9.3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
9.4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Advanced Competencies and Practice Behaviors**

**Advanced Competency 1. Demonstrate Ethical and Professional Behavior**

**Advanced Practice Behaviors:**

1.1. Student demonstrates the ability to be personally and professionally mindful and conscious of self and the impact of one’s worldview on one’s practice
1.2. Student actively seeks out supervision and consultation to guide professional judgment and practice
1.3. Student demonstrates ethical and professional behavior in their area of specialization

**Advanced Competency 2. Engage Diversity and Difference in Practice**

**Advanced Practice Behaviors:**

2.1. Student demonstrates the ability to conduct accurate diagnostic assessments that reflect a recognition of strengths and an understanding of diversity
2.2. Student demonstrates and understand the impact of privilege and oppression on diverse client systems
2.3. Student demonstrates ability to engage diversity and differences in practice in their area of specialization

**Advanced Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice**

**Advanced Practice Behaviors:**

3.1. Student advocates for reduction of service disparities relevant to the context of their practice
3.2. Student demonstrates leadership that promotes social work practice, social and economic justice and human rights
3.3. Student demonstrates ability to engage diversity and differences in practice in their area of specialization

**Advanced Competency 4. Engage in Practice-informed Research and Research-informed Practice**

**Advanced Practice Behaviors:**

4.1. Student is able to evaluate the effectiveness of practice and programs in achieving intended outcomes
4.2. Students is able to alter practice and program strategies based on evaluation of effectiveness
4.3. Student applies the principles of evidenced based practice models in assessing and intervening with client systems
4.4. Student demonstrates ability to engage in practice informed research and research informed practice in their area of specialization

**Advanced Competency 5. Engage in Policy Practice**
### Advanced Practice Behaviors:

5.1. Student is able to collaborate with individuals, groups, community-based organizations and government agencies to advocate for policies that promote equitable access to culturally competent resources and services  
5.2. Student is able to analyze and compare and utilize theories and concepts of leadership in policy practice  
5.3. Student demonstrates ability to engage in Policy Practice in their area of specialization  

#### Advanced Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

### Advanced Practice Behaviors:

6.1. Student practices culturally sensitive/competent approaches to engage diverse client systems in practice  
6.2. Student attends to self-awareness and positive use of self in the engagement process  
6.3. Student is able to engage with individuals, families, groups, organizations and communities in their area of specialization  

### Advanced Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

#### Advanced Practice Behaviors:

7.1. Student demonstrates knowledge of multiple assessment techniques used at various systems levels  
7.2. Student attends to the client systems concerns as defined, perceived, and experienced by the client system  
7.3. Student demonstrates advanced assessment skills appropriate to client systems served in their specialization area  

### Advanced Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

#### Advanced Practice Behaviors:

8.1. Student demonstrates knowledge of advanced intervention strategies for social work practice at various systems levels  
8.2. Student is able to develop and implement appropriate intervention plans with measurable outcomes with client system participation  
8.3. Student is able to recognize evidence based and emerging intervention strategies appropriate for serving populations in the specialization area  

### Advanced Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

#### Advanced Practice Behaviors:

9.1. Identify and assess social issues and situations creating social and economic injustice.  
9.2. Student attends to conscious use of self in social work practice as part of personal and professional growth  
9.3. Student is able to evaluate practice with individuals, families, groups, organizations, and communities in their area of specialization
SOCIAL WORK PROGRAM CURRICULUM

General Description

Considering the strong focus on social and economic justice of the program’s mission the MSW Program is based in an Advanced Generalist framework. Students take foundation courses during the first year of the program. In the second or advanced year of the program, students take advanced generalist course work as well as course work in an area of specialization. Specialization areas are Mental Health, and Child and Family.

Students take course work in each of the curriculum areas of social work: practice, policy, human behavior in the social environment, research and field. Each of the curriculum areas are offered in both the foundation year and the advanced curriculum year. The advanced year curriculum builds from the foundation year. As in the foundation curriculum content on values and ethics, diversity and populations-at-risk and social and economic justice are found throughout the advanced year curriculum. The program views these three areas of content critical to our mission and the mission of the social work profession.

Students are equipped with the advanced skills they need to practice at all system levels, understanding the environment in which people live in order to advance social and economic justice. Therefore, the program of study is as follows:

Two Year Full-time Curriculum Schedule

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<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
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<tbody>
<tr>
<td>Social Work Practice I</td>
<td>Social Work Practice II</td>
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<tr>
<td>Micro Perspectives of HBSE</td>
<td>Social Work Practice III</td>
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<tr>
<td>Policy Issues and Analysis in SW</td>
<td>Macro Social Work Perspectives of HBSE</td>
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<tr>
<td>Social Work Research Methods</td>
<td>Advanced Social Work Assessment</td>
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<td>and Analysis</td>
<td>Foundation Field Experience</td>
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<tr>
<td>Foundation Field Experience</td>
<td>and Integrative Seminar II</td>
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<td>and Integrative Seminar I</td>
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<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
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<tbody>
<tr>
<td>Advanced Generalist Practice I</td>
<td>Advanced Generalist Practice II</td>
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<tr>
<td>Research Elective*</td>
<td>Advanced Generalist Practice III</td>
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<tr>
<td>Field of Practice – Practice**</td>
<td>Field of Practice – Policy***</td>
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<td>Advanced Field Experience</td>
<td>Advanced Field Experience</td>
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<td>and Integrative Seminar I</td>
<td>and Integrative Seminar II</td>
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</tbody>
</table>

* Students may choose between Research Methods for Micro Social Work Practice and Research Methods for Macro Social Work Practice

** Students may choose between Social Work Practice in Mental Health and Social Work Practice with Children and Families

Advanced Standing Curriculum Schedule

Students applying to the program with a baccalaureate degree in social work from a CSWE accredited program may apply for advanced standing. This recognizes the likelihood that taking the foundation level classes will be repetitive of their undergraduate program. Advanced standing students will be required to take the Advanced Social Work Assessment class and all of the classes listed in the advanced year curriculum. Their curriculum plan will be as follows:

Summer
Advanced Social Work Assessment

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<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>Advanced Generalist Practice I</td>
<td>Advanced Generalist Practice II</td>
</tr>
<tr>
<td>Research elective</td>
<td>Advanced Generalist Practice III</td>
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<tr>
<td>Field of Practice – Practice**</td>
<td>Field of Practice - Policy ***</td>
</tr>
<tr>
<td>Advanced Field Experience and Integrative Seminar I</td>
<td>Advanced Field Experience and Integrative Seminar II</td>
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</tbody>
</table>

Part-time Program Curriculum Schedule

It is expected that the program will serve a number of students who need to maintain their employment while going to school. For these students, the program will allow students to enroll in a part-time program. In order to insure the integration of course content with the field placement and the subsequent identification as an advanced generalist social work professional, students must complete the part-time program within four years. Students admitted to the part-time program must sign an agreement stating that they understand that most field placement agencies operate in standard daytime hours. Students entering the program as part-time students are not guaranteed an evening or weekend field placement. Therefore, part-time students may need to be flexible in the hours they have available during the day in order to finish the program.

The curriculum plan for students completing the MSW Program in three years is as follows:

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
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<tbody>
<tr>
<td>Micro Social Work Perspectives of HBSE</td>
<td>Macro Social Work Perspectives of HBSE</td>
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<tr>
<td>Social Work Practice I</td>
<td>Social Work Practice II</td>
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<tr>
<td>Social Work Research Methods and Analysis</td>
<td>Social Work Practice III</td>
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<tr>
<td>Fall Year 2</td>
<td>Spring Year 2</td>
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<tr>
<td>Policy Issues and Analysis in Social Work</td>
<td>Advanced Social Work Assessment</td>
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<tr>
<td>Foundation Field Experience and Integrative Seminar I</td>
<td>Foundation Field Experience and Integrative Seminar II</td>
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<tr>
<td>Fall Year 3</td>
<td>Spring Year 3</td>
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<tr>
<td>Advanced Generalist Practice I</td>
<td>Advanced Generalist Practice II</td>
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<tr>
<td>Research Elective</td>
<td>Advanced Generalist Practice III</td>
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<tr>
<td>Field of Practice - Practice**</td>
<td>Field of Practice - Policy ***</td>
</tr>
<tr>
<td>Advanced Field Experience and Integrative Seminar I</td>
<td>Advanced Field Experience and Integrative Seminar II</td>
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</table>
The curriculum plan for students completing the 60 hour part-time program in four years is as follows:

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
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<tbody>
<tr>
<td>Micro Social Work Perspectives of HBSE</td>
<td>Macro Social Work Perspectives of HBSE</td>
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<td>Social Work Research Methods and Analysis</td>
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<table>
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<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
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<tbody>
<tr>
<td>Policy Issues and Analysis in Social Work</td>
<td>Social Work Practice III</td>
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<tr>
<td>Foundation Social Work Field Experience</td>
<td>Advanced Social Work Assessment</td>
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<tr>
<td>and Integrative Seminar I</td>
<td>Foundation Social Work Field Experience</td>
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<td>and Integrative Seminar II</td>
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<table>
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<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
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</thead>
<tbody>
<tr>
<td>Advanced Generalist Practice I</td>
<td>Advanced Generalist Practice II</td>
</tr>
<tr>
<td>Research elective*</td>
<td>Advanced Generalist Practice III</td>
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<tr>
<th>Fall Year 4</th>
<th>Spring Year 4</th>
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<tr>
<td>Field of Practice – Practice**</td>
<td>Field of Practice- Policy***</td>
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</table>
DESCRIPTION OF FOUNDATION FIELD COURSES

The foundation field courses are SOCW 5900 Foundation Field Experience and Integrative Seminar I and SOCW 5910 Foundation Field Experience and Integrative Seminar II

The foundation field courses provide the student a 400 hour internship in a field agency under the supervision of a qualified field instructor and a weekly 1.5 hour field seminar which is designed to facilitate the student’s integration and mastery of content taught in the classroom.

To be eligible for foundation field courses the foundation MSW student must have successfully completed or is concurrently taking Social Work Practice I, Micro Perspectives of HBSE, Social Policy Issues and Analysis, and Research Methods and Analysis.

The student completes a field application process and on the basis of the application the field director assigns the student to a field agency under the supervision of qualified field instructor. Foundation Field Experience and Integrative Seminar I (foundation field I) and Foundation Field Experience and Integrative Seminar II (foundation field II) are taken sequentially in two consecutive semesters beginning in the fall semester. During the first two weeks of foundation field I the student attends a field seminar in which the student develops strategies for success with an emphasis on safety in the agency. The student is also given an overview of the field placement requirements, the program’s mission and goals, and the core and advanced competencies of the MSW Social Work Program. In the field seminar the MSW Foundation Field Education Plan and Evaluation Form is a tool used by the student to develop a Field Education Plan to be implemented in the field agency. The Field Education Plan details the student’s field goals, learning objectives and activities through which the student will master the foundation/core competencies and practice behaviors. The MSW Foundation Field Education Plan and Evaluation Form also includes an evaluation section of the student’s performance which is to be completed by the field instructor at the end of each semester.

The student begins a field placement during the 3rd week of foundation field I and continues to attend a weekly field seminar for a total of 1.5 hours per week and 14.5 field hours per week for the duration of the fall semester. The field seminar instructor, who is also the student’s field liaison, guides the student through the development of the Field Education Plan with the assistance of the student’s field instructor.

In the subsequent spring semester the foundation year student takes foundation field II. To be in eligible for foundation field II, the students must have successfully completed foundation field I with a B grade or better and successfully completed or is concurrently taking Social Work Practice II, Social Work Practice III and Macro Perspectives of HBSE. Part-time students may take Advanced Social Work Assessment during the summer of year two which is after completing the foundation field courses and before advanced field I course. In foundation field II the student continues placement in the same agency and attends a weekly field seminar which is taught by the same field instructor/field liaison as in foundation field I. The student completes 16 field hours per week for a total of 240 field hours during the spring semester. During the foundation field II the student is required to fulfill the terms of the Field Education Plan that was developed in Foundation Field Experience and Integrative Seminar I. Advanced Social Work assessment may also be taken in the summer immediately following Foundation Field II.

Toward the end of the fall and spring semesters the field instructor will complete an evaluation of student’s field performance and share the results with the student before the field liaison agency visit. The field liaison agency visit will take place within the last four weeks of the semester and is to include the field liaison, the field instructor and the student. At the time of the field visit the field instructor will give a signed copy of the evaluation form to the field liaison and student’s performance will be discussed. The
discussion will be based on the results of the Field Placement Evaluation and the student’s progress in fulfilling the terms of the Foundation Field Educational Plan. The field liaison will use the field visit to help determine the student’s final grade.

**ADVANCED FIELD ORIENTATION**

Prior to beginning the advanced field placement the student is required to attend an Advanced MSW Field Orientation. The orientation will be scheduled prior to the beginning of the semester in which the first advanced field courses is being taken. Students will be sent notices of the date(s) of the session(s).

**DESCRIPTION OF ADVANCED FIELD COURSES**

The advanced field courses are SOCW 6900 Advanced Field Experience and Integrative Seminar I and SOCW 6910 Advanced Field Experience and Integrative Seminar II

The advanced field courses provide the student a 720 hour internship in a field agency under the supervision of a qualified field instructor including 22.5 hours per week at their placement and a weekly 1.5 hours field seminar. Both are designed to facilitate the student’s integration and mastery of content taught in the classroom which includes the advanced level social work theory, the 6 advanced competencies and practice behaviors, and the broad and in-depth advanced generalist practice skills in the student’s area of specialization.

To be eligible for Advanced Field Experience and Integrative Seminar I (advanced field I) and Advanced Field Experience and Integrative Seminar II (advanced field II) the student must have been admitted to the MSW Program as Advanced Standing or must have successfully completed all the foundation level courses with a GPA of 3.0 with no more than one grade between a “B-” and a “C” and concurrently will take Advanced Generalist Practice I, Research Elective, Field of Practice – Practice, and Social Work Journal Review Seminar I. The four year part-time student will have completed Advanced Generalist Practice I and Research elective prior to taking Advanced Field Experience and Integrative Seminar I (advanced field I).

Advanced field I and advanced field II are to be taken sequentially in two consecutive semesters beginning in the fall semester. Students remain in the same course section and field agency for both semesters. The advanced field I and II course instructor is also the student’s field liaison. Prior to beginning advanced field I the student must complete a field application and placement process in which the field director assigns the student to a field agency related to the student’s area of specialization: Child and Family or Mental Health. The student is required to complete 360 field hours per semester. Thus the student is to complete 24 field hours per week to include 22.5 hours in the field agency and 1.5 hours in a field seminar on campus. During the fall semester advanced field I will be graded as a Pass/no credit course. In order to earn a Pass grade the student must earn an equivalent of a B or better. The student is given a letter grade for advanced field II and must earn a grade of B or better to pass.

Students taking advanced field I and II each as 5 credit hour courses are required to complete a total of 360 field hours by the end of each course.

The Advanced MSW Field Education Plan and Evaluation Form is a tool used by the student to develop a Field Education Plan. The Field Education Plan details the student learning activities that will exhibit mastery of the Advanced Competencies the corresponding Behavior Practices.

The Advanced MSW Field Education Plan and Evaluation Form also includes an evaluation section of the student’s performance, which is to be completed by the field instructor at the end of each semester. The field instructor is to share the results with the student before the field liaison’s agency visit. The field
liaison’s agency visit will take place within the last four weeks of the fall and spring semesters and is to include the field liaison, the field instructor and the student. At the time of the field visit the field instructor will give a signed copy of the evaluation form to the field liaison and student’s performance will be discussed. The discussion will be based on the results of the field instructor’s evaluation of the student and the student’s progress in fulfilling the terms of the Field Educational Plan. The field liaison will use the field visit to help determine the student’s final grade.

FIELD EXPERIENCE APPLICATION AND MATCHING PROCESS

The foundation and the advanced standing field student must adhere to the following process in order to assure a timely assignment to a field agency. Please note that the Field Office staff will identify and make the initial agency contacts in the process of placing students. **Under no circumstances should a student make any arrangements with a prospective field agency without prior discussion with and approval from the Field Director.**

**Student Availability to Fulfill Field Hours**

In order to provide appropriate supervision and field experiences the majority of eligible agency placements require that the field student be available during weekday and daytime hours. Very few agencies have evening and/or weekend hours available in which the intern can master the social work program’s field goals, and master the core and/or advanced competencies and practice behaviors, and which provide appropriate supervision. **Therefore it is required that the foundation and advanced level field placement students arrange their schedules so that they will be available to fulfill the required field hours during weekdays and daytime hours.**
**Choice of Field Placement Agency**

A solid effort will be made to place the foundation students in their area of interest, however, the student’s choice of agency is not guaranteed. It is important to note that the MSW Social Work Program is dedicated to preparing the foundation student as a social work generalist practitioner as opposed to preparing the student as a specialist in one particular area. It is the Program’s primary responsibility to match the foundation student with a field agency that is able to provide a generalist practice experience, appropriate supervision, and the opportunity to master the foundation field goals and core competencies and practice behaviors.

Advanced placement students will be placed in an agency that is appropriate to their chosen area of specialization and that meets the requirements of Social Work Program supervision requirements and where the field goals and the advanced core competencies and practice behaviors can be mastered.

The student may request a specific agency; however there is no guarantee that the student will be matched with that particular agency. It is of major importance that the student identifies and clarifies his/her interests and preferences in the application form. The field staff will then work toward placing the student in an agency that matches her/his interests, the requirements of the agency, and the requirements of the Social Work Program.

**Students with Criminal Histories**

Students who have been convicted of a felony or a first-degree misdemeanor will encounter limited field placement opportunities. An increasing number of field agencies screen applicants for criminal records and do not accept interns who have a criminal record; especially those agencies working with children, the aged, and other vulnerable populations. The Field Director inquires about criminal history through the application process. If a student has a criminal history it is recommended that at the time of entry into the Social Work Program the student discuss the circumstances with the MSW Social Work Program Director and again with the Field Director in the process of applying for field placement in order to determine the availability of an appropriate field agency. It may be possible that the student may not be able to secure a field placement because of the criminal history. The student with a criminal record is advised that such a record may also affect his/her eligibility for any licensure through the Ohio Counselor, Social Worker Board and Marriage and Family Therapists. Please refer to the Ohio Laws and Rules Governing the Practice of Counseling and Social Work in the Ohio Revised Code Rule #4757-1-04, Application of First Licensure. Graduates with criminal records are also limited in employment possibilities in social service agencies.

**Students with a Verifiable Disability**

Students who have a verifiable physical or mental disability and who need accommodations in their field placement should indicate this information in their Field Placement Application forms. The student requesting accommodations should register with the Office of Accessibility, which will work with the Social Work Field Staff in assessing the need for accommodations and in making arrangements for appropriate accommodations in the field agency. Requests for accommodations should be included in the field placement application forms.

The student is welcome to contact the field director by phone, stop in during office hours, or make an appointment to discuss any concerns or questions regarding his/her field placement at anytime, but especially throughout the following steps of the application and matching processes.
Process for Applying and Being Matched To a Field Agency:

1. **Read the Graduate Social Work Field Education Manual** which is available on University of Toledo Social Work Program Website at: [http://www.hhs.utoledo.edu/socialwork/home.html](http://www.hhs.utoledo.edu/socialwork/home.html). The Graduate Social Work Field Education Manual contains the description, requirements, responsibilities, policies and procedures of the field placement program. The manual is to be used by the student, faculty and the field agency throughout student’s field placement courses. The field application forms are available on the Social Work Program’s website. Before completing the Field Placement Application Form the student is required to thoroughly read and understand the contents of the Graduate Field Manual. Within the application form the student is required to sign a statement of understanding certifying they have read, understand, and agree to comply with the terms as specified in the Graduate Social Work Field Education Manual.

2. Students are required to complete and sign the **MSW Field Placement Application form**. Regular/Foundation admitted students will complete the application at the time they are ready to enter foundation field and again when they are ready to enter advanced field.

3. In addition, students admitted as regular status and who have completed a foundation field placement must also complete the MSW Field Application Form A.

4. Students requesting that their employment-site be considered for their field agency placement must complete MSW Field Placement Application form B. Please advise the field director of your intentions to complete this application for further advice and assistance.

5. Submit Field Placement Application forms to Field Director according to the following timelines:
   a. Regular and advanced standing students admitted full-time to the program are to complete and submit a field application to the MSW Field Director no later than two weeks after being notified of admission to the program. Prompt submission will facilitate timely and appropriate selection of a field agency for the student.
   b. Students who have been admitted to the program and have been taking social work classes and according to their Plan of Study are ready to begin foundation or advanced field courses are to submit their field application forms no later than the last Monday in February of the spring semester before they are to begin their Advanced Field Placement course the following fall semester.

6. **The Field office staff will review all application forms and refer students to a field agency.** Before the beginning the field placement course the field staff will give the prospective field student information necessary to contact the field agency to which he/she is being referred for an interview for possible placement in the agency. The field office staff may contact the student to obtain further information or clarification. Applications with any missing information will not be processed. The student will be notified of incomplete application forms.

7. **Immediately set up agency interview.** Upon receiving the field agency information and referral the student is contact the agency contact person and to set up a date and time for an interview with the agency contact person. The student is to advise the field office of the date and time of the interview.

8. **Prepare for the agency interview.** The interview is very important in finalizing the field placement assignment and should be handled like an employment interview. Thus the student should dress in appropriate professional attire and take a copy of his/her resume, and a projected schedule of his/her classes and work during the internship. It is highly recommended that the student make the necessary adjustment to his/her schedule to accommodate the internship requirements. The agency contact person and the student will determine together whether the student and agency is a suitable match.
The student should be prepared to answer questions regarding his/her educational and career related experiences and goals, and why he/she might desire that field placement. The student should also be prepared with questions regarding the agency’s expectations of the student and the type of learning experiences and opportunities that will be made available to the student. Some agencies require criminal record checks, health screens, etc. If these are required, the student must have results of any testing or record checks available to the agency according to its policies and procedures before the first day of classes in the fall semester. The student will be responsible for costs not covered by the agency.

If the student has a criminal record it is recommended that the student discuss these issues at the time of the interview.

If the student has a verifiable disability and needs for the agency to provide reasonable accommodations the student should discuss this issue with the agency. The field staff will be available to work with the student and the agency.

9. **Complete the Field Placement Confirmation Form.** Before the end of the interview the agency representative is to complete the Field Placement Confirmation Form. This form is to be signed by the student and the field agency representative indicating whether or not both parties are in agreement of the field student and the agency match.

10. **Submit the Field Placement Confirmation form to the Field Director.** The placement is completed when the Field Director receives the Field Placement Confirmation form indicating that the student and the agency agree to the placement. The field contact person may mail the form to the Field Director or the student may return the form to the Field Director.

11. **If mutual agreement is not reached** the student will be assigned to a second agency and repeat steps 3 through 10 listed above. Please note that at this point the choices in agencies will be limited. If the student is not accepted by a second agency or the student does not accept a second agency match, the Field Director will meet with the student to discuss, assess, and try to resolve the situation. The Field Director may at that time decide to either try a third and last referral agency match or delay the entry into the field placement course for one year and will refer the situation to the Academic Professional Performance Review Committee. If a one-year deferment occurs the student will be required to submit another application for field placement by the deadline for submitting field applications.

12. **The student is required to have malpractice insurance** as a prerequisite to beginning his/her field placement. This insurance generally is available at no cost through the University of Toledo. If this insurance through the University becomes unavailable students are required to purchase their own malpractice insurance through the National Association of Social Workers and proof of insurance is to be submitted to the Field Director before starting the internship.

13. **Mandatory Advanced Field Orientation**

In order to properly prepare students for entry into their field placement and to understand the advanced field course requirements the advanced field students are required to attend an orientation session prior to beginning their field placement. The Orientation will be scheduled prior to the beginning of the semester in which the students begins their internship. Students will be sent notices of the dates of the orientation session(s). Student may not begin field placement if they have not attended this orientation session.
FIELD AGENCY REQUIREMENTS AND SELECTION PROCESS

Field agencies in which students are placed must be able to provide MSW foundation and advanced field students with structured learning opportunities where the intern can master the Social work Program’s field goals, and the core and/or advanced competencies and practice behaviors appropriate to the students’ field courses; and where the advanced field students are able to practice in the student’s area of specialization. Supervision is to be provided by field instructors, who meet the criteria and qualifications set by the University of Toledo MSW Program. The agency’s policies, program designs, and delivery of services must reflect social work ethics and values as well as be congruent with the Social Work Program’s mission statement, program goals, curriculum objectives, and Field Placement Learning Goals and Objectives. The field agency must be agreeable to enter and abide by the terms in an Affiliation Agreement with the University of Toledo. The standard Affiliation Agreement template can be found in the Attachment Section of the Field Instruction Manual. The agency and the field instructors must also complete the appropriate registration forms that document information about the agency and its services and the field instructor’s credentials.

The Field Director is responsible for the identification, negotiation and approval of field agencies for the foundation and advanced field courses. Agencies who are interested in becoming field agencies may contact the Field Director to begin the process. The Field Director will review and discuss with the agency representative the requirements that are contained in the Graduate Social Work Field Education Manual and the terms of the Affiliation Agreement. If the Field Director and the agency representative agree that the agency would be an appropriate field agency they will precede with the next steps. The field Director will then provide the Dean’s Office with the agency information and they will then create and mail two affiliation agreements to the agency. The agency’s responsible party will sign both original copies and return both signed originals to the Dean’s office. Once the two copies are received, the Dean will sign of on both; one original copy will be sent to UT’s Office of Legal Affairs, the second original copy will be sent back to the agency and a copy will be filed in the Dean’s Office. The agency will periodically be requested to update the registration forms to reflect any changes in field agency and field instructor information. Affiliation Agreements will only be renewed as required by the agency and the University policies. New Field Instructors will be invited orientation and annual enrichment Field Instructor training sessions.

FIELD INSTRUCTOR REQUIREMENTS AND SELECTION PROCESS

The social work field instructor is assigned by the field agency to which the student is placed. The field instructor must meet the following minimum requirements in order to supervise master level social work students enrolled in the Foundation and Advanced Field Placement courses:

1. A Master’s Degree in Social Work from a CSWE accredited program

2. A minimum of two years of social work experience in a social service agency post graduate degree.

3. The field instructor must agree to fulfill the following duties:

   A. Participate in new field instructor orientation and annual enrichment Field Instructor training sessions.

   B. Provide student with agency orientation to include organizational structure, mission, policies and procedures.

   C. Insure that the student knows and understands his/her rights and responsibilities as an intern within the agency.
D. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the agency experience and assess the students’ understanding of safety matters and his/her ability to handle threatening situations in a mature and professional manner.

E. With the student develop the field education plan to include appropriate learning activities and individual goals tailored to the student’s learning needs and specific learning opportunities that the agency has available to the student in accordance and core and advanced competencies and practice behaviors.

F. Provide a minimum of 1 hour per week of formal supervision.

G. At the end of each semester complete the Field Placement Evaluation of Student form; participate in a meeting with the student and field liaison to discuss and review the student’s performance and evaluation; and at the end of the fall semester consider revision of the field education in view of the student’s strengths and learning needs.

H. Provide role modeling and guidance to the student in comporting her/himself and practicing in an ethical manner in accordance with the NASW Code of Ethics.

I. Notify the field liaison or field director of any concerns, problems or questions as soon as they become evident.

J. Be familiar with and to abide by the requirements and policies in the University of Toledo Field Education Manual and participate in training students in accordance to the Social Work Program’s Mission, Goals and Educational Objectives.

On occasion an agency provides services that are in concert with the social work programs mission and goals but does not have a qualified MSW available to serve as field instructor. The agency however may have a seasoned social service professional who has a master’s degree in a related profession and a minimum of 5 years experience in a social service agency; or the agency may have a seasoned State of Ohio Licensed Social Worker with a minimum of a bachelor’s degree in social work or a related degree plus five years experience in a social service agency. These individuals will be interviewed by the field staff and may be approved as field instructors by the field director. In these cases the field liaison will work closely with the field instructor to monitor the quality of the supervision and assure that the student’s field experience integrates a social work perspective and provides the student with adequate instruction to fulfill the requirements of the student’s field education plan. Monitoring of these students by the field liaison is done in the weekly field seminars. In some situations the agency may also identify and make arrangements with a qualified MSW within or outside the agency to serve as a consultant to the field instructor.

There may also be opportunities for field placements in grass roots or social advocacy type organizations that provide unique services and/or advocacy to diverse and at risk populations that are not being addressed in the traditional human service agency and that are in direct harmony with the Social Work Program’s mission. In these cases the field office will work with organization to identify a person within their organization to serve as field instructor and make arrangements for the field liaison, a faculty member, or another qualified MSW to work closely with the identified field instructor to assure that the student is given appropriate supervision and learning opportunities. All special arrangements must be reviewed and approved by the Field Director.

Field instructors may assign students to work with task instructors on a day-to-day basis. The field instructor in these cases still meets with the student for weekly supervision and consults regularly with the task instructor and is responsible for the student’s learning.
MSW PROGRAM POLICIES RELATED TO FIELD PLACEMENT

Informed Consent Policy

Because social workers serve vulnerable people and have impact on the lives of their clients, it is critical to ensure that graduating students are competent to begin practice and meet professional and ethical standards. Field education is the natural bridge between the academic preparation of social work students and social work employment. A student's formation as a professional social worker is accomplished by bringing together an agency setting and field instructor with an academic program and a field liaison who as a team support, teach and mentor the student as they practice. Because this team of field liaison and field instructor is charged with promoting the professional growth and development of the student, the sharing of relevant information about the student and her/his progress is necessary for effective supervision. To this end, relevant information, written and oral, will be shared with involved parties i.e. student, field instructor, field liaison, faculty, and department chair, as appropriate. This information will be shared to protect clients as well as students and to facilitate the placement and learning process. Students, faculty, field liaison and field instructors will have knowledge of the policy before the placement process begins.

Relevant information is defined as that which has a direct impact on field placement and the student’s learning. Information is relevant when it affects student's work with clients, field instructors, agency staff or the learning process.

Procedures:

1. The policy will be located in the Graduate Social Work Field Education Manual. It will be discussed in field seminars and field instructor orientations.

2. Appropriate self-disclosure and possible outcomes of sharing will be discussed with students in field seminars and/or during mandatory advanced student field orientation.

3. If concerns arise about a student during the placement interview process, the field director will discuss the concerns with the student including implications for future placements and social work as a profession.

Professional Liability Insurance

Students who have enrolled and have paid for the Foundation or Advanced Field Placement courses will be covered at no cost through the University of Toledo. This coverage is only in effect while students are participating in academically approved social work internships. The liability insurance is to cover all of the student’s professional activities in the amount of Two Million Dollars ($2,000,000.00) per claim, Five Million Dollars ($5,000,000.00) aggregate.

Upon request, the social work department will provide a declaration of coverage for each student indicating the type of coverage, the applicable dates, the amount of coverage, and the name of the insured to the student’s field agency.

Life/Work Experience Credit Policy

The social work field experience is of central importance for the educational development of the social work student. However, life and work experience in and of itself is not considered “field experience”. The process by which the experience is gained is considered paramount within social work education. The key element of the field is the integration of course work, qualified supervision, and freedom to address concerns in a nurturing but academic environment. As a result, the social work program will not accept academic credit for past life work experience unless that experience is part of academic credit awarded by a social work program accredited by the Council on Social Work Education.
Field Placement at the Student’s Place of Employment

Students requesting that their employment-site be considered for their field agency placement must complete MSW Field Application Form B; Request for MSW Field Placement at Place of Employment, and submit it to the University of Toledo Social Work Program Field Director along with the Field Placement Application Form.

Before the student submits the request form to the Field Director, the student is to review the completed form with the following agency persons and obtain their approval and signatures:

- the agency administrator who has the authority to approve the employee’s internship within the agency
- the student’s employment supervisor
- the student’s proposed agency field instructor.

Upon receipt of the student’s proposal the Social Work Field Director will review the student’s request and then contact the appropriate agency representative to discuss the student’s request. The Field Director will then make a decision to accept or not accept the request.

MSW Field Application Form B: Request for MSW Field Placement at Place of Employment must contain and show proof that all requirements and elements listed below will be present at the time of the student’s proposed internship at the place of employment.

1. The name, address and phone number of the agency where the student is requesting to complete the internship.
2. List the name and contact information of the agency representative with whom the Field Director can discuss the Request for MSW Field Placement at Place of Employment.
3. Proof that the student has been employed by the proposed field agency for a minimum of 12 continuous months just prior to the date the student is to begin his/her field placement at that agency and is in good standing.
4. Confirmation that the student’s field placement hours will be separate and apart from the student’s employment hours; that the student will spend no less than 4 hour blocks of time at the internship; and that the student will complete all his/her field hours at the official agency site(s).
5. Submission of the student’s weekly work schedule that he/she will follow as an agency employee and a weekly intern schedule the student will follow as an intern at the agency.
6. Description of how the student will complete his/her required field hours in a department and/or program that is separate and apart from the department and/or program in which the student is working as an employee.
7. Verification that student’s employment supervisor and the student’s field agency instructor are to be different and not have shared supervision or evaluation responsibilities over the student in the student’s employment position and the student’s intern position.
8. Verification that the student will not provide services to the same client(s) that he/she is serving in the role of employee and in the role of student intern during the period of the internship.
9. A description and explanation of how internship experiences will be different and of a higher knowledge and practice skill level than those required by the student’s regular employment position. And that the proposed activities, projects and documentation are in agreement with the University of Toledo Social Work Program’s mission, goals and core and/or advanced field competencies and practice behaviors.
10. Proof that the field agency and field instructor meet the University of Toledo’s MSW Program’s eligibility requirements.
11. A statement that the student understands and accepts that the student is at risk of not completing the social work internship and may fail the field placement course if he/she terminated as an employee by agency and the agency also decides to discontinue the internship.
Student as Agency Volunteer

Student interns do not function in the same capacity as agency volunteers. They are expected to perform in a professional capacity. Therefore, it is imperative that the student’s responsibilities are clearly delineated and based on the field education plan that supervision is provided by the agency through the field instructor. In their internship capacity, students shall not render services apart from their educational value or perform tasks that are not routinely done by professional staff within the agency. Students who choose to volunteer additional hours in the agency beyond those required of the field course and field education plan will be viewed during that time solely as an agency volunteers and their actions and activities as a volunteers shall be governed solely by the agency's policies and procedures.

Conflict of Interest in Field Agency Assignment

Students will not be assigned to field agencies in which the possibility of a conflict of interest may occur which may: negatively affect the student’s learning opportunities; affect the objectivity of the evaluation process; or present any possible breach of confidentiality of any party involved. Such situations may include: the student or the student’s immediate family member being a present or past client of the agency; a student’s relative being an employee or a member of a governing arm of the agency. Students are responsible for informing the field director of any possible conflicts of interest. Student may inform the field director of the possible conflict of interest in the field placement application forms or by setting up an appointment with the field director to discuss the situation.

Policy Related to the Safety of Students in Field Placement

The Council on Social Work Education requires some of the educational objectives be achieved through student participation in a supervised internship in a social service agency. Social workers practice in child welfare, the mental health system, corrections, juvenile corrections, and a variety of other settings where there are personal health and safety risks. While the social work program will provide students with knowledge and skills to address potentially harmful situations, the students must accept personal responsibility for choosing a profession that carries some risk.

In the classroom, the social work faculty will provide students with a basic, generic knowledge of safety issues related to client contacts and community travel. However, the field instructor must provide the students with specific agency safety procedures and instruct the students around issues specifically related to the population served. The field instructor must also assess the students’ understanding of safety matters and their ability to handle threatening situations in a mature and professional manner.

At the beginning of the field placement, the field instructor shall provide instruction regarding agency policies regarding safety matters. This should include information on all emergency procedures both on and away from the agency premises. It is also the responsibility of the agency to advise the students of potential health risks in the work environment. The need for vaccinations, health screens, and physicals should be explained along with procedures to reduce the risk of exposure to communicable or infectious disease. The students are to be responsible for obtaining the agency required vaccinations, health screens, and physicals. The students are also responsible for the costs incurred which are not covered by the agency.

On an ongoing basis, the field instructor will assist the students in developing skills to assess the potential dangers or interactions with clients and community members, to diffuse situations if possible, and to access appropriate assistance if it is unsafe to handle the situation alone. Students in the foundation field courses generally shall not make home visits alone within the first five weeks they are interning in the agency.
Foundation level and advanced level students may make home visits alone if this is accepted agency practice and the following criteria are met: the client and family are known to the agency and pose minimal risk to the student's safety; the neighborhood surrounding the client's home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety procedures for community travel and for assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgment in the face of unanticipated events. The field instructor is to assess whether all of these criteria are met.

Students shall not be the driver when transporting clients.

**Transportation Policy**

Students must provide their own transportation to and from their field placement. As part of their field placement duties students may be required to use their personal automobiles for home visits and agency visits. **Students may not transport clients.** Students are responsible for providing adequate automobile insurance coverage to cover their use of their personal vehicle while performing field agency related duties and activities.

If permitted by the field agency, students may use agency vehicles to perform duties related to their field experience but not to transport clients. Students, however, must follow the agency policies and procedures when using agency vehicles. The students are responsible to ascertain and verify that the agency has appropriate insurance coverage of the student and the agency vehicles when the student uses an agency vehicle to perform agency duties or activities during their field experience hours.

Students are responsible for incurred costs related to parking and driving to and from the field placement agency, making home visits, and agency visits. Some agencies reimburse the costs some do not. The students are responsible for ascertaining whether the agency will cover the driving costs and to follow the appropriate agency procedures for reimbursement.

**Health Insurance Policy**

Payment for medical, hospital and emergency treatment, in the case of illness or injury, must be borne by the student. Students are encouraged to purchase health insurance coverage. Health insurance is available for purchase through the University of Toledo. Further information and an application may be obtained at the Student Medical Center.

**Maintenance of Field Liaison Contact with Field Education Setting**

The Field Director and/or the Field Liaison will provide current Field Agency Field Instructors with an electronic copy the intern’s Field Experience and Integrated Field Seminar Syllabi at the beginning of each semester. The Field Instructor will also have access to the Graduate Social Work Field Education Manual which is located on the MSW Program website. The Field instructors will also be provided the phone number and e-mail address of the Field Liaison and Field Director. The Field Liaison will also maintain contact with the Field Instructor through the field student’s Activity Logs. The field student is to submit weekly activity log to the field liaison in which the intern records his/her field hours and corresponding activities and match those activities to the goals in his/her field plan. The activity logs are to be reviewed and signed by the field instructor. The activity log contains a section for field instructor to include his/her comments about the intern to the field liaison. The Field Liaison will read, grade and provide written feedback to the student. The field liaison may deem it necessary to discuss the concerns with the student first and guide the student in addressing the concern. The concern may necessitate communication with the field instructor to further discuss and resolve the concern.
A minimum of one field visit per semester is required in which MSW intern, the field liaison and the field instructor meet to review the Field Placement Evaluation of Student form completed by the field instructor and student’s progress in fulfilling the terms of the Field Placement Educational Plan. Additional field visits may be requested by the field liaison, the student or the field instructor to address any concerns. New Field Instructors are to be invited to participate in a New Field Instructor Training session. Also Field Instructor Training is provided to Field Instructors at least once in the academic year. A representation of Field Instructors is also to be included on the Social Work Program Advisory Board.

**Field Placement Termination and Transfer**

Termination and transfer of students from their assigned field agency are extremely rare and should only occur for compelling reasons.

The field instructor may request the termination of a student from the agency whose performance is unsatisfactory or unethical; whose personal characteristics prevent desirable relationships with the agency; or whose health status is a detriment to the student’s successful completion of the professional experience. The field instructor may also request a termination or transfer of the student if the field instructor or the agency no longer is able to provide the opportunities to meet the appropriate field placement learning objectives, or are not able to meet the terms of the Field Education Plan or of the Affiliation Agreement.

A student may request a transfer to another field instructor or agency if the field instructor fails to meet the terms of the Field Education Plan, the Affiliation Agreement; on legal or ethical grounds, or can medically verify that his/her health status is a detriment to his/her successful completion of the professional experience.

The field liaison or field director may initiate a change of field instructor or removal of a student from an agency for the same reasons a student or field instructor might request a termination or transfer. In addition, the field liaison may determine that a particular setting is currently not conducive to the student achieving the field goals and mastery of the core and/or advanced competencies and practice behaviors. Students may be terminated from field placement for a serious violation of confidentiality or other violations of the Social Work Code of Ethics.

Before the field instructor or student requests a termination of the student from the agency or transfer of the student to a different field instructor they should attempt through conversation to resolve the problem or concern. The student and field instructor, together or separately, may at anytime consult with or seek advice from the field liaison in their efforts to reach a solution. The field liaison, the student, or the field instructor may request a three-way conference. As part of the resolution process the field instructor or the field liaison should document the issues, concerns, and suggested behavioral interventions needed for resolution and include a time frame set for attaining needed changes. If no solution is reached the field instructor or student is to submit to the field liaison a written request for termination or transfer of the student. The written request should include the reasons and describe the attempts that were made toward resolution. The field liaison will review the request and make a recommendation of action to the field director. The field director will make a final decision. The field liaison will advise all parties of the final decision.

The Field Director and /or the MSW Program Director reserve the right to immediately remove students from field placement who pose harm to clients or the agency and / or who have committed a serious ethical violation.

The student’s assignment to a field agency will automatically be terminated should he/she earns less than a “B” grade in the Foundation Field Experience and Integrative Seminar or Advanced Field Experience and Integrative Seminar. Please refer to the “Evaluation” section of each of the course syllabus.
The student will not be reassigned to another agency. The student may be required to complete a remediation plan before being allowed to reapply for another field placement and before being permitted to register the next field course in the program curriculum course sequence.

The reasons for the student’s termination from the field agency may be of such a serious nature that the field director may request a review by the Academic Professional Performance Review Committee (APPRC) for further determination of the student’s status within the Social Work Program. For further information and clarification please read the following Policies and Procedures Regarding Academic Concerns and Performance Issues and the APPRC Policy and Procedures.
POLICIES AND PROCEDURES REGARDING ACADEMIC CONCERNS AND PERFORMANCE ISSUES

The MSW Program adheres to the following policy regarding academic performance:

1. Students enrolled in the MSW Program are expected to earn a B or better in each class and maintain the required 3.0 GPA during the course of their studies.

2. If a student’s GPA falls below 3.0 the student’s advisor will refer the student to the Academic & Professional Performance Review Committee (APPRC) to discuss any issues related to the student’s grades and to secure a plan for success in subsequent semesters.

3. In all cases in which a student receives a grade of B- or lower, it is the responsibility of the instructor to inform the student’s advisor of the grade.

4. If a student earns a B- in any course they will meet with their advisor to assess the situation and make a plan to address the identified problems. It is the student’s responsibility to arrange a meeting time with their advisor to discuss the issues involved.

5. During the foundation year of the program (all 5000 level courses, excluding field) the student is allowed to receive a C in one course without having to repeat the course. In such cases, the instructor of the class in which the C is earned or the Program Director will inform the student’s advisor of the grade and the advisor will meet with the student to develop a written plan to address any concerns regarding the student’s academic performance. This plan may include the student meeting with the Academic & Professional Performance Review Committee. The advisor will place a hard copy of the written plan in the student’s file in the social work office.

6. If a student earns a second C or any other grade less than a B- during the foundation year of their program the student will meet with the APPRC to discuss issues related to their grade and will be required to complete a plan of remediation as recommended by the committee. As part of the plan of remediation, the student will be required to repeat one of the two courses in which they earned less than a B- as stipulated by the APPRC.

7. If a student earns a grade lower than a B- in the second year of the program (in any 6000 level course) the student will be required to meet with the APPRC to discuss issues related to the grade and will be required to repeat the course.

8. All courses needing to be repeated due to substandard academic performance must be repeated in the classroom, not by way of an independent arrangement with an instructor.

9. A course in which a student has earned a PR or an Incomplete will not be considered as a completed course. Students must complete the coursework necessary for their permanent grade to be considered to have successfully completed the course. If the course is a prerequisite for another course, that prerequisite is considered as not having been met until the final grade is submitted.

10. If a student accumulates two grades below B- within two consecutive semesters or if their GPA drops below 3.0 for two consecutive semesters they may be removed from the program for a minimum of one year or they may be required to fulfill a plan of remediation as developed by the APPRC in order to continue in the program.

11. Students that are removed from the program may be given the option at the time of their removal to petition the APPRC for readmission to the program following the specified period of removal from the program. Students being given this option will be given a detailed plan of remediation and will submit their completed remediation plan to the APPRC at the time that they request readmission. For readmission to occur in such cases, the APPRC must review and accept the student’s completed remediation plan and must recommend readmission to the Master’s Program Committee, who will in turn make the decision as to whether or not to readmit the student.
Social work education serves the function of assuring that competent persons enter the social work profession, and UT’s Department of Social Work is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. In addition, the department wants to enhance the probability that students will succeed educationally and professionally. At times social work faculty, staff or students may have concerns about a particular student’s performance in the BSW or MSW program – concerns that raise questions about the student’s ability to succeed academically or suitability for a career in social work. The Department of Social Work has established the Academic & Professional Performance Review Committee (APPRC) to address these concerns. The following policies and procedures govern the functioning of the APPRC.

**Definition of Academic Performance**

The Department of Social Work, like other professional education programs, defines academic performance as more than just the attainment of a particular grade. We agree with Cole and Lewis (2000) and the U.S. Supreme Court that “… professional behavior, especially in clinical and practice settings, is an academic **requirement** and therefore an educational component of professional preparation” (p.214). Therefore, concerns about student performance and suitability may include problems with behavior in the classroom and field settings. Both grade-related and behavioral difficulties may signify students are in need of support or place students at risk of academic disciplinary action.

**Composition of the Academic & Professional Performance Review Committee**

The APPRC consists of about 4 departmental faculty and staff members. The committee must include at least one field representative, one member of the BSW Committee, and one member of the MSW Committee. Neither the Program Directors, Program Secretary, nor adjunct faculty may be members of the APPRC.

The committee will select a chairperson or co-chairs at the beginning of each academic year. If the Chair of the APPRC initiates a request to bring a student before the APPRC or there is another conflict of interest, another committee member will be designated as chair for the meeting in which the committee reviews that particular student.

*Note: Students are excluded from membership on the APPRC to ensure the privacy of referred students.*

**Referral to the Academic & Professional Performance Review Committee**

A student may be referred to the APPRC by any departmental faculty or staff member; in addition, a student may self-refer. If other concerned individuals, such as the student’s agency field instructor or other students, present problems with a particular student to a department member, this individual may decide to make a referral to the committee. Referrals must be made to the committee Chair using the APPRC Referral Form.

**Student Privacy and Confidentiality**

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy laws. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.
The faculty operates under the professional concept of a "circle of confidentiality," which means that departmental personnel and field instructors have a right and an obligation to exchange information about students. Such an exchange is necessary because student performance may impact the operation of any part of the program, the integrity of the program in meeting its goals and objectives, the student’s potential for success, and the safety and well-being of UT and field agency personnel, other students, and agency clients.

**Procedures and Process**

**Before the Meeting**
At the beginning of each semester, APPRC members will meet to set that semester’s standing meeting days and times. Standing meetings will be held every two weeks. Additional meetings may be scheduled throughout the semester to accommodate students’ schedules or address committee business.

When a student is referred to the APPRC, the committee Chair will schedule the student’s review for the soonest available committee meeting. The Chair will notify the student in writing that a referral has been made and communicate with the student to confirm the date and time of the student’s review. At this time, the Chair will email a copy of the referral to the student. If the student’s availability requires that the committee meet at a time other than their regularly scheduled meeting, the Chair is responsible for initiating the process of finding a time agreeable to both the student and committee members.

Prior to each committee meeting, the Chair shall notify committee members of the meeting’s agenda, e.g., which students will be reviewed, policies to be discussed. If a student is to be reviewed, the Chair will forward a copy of the student’s APPRC Referral Form to all committee members. Attendance at the review meeting will be governed as follows.

1) The student whose performance will be reviewed is expected to attend the performance review meeting. If the student has been contacted and refuses to attend, the review will be conducted in her/his absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm her/his intent to attend the meeting. The student may remain in the meeting until the point at which the committee begins its deliberations unless the committee asks the student to step out of the meeting momentarily to deliberate.

2) The student may invite one or more people to attend the committee meeting in a supportive capacity. It is the student's responsibility to notify the chair of the committee ahead of time regarding who she/he is inviting to attend. The student may invite their attorney. However, in academic disciplinary situations students do not have constitutional rights to legal counsel. If students wish to have attorneys present, the committee may permit such requests, but the professional capacity of the students’ attorneys is strictly advisory. They may not participate unless the committee gives permission (Cobb, Ramsdell, & Hunter, 2000, p. 240).

3) The student’s MSW advisor will be invited to attend the meeting. Other persons who have significant knowledge of the problem or of the student's academic performance, such as the person who made the referral, also may be invited by the committee chair. The chair may invite additional administrative resources from within the institution, as appropriate.

4) The chair has the authority to limit the number of people who will be attending the review.
During the Meeting
APPRC meetings are comprised of four parts: committee preparation, introduction, fact finding, and deliberations.

1) Committee Preparation. Prior to the meeting, committee members are expected to review any materials they have received about the student. Before the student and their guests enter the meeting, committee members will meet to orient themselves as a group to the student’s situation. During this time, the committee Chair will designate a recorder from among the committee members. The recorder is responsible for completing the APPRC Decision Page and reviewing it with committee members and the student before the meeting is adjourned. After committee orientation and appointment of the recorder, the student and their guests will be invited into the meeting.

2) Introduction. The committee Chair will facilitate the introduction of everyone present at the meeting. S/he will describe to the student and any non-committee members who may be present the purpose of the meeting, the committee’s strengths-based philosophy, and committee procedures, including confidentiality expectations.

3) Fact Finding. The Chair will facilitate the presentation of facts by the person who made the referral (if present), the student, and any other individuals who possess relevant information. The Chair also will moderate discussion of these facts.

4) Deliberation. The committee will analyze the facts as presented, reach a consensus regarding recommendations for a plan of action, and will discuss these recommendations with the student. When possible, these deliberations will take place with the student present. When necessary, the student will be asked to momentarily remove themselves from the meeting while the committee deliberates, and will be asked back into the meeting to be informed of the committee’s findings and recommendations.

Possible Outcomes of Performance Review
The APPRC may make recommendations and requirements ranging from self-awareness exercises to expulsion from the social work major. Examples of these recommendations and requirements are:

- Specific self-awareness exercises
- Using the UT Writing Center
- Tutoring
- Mentoring
- Additional assessment, e.g. psychological, neurological, physiological
- Field placement interruption and/or reassignment
- Extended field placement hours
- Retaking one or more courses
- Completing an ethics course
- Mutually agreed upon counseling
- Alcohol and drug rehabilitation treatment
- Delaying continuation in the social work program for a set period of time. If this action is required, the student must appear before the committee to request readmission. At this time, the student must demonstrate that they have addressed the concerns that led to delayed continuation.
- Referral to the UT Student Judicial Board
- Permanent removal from UT’s BSW or MSW Program

The committee will establish a time frame for implementation, completion, and review of the plan.
After the Meeting
Within a prompt and reasonable time period, the committee Chair will forward to the student in writing the recommendations and actions taken by the committee. This letter will include a notice to the student that:

- they may send to the committee Chair their opinions about and reactions to the review process and the committee’s recommendations and actions, and
- they may send information to the committee Chair at any time in the future to update the committee on their progress.

A committee meeting will be held toward the end of both the Fall and Spring semesters to review the progress of any students who have been seen by the committee who are still enrolled at The University of Toledo. At least two weeks before the meeting, the committee Chair will send a message to all social work faculty and staff listing the students who will be reviewed and soliciting feedback about their performance. The Chair will also assure that messages are sent to each student being reviewed, offering them an opportunity to provide information in writing to the committee regarding their progress. As each student is being reviewed by the committee, a recorder will complete an APPRC Follow-Up Form summarizing their progress.

The Chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during and after the meeting. These materials will be stored in such a way that confidentiality is assured. The current Chair has the responsibility of passing committee records on to the next Chair.

In addition to the committee records, selected documents pertaining to each student referred to the APPRC will be maintained in the Department of Social Work. The following documents will be placed in the student’s departmental file:

- A copy of the APPRC Referral Form
- A copy of the letter to the student outlining the committee's recommendations and actions
- A copy of the student’s written response, if applicable
- A copy of the APPRC Follow-Up Form, if applicable

Appeal Process
Any student appearing before the APPRC may appeal the committee’s decisions. The first level of appeal is the Chair of the Department of Criminal Justice, Social Work and Legal Specialties. The student must submit their appeal in writing within six (6) weeks of the APPRC meeting. The department Chair will review the appeal and respond in writing to the student within one month of receiving the student’s appeal request. If the student wishes to appeal the department Chair’s decision, they may submit an appeal in writing to the Dean of the College of Social Justice and Human Service.

Bibliography
Student’s Non-Academic Grievance Procedure Related to Social Work Field Experience within the Field Agency.

Student non–academic grievances related to field education experience will be handled within the Social Work Program according to the following procedures:

1. The student will be asked to speak directly with the person at the field agency with whom he/she has a grievance. If the person is not the student’s field instructor, the student should consult with his/her field instructor who will inform the student of relevant and applicable agency policies and procedures.

2. If the student believes her/his rights still have been violated, the student should request that the field liaison schedule a meeting with the student, the field instructor, and the field liaison for further discussion. The student should document her/his grievance and should use the Social Work Student Field Incident Report form. The field liaison will document the results of the meeting and the decision made and send copies to all present at the meeting and to the field director.

3. If a satisfactory resolution does not come forth from that meeting the matter is brought by the field liaison to the field director for a decision. The field coordinator may meet with the student, field liaison and agency representative and may invite the Social Work Department Chair, particularly in the cases in which the field coordinator also acts as the field liaison. The field director will document the results of the meeting and his/her decision and send copies to all present at the meeting.

4. If the issue remains unsettled, a meeting of all parties is scheduled by the Field Director with the MSW Program Director, if not previously involved. The Social Work Program Director will document the results of the meeting and his/her decision and send copies to all present at the meeting.

5. If the issue is not satisfactorily resolved in steps 1-5 the student may bring the grievance to the Dean or the Associate Dean of the College.

6. Any grievances related to sexual harassment will be handled according to the University of Toledo Policy Against Sexual Harassment for students, faculty, staff, and other persons in the University community. Please refer to Field Education Manual to read The University of Toledo Policy Against Sexual Harassment and the Sexual Harassment Complaint Resolution Procedure.

Social Work Student Field Incident Report

A Social Work Student Incident Report form is to be completed by the student to document any critical incident in which the student was involved and which occurred during the student’s internship hours or is directly related to the student’s internship. These incidents may include but are not limited to physical injuries or threats, accidents, ethical violations and sexual harassment. The report will be reviewed by the field liaison, BSW field coordinator and/or the field director. The Incident Report Form serves to document the student’s perception of the incident. Please refer to the Attachment Section of the Field Education Manual for a copy of the “Social Work Student Incident Report” form.
Social Work Program Policy and Procedure for Reporting Sexual Harassment:

The University’s sexual harassment related policies are titled 3364-50-01 Sexual harassment and other forms of harassment. The definition of sexual harassment behavior is found in the Prohibited conduct section of the policy (These University policies and procedures are located in a later section in this field manual.)

Social Work Field Program Policy:

The sexual harassment of field experience students by any employee or associate of the field agency will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, field students along with their field instructors will complete the Field Agency Safety Review form which assesses the existence of an agency sexual harassment policy and the students understanding of the policy and the agency procedures for reporting sexual harassment. In consideration of the student’s safety, well being and learning environment, it is strongly recommended that a student, who believes that he/she is experiencing sexual harassment at his/her field agency by an employee, or any associate of the field agency report the incident(s) to the social work field program.

Social Work Field Program Reporting Procedure:

A student who believes that he/she is experiencing sexual harassment at his/her field agency by an employee or any associate of the field agency should discuss the incident(s) with his/her field instructor, unless the field instructor is the alleged perpetrator. The student is to also discuss the incident with his/her field liaison. The student will also complete an Incident Report Form and submit it to his/her field liaison who will submit a copy to the field director. The field liaison and student will review the completed Incident Report Form, assess with the student the student’s safety, comfort at the agency, the learning environment, and together make a plan that would safeguard the student’s safety, well-being and field learning. The field liaison will discuss the incident with the agency field instructor or appropriate agency representative. The field agency’s harassment policy and procedures will be reviewed by the field liaison, student and field instructor and/or an appropriate agency representative. The field liaison will work with the student, the field instructor or appropriate agency representative to complete the steps required by the field agency’s sexual harassment policy and procedures. A final written report from the agency will be requested for the student and the social work program.

The student’s safety, well being, learning and timely completion of the required field hours are of utmost importance and thus in the student’s best interest it may be decided by the field liaison and field director that the student is to be moved away from the alleged perpetrator and make arrangements to intern in a different department within the field agency or be referred to a different field agency. The field liaison will prepare a final report to the field director as to the disposition of the sexual harassment incident by the agency and the resolution as to the student’s field agency placement and status. The field director will report the sexual harassment complaint to the University of Toledo Assistant to the President for Institutional Diversity.
University of Toledo Sexual Harassment Policies

Name of Policy: Sexual harassment and other forms of harassment.

Policy Number: 3364-50-01

Approving Officer: President

Responsible Agent: University Inclusion Officer, Office of Inclusion

Scope: All University of Toledo Campuses

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(A) Policy summary

The University is committed to maintaining an environment of equity and respect that is free from sexual harassment and other harassment prohibited by this policy to enable all employees and students to perform to their highest level of potential. Harassment prohibited by this policy impedes the realization of the University's mission of distinction in education, scholarship and service. Members of the University community have the collective responsibility to eliminate harassment prohibited by this policy through education and by encouraging all members of the University community to report concerns or complaints.

Harassment prohibited by this policy by or towards a member of the University community is prohibited. Employees who violate this policy will be subject to discipline up to and including termination. Students who violate this policy will be subject to discipline up to and including expulsion. Prompt corrective measures will be taken to stop harassment prohibited by this policy whenever it occurs.

Member of the University community means any University of Toledo faculty member, student, or staff member, or other individual engaged in any University activity or program, whether on or off campus.

(B) What is sexual harassment?¹

(I) Definition

¹ Other forms of harassment are discussed in section (C) of this policy.
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

(a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic status.
(b) Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decision affecting such individual; or
(c) Such conduct has the purpose or effect of interfering with the individual’s work or academic performance or creating an intimidating, hostile, or offensive working or learning environment; or of interfering with one’s ability to participate in or benefit from a class or educational program or activity. For hostile work or learning environment allegations, the investigator(s) will consider whether a reasonable person in light of all the circumstances would consider the conduct at issue so severe or pervasive as to unreasonably interfere with the complainant’s employment or educational environment.

Sexual harassment can occur between any individuals associated with the University, e.g., employees, supervisors, coworkers, faculty members, students and staff.

The University does not wish to interfere with anyone’s personal life. However, conduct away from the University community can still affect the University community. Accordingly, the definition above and the examples of sexual harassment below apply to behavior during working hours and non-working hours, including University-sponsored programs, seminars, conferences, business trips or business related social events, and conduct that occurs directly or indirectly via telephone or other electronic communication through the internal or external mail system (including email) and other forms of communication. Additionally, this policy extends to members of the University community whether on or off campus. This includes, but is not limited to behaviors which may occur on professional practice assignments, clinical assignments, while attending activities as a representative of the University of Toledo, while representing the University in the community or at a University sanctioned or sponsored event. It also includes off-campus activities that are connected to the educational process of the University.

(2) Examples of sexual harassment

Examples of sexual harassment include, but are not limited to:

(a) Unwelcome physical touching or sexual assault, sexual battery, sexual coercion;
(b) Unwelcome sexual propositions, invitations, solicitations, and flirtations;
(c) Direct or implied threats that submission to sexual advances will be a condition of employment, work or academic status, promotion, grades, or letters of recommendation;
(d) Direct or implied promises that submission to sexual advances will lead to employment or educational benefits of any kind;
(e) Unwelcome verbal expressions of a sexual nature, including graphic sexual comments about a person’s body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendos; unwelcome suggestive or insulting sounds or whistles;
(f) The display of inappropriate sexually oriented materials in a location where others can view them or communicated through email or other forms of communication;
(g) A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort or humiliation to another; or
(h) Unwelcome remarks speculating about a person’s sexual activities or sexual history, or remarks about one’s own sexual activities or sexual history.

(C) Other prohibited harassment

(1) Introduction

The University is committed to preventing and remediing other prohibited harassment, in addition to sexual harassment.

Prohibited harassment is defined as any verbal or physical conduct of an offensive, intimidating or threatening nature when such conduct is based on or directed at an individual’s sex, race, color, ancestry, national origin, religion, disability, age, military or veteran status, sexual orientation, gender identity and expression, political affiliation, genetic information, or any other unlawful or prohibited basis.

(2) Prohibited conduct

Examples of prohibited conduct may include, but are not limited to: offensive statements, insults, epithets, or jokes; physically threatening behavior directed at another individual; using any form of communication to insult, demean or threaten another individual (including email or internet postings such as on Facebook, etc.); and/or other verbal or physical conduct if any of the above conduct is based on or directed at an individual’s protected classification, as listed above. All such harassment is strictly prohibited.

Harassment prohibited by this policy can occur during working hours and non-working hours, including University-sponsored programs, seminars, conferences, business trips or business related social events, and conduct that occurs directly or indirectly via telephone or other electronic communication through the internal or external mail system (including email) and other forms of communication.
Additionally, this policy extends to members of the University community whether on or off campus. This includes, but is not limited to behaviors which may occur on professional practice assignments, clinical assignments, while attending activities as a representative of the University of Toledo, while representing the University in the community or at a University sanctioned or sponsored event. It also includes off-campus activities that are connected to the educational process of the University.

(3) Complaint procedure

Any person who believes that he or she has been subject to harassment prohibited by this policy should follow the complaint procedures discussed in this policy. The University will follow the same procedures for other prohibited harassment as it follows for complaints of sexual harassment.

(D) Procedures

Individuals who believe that they have been subject to harassment prohibited by this policy may: 1) get information and assistance; 2) file an informal complaint; 3) file a formal complaint, or 4) file an anonymous complaint.

(1) Getting information and assistance

(a) For information and assistance, contact an office or person listed below.

Depending on the information provided, the University may be required to take further action to investigate:

(i) The Office of Inclusion: Scott Park ASC 1000, 419-530-2508 (phone); 419-530-8402 (fax); or on the web at http://www.utoledo.edu/offices/oid/index.html

(ii) One of the trained Harassment Advocates. This list can be accessed at http://www.utoledo.edu/offices/oid/harassmentadvisors.html.

(iii) The Office of the Dean of Students: 2509 Student Union, 419-530-2256.

(b) Counseling or support. The role of the offices listed below is to provide counseling or support only, not to investigate. Information shared with these offices will be considered confidential to the extent permitted by federal and state law which may require disclosure particularly in the instance when a crime may have been committed:

(i) All students can contact the University Counseling Center 419-530-2426 and request a clinical consultation.

(2) How to file a complaint

The University encourages any person who believes he or she has been subjected to harassment prohibited by this policy to file an informal verbal complaint or a formal written complaint. Individuals should make every effort to file a complaint as soon as possible. Complaints must be filed within 300 days after the behavior at issue. Please note that the 300 day time frame for filing a formal, informal, or
anonymous complaint with the University does not relieve an individual from the requirement of filing a charge of discrimination within the statutory time frame applicable to the Ohio Civil Rights Commission, the Equal Employment Opportunity Commission, or any other external agencies if the individual chooses to file with those agencies.

The Office of Inclusion and/or its designees are the only members of the University community who are authorized to act upon, investigate, and recommend sanction or discipline for violations of this policy. Other faculty or staff receiving complaints of harassment (except those listed above as providing counseling and support only) prohibited by this policy must immediately forward them to the Office of Inclusion.

(a) Informal complaints

An informal complaint is a verbal complaint made to the Office of Inclusion. Upon receiving the complaint, the University Inclusion Officer or the Officer’s designee will meet with the individual lodging the complaint and together they decide upon the appropriate action. The Inclusion Officer has the authority to convert the informal complaint to a written complaint, taking into consideration the complainant’s wishes. If the complainant continues to ask that his or her name or other identifiable information not be revealed, the University will evaluate that request in the context of its responsibility to provide a safe and nondiscriminatory environment for the University community.

All resolutions will be handled by the Office of Inclusion. Any breach of the terms of an informal resolution agreement may result in disciplinary action.

Informal resolution should not include requiring the complainant to meet directly with the accused without University involvement. The complainant has the option of terminating the informal resolution and filing a formal complaint under this policy.

(b) Formal complaints

The formal written complaint form can be obtained from the Office of Inclusion or online at: http://www.utoledo.edu/offices/aut/pdf/hcf.pdf

Upon receiving a formal written complaint of prohibited harassment, the Office of Inclusion or its designee will consider whether any action should be taken in the investigatory phase to protect the complainant from further prohibited harassment or retaliation. This includes, but is not limited to, a change of job assignment or a change of class schedule. In making such a determination, the Office of Inclusion should consult with the individual filing the complaint prior to making the determination as to the best course of action.
The complainant, respondent, and appropriate department or office will be notified by the Office of Inclusion of the nature of the allegations, the University’s prohibited harassment policy, and prohibitions against retaliation.

(c) Anonymous complaints

Anonymous complaints can be made to the University’s anonymous reporting line 1-888-416-1308. The University’s options for investigating or resolving anonymous reports may be limited because of the unique challenges they present including the inability to assess the reporter’s veracity and the lack of the ability to obtain additional information from the reporter. However, the University will attempt to take action on anonymous reports to the extent possible.

(3) Rights and responsibilities

(a) Retaliation prohibited

No person who files a complaint under this policy or participates in an investigation of a complaint under this policy will suffer any form of retaliation. The University is committed to preventing retaliation and complaints of retaliation will be taken seriously. Retaliation may be found even if the underlying complaint of harassment is found to have no merit. Complaints of retaliation are to be reported to and investigated by the Office of Inclusion.

(b) False allegations prohibited

It is a violation of this policy to knowingly make false accusations of sexual or other prohibited harassment. Failure to prove a claim of sexual or other prohibited harassment is not equivalent to a false allegation. Sanctions may be imposed on individuals who knowingly make false accusations of sexual or other prohibited harassment or knowingly give false information during an investigation under this policy.

(c) Discrimination and harassment complaints and proceedings will be handled with discretion and respect for those involved to the extent possible, consistent with due process, University policy, and applicable federal and state law.

(4) Investigation procedure—what happens after a complaint is filed?

(a) Once the investigation is initiated, the Office of Inclusion will assign one or more investigator(s). All investigator(s) involved must have training or experience in handling complaints of sexual harassment and sexual violence, in the University’s grievance procedures, and training regarding applicable confidentiality requirements.
(i) The University will not wait for the conclusion of a separate criminal investigation or proceeding to begin its own investigation and, if necessary, take immediate steps to protect the complainant in the educational or employment setting.

(b) Interviews. Complainants or relevant witnesses who are interviewed may request to be accompanied by another person; however, those individuals who accompany the complainant or relevant witnesses are not permitted to participate in the interview process. In cases where bargaining unit members are being interviewed and discipline may result, the bargaining unit representative will be permitted to attend and participate.

(c) Standard of review. The investigator(s) will use existing legal standards when determining whether a violation of this policy has occurred. The standard of review used will be preponderance of the evidence. However, it is recognized that violations of institutional policies, procedures, bylaws, core values, and collective bargaining agreements may not rise to the level above. The violations will, however, be subject to investigation and individual(s) may be subject to discipline up to and including termination in accordance with those policies, procedures, bylaws, core values, and applicable collective bargaining agreements even if the above standard is not met.

All employees have a duty to participate and assist the Office of Inclusion in conducting investigations. Employees and students have a duty to respond truthfully. Failure to comply with reasonable requests for information may subject the individual to discipline up to and including termination or dismissal.

(5) Resolutions—what happens after the investigation?

(a) Investigation report and findings.

(i) The investigating team will prepare and submit a written summary of the investigation to the University Inclusion Officer. The investigating team will conclude the investigation and issue a report within 60 working days of the complaint being filed. If necessary, the Inclusion Officer may extend deadlines by notifying the parties.

(ii) Findings: The University Inclusion Officer will review the summary and discuss it with the appropriate administrator(s). After the summary is reviewed and discussed, the University Inclusion Officer will submit a final written recommendation.

(a) If the accused is an employee in a non-academic department, the recommendation will be forwarded to the Vice President for Human Resources.

(b) If the accused is a student, the recommendation will be forwarded to The Office of Student Conduct. The Student Code of Conduct will then be followed.
(c) If the accused is a member of the faculty, or an employee in an academic department, the recommendation will be forwarded to the appropriate vice president and/or the department chairperson or dean and to the provost and executive vice president for academic affairs (main campus) or to the Chancellor and Executive Vice President for Biosciences and Health Affairs (health science campus).

(d) If the accused is a contractor or other entity, the recommendation will be forwarded to the individual(s) with whom the university has a contracting or other relationship.

(iii) The complainant will receive a copy of the report and findings subject to the Family Educational Rights and Privacy Act if any individuals involved are students.

(b) Corrective measures and discipline

(i) Corrective measures. If an allegation of prohibited harassment is substantiated, appropriate corrective action will follow and steps will be taken to ensure the prohibited harassment is stopped immediately. Corrective measures commensurate with the severity of the offense will be imposed in accordance with applicable University policies, procedures, bylaws and collective bargaining agreements and may include discipline up to and including termination of employment or expulsion from the university.

(ii) The complainant and the respondent will be notified of the final disposition of a formal complaint subject to the Family Educational Rights and Privacy Act if any individuals involved are students.

(iii) The University may take investigative and/or disciplinary action, even if the complaining party withdraws a complaint of alleged prohibited harassment, or the complainant requests that no formal disciplinary action be taken against the respondent.

(iv) In cases where the University cannot determine whether prohibited harassment has occurred, but as a result of its investigation determines that other policies have been violated, the University may impose discipline in accordance with other University policies, procedures, bylaws, core values and applicable collective bargaining agreements.

(vi) Discipline imposed, and investigatory materials or reports, as necessary, will become a part of an accused employee’s personnel records or an accused student’s student records.

(E) Consensual romantic and/or sexual relationships
(1) Introduction

Romantic and/or sexual relationships between individuals in a supervisory, teaching, evaluation, advising, coaching, or counseling relationship may constitute a conflict of interest. Faculty/Staff and other regular employment appointments within the University of Toledo are deemed to have an inherent institutional power which can differ in instances involving students. The person in the position of higher institutional authority has the responsibility to eliminate the conflict of interest. The conflict of interest must be eliminated in a way which minimizes potential for harming the person with lower institutional authority. Recognizing the spontaneity with which consensual relationships may develop, the timing of remedial action must demonstrate compliance with the intent of this paragraph.

When the facts establish that an institutional power differential existed within the relationship and an allegation of sexual harassment results, the University will closely scrutinize a defense that the relationship was consensual.

(2) Prohibited Relationships

(a) Involving Students, Residents, Interns, and Fellows

Romantic and/or sexual relationships are prohibited whenever there are supervisory, teaching, evaluation, advising, coaching, or counseling responsibilities between: 1) administrators, faculty, staff, graduate or undergraduate teaching assistants and students; 2) attending physicians and medical residents, interns, or fellows or 3) medical residents and medical students. Alternative academic and/or supervisory arrangements must be made to avoid being in a prohibited relationship; if alternative arrangements are not feasible, the relationship cannot continue.

(b) Involving Employees

Romantic and/or sexual relationships between supervisor and employee are prohibited. No person involved in a romantic and/or sexual relationship will have direct responsibility for evaluating the performance or for making decisions regarding the hiring, promotion, tenure, compensation, discipline, or termination of the other party to the relationship. Supervisors, including faculty supervisors, must take immediate steps to make alternative arrangements regarding their supervisory responsibility for the other party to avoid a conflict of interest. If alternative arrangements are not feasible, the relationship cannot continue.

(c) Alternative Arrangements

Alternative arrangements include removing any supervisory, teaching, evaluation, advising, coaching, or mentoring relationships between the person with institutional power and the student or employee. The
alternative arrangements should avoid negative consequences for the
student or employee. If alternative arrangements are not feasible, the
relationship cannot continue.

(3) Important Advisory Statement on Romantic/Sexual Relationships

Even if the relationship is not prohibited by the above provisions, individuals in
positions of power should be aware that romantic or sexual relationships with
students or employees pose a legal risk to both the individual and the institution
and may result in either disciplinary action up to and including termination or
removal.

There are special risks in any sexual or romantic relationship between individuals
in inherently unequal positions of power. These relationships may be subject to
concerns about the validity of consent and unfair treatment of other students or
employees. Such relationships can undermine the atmosphere of trust essential to
the educational process and the employment relationship. They may, moreover,
be less consensual than the individual whose position confers power believes. The
apparent consensual nature of the relationship is inherently suspect due to the
fundamental asymmetry of power in the relationship and it thus may be difficult
to establish consent as a defense to a complaint of sexual harassment. Even when
both parties consented at the outset to a romantic or sexual involvement, this past
consent does not remove grounds for or preclude a charge or subsequent finding
of sexual harassment based upon subsequent unwelcome conduct.

For all of these reasons, the University discourages all romantic and/or sexual
relationships between faculty and students, even when those relationships do not
officially violate this policy.

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>Policies Superseded by This Policy:</th>
</tr>
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<tbody>
<tr>
<td>Lloyd A. Jacobs, M.D.</td>
<td>Previous 3364-50-01 Sexual harassment and other forms of harassment, effective April 2, 2013</td>
</tr>
<tr>
<td>President</td>
<td>Initial Effective Date: December 1, 2007</td>
</tr>
<tr>
<td>February 6, 2014</td>
<td>Review/Revision Date: April 29, 2011; October 22, 2012; April 2, 2013; February 6, 2014</td>
</tr>
<tr>
<td>Date</td>
<td>Next Review Date: February 6, 2017</td>
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Reviewed by: Sexual Harassment Task Force, Office of Inclusion; Office of Legal Affairs
APPENDIX

The University of Toledo does not discriminate on the basis of sex in any of its educational programs or activities, including in admission to or employment by the University, and is required by Title IX not to discriminate in such a manner. The University’s Title IX Coordinator is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX, including any investigation of any complaint communicated to the University alleging its noncompliance with Title IX or alleging any actions which would be prohibited by Title IX. Inquiries concerning the application of title IX to the University may be referred to the University’s Title IX Coordinator or to the Assistant Secretary of the Office for Civil Rights, United States Department of Education.

The University of Toledo’s Title IX Coordinator is:

Kevin D. West, University Inclusion Officer
Scott Part Campus, Academic Services Center, Room 1000
2801 W. Bancroft St. MS 405
Toledo, Ohio 43606

Telephone: 419.530.4053
Fax: 419.530.2924
Email: kevin.west2@utoledo.edu

Office for Civil Rights, United States Department of Education:

Cleveland Office
U.S. Department of Education
Office for Civil Rights
Office for Civil Rights, Region XV
Lyndon Baines Johnson Department of
1350 Euclid Avenue, Suite 325
Education Bldg
Cleveland, OH 44115
400 Maryland Avenue, SW
Telephone: 216.522.4970
Washington, DC 20202-1100
Fax: 216.522.2573; TDD: 800.877.8339
Email: OCR.Cleveland@ed.gov
Telephone: 800.421.3481
Fax: 202.453.6012; TDD: 800.877.8339
Email: OCR@ed.gov
Equal Opportunity Policy

Name of Policy: Equal opportunity policy.

Policy Number: 3364-50-02

Approving Officer: President

Responsible Agent: University Inclusion Officer, Office of Inclusion

Scope: All University of Toledo Campuses

<table>
<thead>
<tr>
<th>New policy proposal</th>
<th>X</th>
<th>Minor/technical revision of existing policy</th>
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<tr>
<td>Major revision of existing policy</td>
<td></td>
<td>Reaffirmation of existing policy</td>
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</table>

Revision date: February 6, 2014
Effective date: December 1, 2007

(A) Policy statement

The University of Toledo has declared a policy of providing equal opportunity in all policies and procedures affecting employment and education. In conjunction with the objectives of the policy and in accordance with the various local, state, and federal laws, rules and regulations, the university is committed to providing employment and educational opportunities without regard to race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation and participation in protected activities. The university commits to:

(1) Recruit, hire train, promote, and compensate persons in all job titles, without regard to race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation and participation in protected activities.

(2) Ensure that personnel actions such as progressive discipline, transfers, layoffs, return from layoff, university sponsored training and education, social and recreation programs, will be administered without regard to race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation and participation in protected activities.

(3) Provide equal educational opportunities to all individuals desirous of such education who meet the statutory, regulatory and administrative requirements of the university and the state of Ohio. The qualifications for
admission, educational assistance and financial assistance or any other student services shall be administered without regard to race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation and participation in protected activities.

This policy is both a desire and obligation of the university when conducting all affairs. The University Inclusion Officer in the Office of Inclusion is responsible for the implementation of the university’s affirmative action program.

If you feel you have been discriminated against in either equal employment or equal educational opportunity, please direct your complaint to the Office of Inclusion, Academic Service Center (ASC), Room 1000 on the Scott Park Campus, (419) 530-2508.

An employee who becomes aware of or receives a complaint of discrimination in either equal employment or equal educational opportunity should report the problem to the Office of Inclusion, ASC 1000, Scott Park Campus, (419) 530-2508.

The following statement appears on all publications, brochures and literature issued by the university to reiterate the university’s commitment:

The University of Toledo is committed to a policy of equal opportunity in education, employment, membership and contracts without regard to race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation and participation in protected activities. The University will take affirmative action as required by federal or state law.

Approved by:

[Signature]
Lloyd A. Jacobs, M.D.
President

February 6, 2014
Date
University Inclusion Officer

Policies Superseded by This Policy:

Previous 3364-50-02, effective date
December 2, 2011

Initial Effective Date: 12/1/2007
Review/Revision Date: December 2, 2011; February 6, 2014
Next Review Date: February 6, 2017
APPENDIX

Pursuant to Title IX, the University does not discriminate on the basis of sex in admission to or employment in its education programs or activities. The University has designated the following individual to coordinate its efforts to comply with and carry out its responsibilities under Title IX. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator identified below.

Kevin D. West, University Inclusion Officer & Title IX Coordinator
Scott Park, ASC 100
Mail Stop 405
Ph. 419-530-4053
Fax: 419-530-2924
E-mail: Kevin.West2@utoledo.edu

In addition, inquiries regarding Title IX and its implementing regulations may be directed to:

Office for Civil Rights, United States Department of Education

Cleveland Office
U.S. Department of Education
Office for Civil Rights
Office for Civil Rights, Region XV
Lyndon Baines Johnson Department of
1350 Euclid Avenue, Suite 325
Education Bldg
Cleveland, OH 44115
400 Maryland Avenue, SW
Telephone: 216.522.4970
Washington, DC 20202-1100
Fax: 216.522.2573; TDD: 800.877.8339
Telephone: 800.421.3481
Email: OCR.Cleveland@ed.gov
Fax: 202.453.6012; TDD: 800.877.8339
Email: OCR@ed.gov