



Social Work

Bachelor of Social Work

FIELD EDUCATION MANUAL

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The University of Toledo
Bachelor of Social Work Field Education Manual

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Other Important Student Information Resources:

For further information, policies, and procedures regarding the University of Toledo and the Social Work Program, refer to the Social Work Program Student Handbook, the University of Toledo Student Handbook, and the University of Toledo Catalogue.

Other resources can be accessed online:

- The University of Toledo: www.utoledo.edu
- The University of Toledo Social Work program: www.utoledo.edu/hhs/socialwork/
- The National Association of Social Workers: www.socialworkers.org
- the NASW Code of Ethics: www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.aspx
- National Association of Social Workers, Ohio Chapter: www.naswoh.org
- Council on Social Work Education: www.cswe.org
- Ohio Counselor, Social Worker and Marriage and Family Therapist Board: www.cswmft.ohio.gov/

INTRODUCTION

The University of Toledo's Bachelor of Social Work (BSW) program is fully accredited by the Council on Social Work Education (CSWE). Therefore, the BSW program's curricular content and educational context have been developed in accordance with the Council on Social Work Education 2022 Educational Policy and Accreditation Standards (EPAS). The EPAS can be accessed online at the CSWE website: www.cswe.org. Thus, the University of Toledo Bachelor of Social Work graduates are eligible to take the examination required for licensure as a bachelor's level social worker.

Brief Description of Field Experience

Field education is the capstone of social work education. The field experience program provides social work students in their final year a 448-hour professional social work internship over consecutive fall and spring semesters. The field experience provides students with a structured opportunity to master and integrate the CSWE core competencies, classroom learning, and generalist social work practice skills under the supervision of a professionally qualified field instructor. The field organization provides a laboratory environment in which the student's generalist social work practice skills, knowledge, professional characteristics, and achievement of the field learning competencies are evaluated.

Mission Statement

At the heart of the University of Toledo Bachelor of Social Work program lies a commitment to fostering agents of change who champion social, racial, economic, and environmental justice, embrace community engagement, cultivate integrity, value education, and drive impactful research. We empower our students through a person-in-environment lens and with a profound understanding of social issues, equipping them with the knowledge and skills to actively address inequities. Through rigorous education and hands-on experiences, we cultivate empathetic and skilled social workers dedicated to service, advancing equality, advocating for marginalized populations, and collaborating with communities. Our program instills a passion for lifelong learning, encouraging graduates to contribute to the field through innovative research that informs practice and policy. Through student engagement, our aim is to create a more just, inclusive, diverse, and empowered society where our graduates emerge equipped with the skills, knowledge, and ethical principles to champion social justice, create equitable opportunities, and contribute meaningfully to the enhancement of human well-being worldwide. **In short, the mission of the Bachelor of Social Work program seeks to further social justice through education, community engagement, and research.**

The Bachelor of Social Work program at the University of Toledo is dedicated to fostering a comprehensive understanding and commitment to advancing human and community well-being, grounded in the Person-in-Environment framework and a profound global perspective. We uphold an unwavering respect for human diversity, anchoring our knowledge in rigorous scientific inquiry.

Our mission encompasses a relentless pursuit of social, racial, economic, and environmental justice, striving to create conducive conditions for the realization of human rights. We passionately advocate for the elimination of poverty while elevating the quality of life for all individuals, locally and globally.

Central to our ethos is the deep-rooted value of service, promoting social justice, and honoring every person's inherent dignity and worth. We prioritize the cultivation of robust human relationships, nurturing integrity, competence, and an unyielding commitment to upholding human rights.

Through our program, we instill a profound appreciation for the significance of scientific inquiry in shaping interventions and policies that drive positive societal change. The UToledo BSW Program prepares students for generalist professional social work practice. The BSW Program also prepares social work students for graduate social work education. The educational process and curriculum are grounded in liberal arts, along with the social work profession's knowledge, values, and skills. Our graduates emerge equipped with the skills, knowledge, and ethical principles to champion social justice, create equitable opportunities, and contribute meaningfully to enhancing human well-being worldwide.

The faculty and staff of the undergraduate BSW Program at the University of Toledo are committed to this mission. Through the generalist model, we strive to prepare our students to practice ethically in all settings and pay attention to the values of the profession of social work, focusing on social and economic justice.

CSWE Competencies

The Council on Social Work Education (CSWE) Policy and Accreditation Standards require that BSW students attain mastery of 9 Core Competencies. *“Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows that programs are successful in achieving their goals.”* (EPAS, 2022). The attainment of the CSWE 9 Core Competencies and practice behaviors are to be exhibited by the Social Work Student Intern and evaluated in the field experience setting. This course achieves all nine competencies and practice behaviors, which are:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing

evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Council on Social Work Education. (2022). *Educational Policy and Accreditation Standards*.

BSW SOCIAL WORK FIELD EXPERIENCE PROGRAM

Senior Field Experience Prerequisites

To be eligible for senior field placement, the student must attain senior status (90 + semester hours toward graduation) in the Social Work Program and complete (no incompletes) all required social work courses listed below with a grade of C or better. (Please note that a C- is below a C). The student's University of Toledo G.P.A. must be 2.25 or above, and the student must have a social work major G.P.A. of 2.5 or above. The student must submit an Application for Senior Field Placement to the BSW field director according to the process described in this Field Education Manual. Upon reviewing the student's application, the BSW field director will decide whether the student will be admitted into the senior field experience sequence and permitted to register for the social work senior field experience sequence courses. **The program does not give credit for life experience or work experience in place of any of the social work senior field experience sequence courses.**

Senior Field Experience Prerequisite Social Work Courses

<u>Course No.</u>	<u>Course Title</u>
SOCW 1030	Introduction to Social Welfare

SOCW 2010	Survey of the Social Work Profession
SOCW 3110	Social Work Practice I
SOCW 3120	Social Work Interviewing
SOCW 3210	Human Behavior in the Social Environment I
SOCW 3220	Human Behavior in the Social Environment II
SOCW 3230	Human Behavior in the Social Environment III
SOCW 3300	Social Policy and Legislation
SOCW 3410	Social Work Research Practicum I
SOCW 3420	Social Work Research Practicum II

Senior Field Experience Sequence Courses

The senior field experience courses must be taken in sequence within the same academic year as listed below:

Fall Semester		Spring Semester	
Course Name	Credits	Course Name	Credits
SOCW 4120 Social Work Practice II	3	SOCW 4130 Social Work Practice III	3
SOCW 4200 Field Seminar II	1	SOCW 4210 Field Seminar III	1
SOCW 4220 Field Experience II	5	SOCW 4230 Field Experience III	5

Social Work Practice II, Social Work Field Seminar II, and Social Work Field Experience II are to be completed concurrently during the fall semester of the student's senior year. In order to be admitted into the Social Work Field Experience III, Social Work Field Seminar III, and Social Work Practice III courses, the student must pass the Social Work Field Seminar II, Social Work Field Experience II, and Social Work Practice II with a "C" or better grade. If the student fails to meet these requirements, the student will not be permitted to enroll in the spring semester senior field experience sequence courses. The student must reapply for field placement and concurrently retake Social Work Field Experience II, Social Work Field Seminar II, and Social Work Practice II. The student may be required to complete a remediation plan before being allowed to reapply for another senior field placement and before being permitted to register for Social Work Field Experience II, Social Work Field Seminar II, and Social Work Practice II.

Social Work Practice III, Social Work Field Seminar III, and Social Work Field Experience III are courses to be completed concurrently during the spring semester of the student's senior year. The student must pass Social Work Field Experience III, Social Work Field Seminar III, and Social Work Practice III with a "C" or better grade. If the student fails to meet any of the grade requirements, the student will be required to reapply for field placement. If accepted, the student must retake the entire senior field experience sequence. The student may be required to complete a remediation plan before being allowed to reapply for another senior field placement and before being permitted to register for Social Work Field Experience II, Social Work Field seminar II, and Social Work Practice II.

Description of the Social Work Field Experience II and III Courses

The Field Experience II and III courses provide the student with a 224-hour professional internship in an agency. Sixteen hours per week must be completed through and including the end of the 15th week of the fall and spring semesters of the student's senior year for a total of 448 hours. The student is assigned to the same agency during the fall and spring semesters. The

student is to integrate classroom learning with practice in a social service agency under the supervision of a professionally qualified agency field instructor.

The successful field student will exhibit competency in beginning generalist social work skills at the end of the senior field experience sequence by achieving the nine competencies outlined in the *Field Experience Education Plan and Evaluation* (**located at the end of this document**).

At the beginning of the fall semester, the student, under the supervision and consultation of the field instructor, is required to develop a Field Experience Education Plan, which contains the student's and field placement site's responsibilities and the student's field experience competencies, learning activities for entry-level mastery of the nine competency areas.

The student's field liaison is also the student's professor for the Field Experience II and III and the Field seminar II and III courses. The field liaison assists the field instructor and the field student in developing the education plan, monitoring, planning, and evaluating the student's field learning experience, and addresses any concerns of either party related to the field experience. The field liaison determines the student's field experience final grades. The final grade for each course will be determined by the following:

1. The evaluation results, along with the completed Field Experience Education Plan and Evaluation, were discussed during the evaluation meeting with the field instructor, field liaison, and student. The evaluation component of the *Field Experience Educational Plan and Evaluation* is completed by the field instructor and is used to measure the student's entry-level mastery of the core competency areas.
2. Fulfillment of the terms of the student's Field Experience Educational Plan
3. Completion of 224 hours in the field organization by the end of each semester

Description of Field Experience Seminar II and III Courses

These field seminar courses are designed to assist the students in processing and adjusting to field experience and the role of a social work practitioner. The student will also be assisted in integrating social work theory and the NASW Code of Ethics with practice through processing and class presentations directly related to the field experience. The monitoring and administrative details related to the fulfillment of requirements related to the Social Work Field Experience II and III courses are also handled in these seminar courses. Thus, the student is oriented to the academic expectations and measures used to evaluate their field experience and assisted in developing their *Field Experience Education Plan*. The seminar class will meet once a week.

Social Work Practice II and III Course Descriptions

Social Work Practice II

The course provides advanced theory and skill development as a generalist social worker working with organizations and communities. Emphasis is on a strengths and empowerment perspective focused on social and economic justice.

Social Work Practice III

The course provides advanced theory and skills development as a generalist social worker working with individuals, families, and groups. Emphasis is on a strengths and empowerment perspective focused on social and economic justice.

SENIOR FIELD EXPERIENCE APPLICATION AND MATCHING PROCESS

Students apply for the field placement in the spring semester prior to the fall they plan to begin their Senior Field Experience. An informational meeting will be held in February to assist the students with understanding the application and matching process and to discuss field placement options. A list of agencies that have offered BSW internships in the past is emailed to the students to give them ideas of what types of sites are available. In the field application, students list their top three preferences for either an agency they would like to have their placement or a population with whom they would like to work. The field director then works to create the best matches for those requests based on student interest, agency internship site availability, and personnel qualifications.

The senior student applicant is to adhere to the following process to ensure a timely assignment to a field placement. **Please note that the BSW field director will make the field placement contacts for assigning students. Under no circumstances should a student make contact with a field placement representative without prior discussion with and approval from the BSW field director.**

In order to provide appropriate supervision and experience, most field placements require that the senior field student be available during weekday and daytime hours. Some field placements may have some early evening hours available. Therefore, it is required that the senior field placement applicant arrange their schedule so that they will be available to fulfill the required 16 field hours per week during weekdays and daytime hours.

A solid effort will be made to place the student in their area of interest; however, the student's choice of field placement is not guaranteed. It is important to note that our social work program is dedicated to preparing the student as a generalist social work practitioner instead of a specialist in one particular area. The program's primary responsibility is to match the student with a field placement that can provide a generalist practice experience, appropriate supervision, and the opportunity to master the nine core competency areas. However, the social work program will make every effort to place the student in an area of practice that is of particular interest to the student. The student may request a specific field placement; however, there is no guarantee that the student will be matched with that particular field placement. It is of major importance that the student identifies and clarifies their interests in the application form. The BSW field director will then work toward placing the student in a field placement that matches their interests, the requirements of the field placement site, 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 may encounter limited field experience opportunities. Most field placements screen applicants for criminal records and do not accept interns with a criminal record. The BSW field director also screens for criminal history through the application process. If a student has a criminal history, it is recommended that the student, at the time of entry into the Social Work Program, discuss their circumstances with the BSW program director and again with the BSW field director in the process of applying for field placement to determine an appropriate field placement site. The student with a criminal record is advised that such a record may also affect their eligibility for

social work licensure. For the state of Ohio, please contact the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board and refer to the Ohio Laws and Rules Governing the Practice of Counseling and Social Work at <http://www.cswmft.ohio.gov/>

Students with a Verifiable Disability

Students who have a verifiable physical and/or mental disability and who need accommodations in their field placement should indicate this information in their Senior Field Experience Application. The student should also register with the University of Toledo Accessibility and Disability Resources, which will work with the Social Work Program in assessing the need for accommodations and in arrangements for appropriate accommodations in the field placement.

The student is welcome to contact the BSW field director by email, phone, during office hours, or make an appointment to discuss any concerns or questions regarding their field placement at any time, 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 Bachelor of Social Work Field Education Manual

The Field Education Manual contains the description, requirements, responsibilities, policies, and procedures of the Field Experience Program. The student, faculty, and field placement staff use the manual throughout the senior field experience sequence. The Attachment Section of the Field Education Manual contains the required **Senior Field Placement Application** form necessary to apply for Senior Field Placement. Within the application, the student must sign a statement of understanding certifying they have read, understand, and agree to comply with the terms specified in the Bachelor of Social Work Field Education Manual.

2. The student applicant is required to **(1) complete the Senior Field Placement Application form; (2) attach a Resume and previous field experience evaluation; and (3) submit these documents to the BSW Field Director by March 1st prior to the fall semester in which the student anticipates being eligible for senior field placement.** The application will not be processed if any information is missing. The application forms can be found at the end of this manual.

3. **The BSW field director will review all applications** and, in consultation with the social work program faculty, assign each student to a field placement. The BSW field director may contact the student for further information or clarification.

4. **The BSW field director will notify the student regarding their assigned field placement,** the name of the field placement's contact person (which usually is the field instructor), and the field placement's phone number and/or email. In most cases, the student should receive this information by the end of June. In some situations, it may take longer to make the necessary arrangements.

5. **Immediately set up the field placement interview.** Upon receiving the field placement information and referral, the student is to contact the field placement contact person and schedule an interview. The student is to advise the BSW field director of the date and time of the interview.

- 6. Prepare for the agency interview.** The interview is particularly 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 projected fall schedule. The student will need to determine if their schedule will accommodate the days and hours during the week that they will be expected to be at the field placement to gain maximum experience from the available learning opportunities at the field placement. The field placement contact person and the student will determine whether the student and the field placement match. The student should be prepared to answer questions regarding their educational and career-related experiences and goals and why they might desire that field placement. The student should also be prepared with questions regarding the field placement's expectations of the student and the type of learning experiences and opportunities that will be made available to the student. Some field placements require police record checks, drug screens, health screens, etc. If these are required, the student must have the results of any testing or record checks available to the field placement according to their policies and procedures before the first day of classes in the fall semester. The student will be responsible for costs not covered by the field placement.

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 the field placement to provide reasonable accommodations, the student should discuss this issue at the time of the interview. The BSW field director will be available to work with the student and the agency.

- 7. Complete the BSW Field Placement Confirmation Form.** Before the end of the interview, the field placement representative will complete the BSW Field Placement Confirmation form. This form will be signed by the student and the field placement representative to indicate whether both parties agree with the field student and field placement match.
- 8. Submit the BSW Field Placement Confirmation form to the BSW field director.** The placement process is completed when the BSW field director receives the Field Placement Confirmation form indicating that the student and the field placement agree to the placement. The field contact person may return the form to the BSW field director, or the student may return the form to the BSW field director.
- 9. If mutual agreement is not reached,** the student will be assigned to a second field placement and repeat steps 4 through 8 listed above. Please note that the choices in agencies will be limited at this point. If the student is not accepted by a second field placement or the student does not accept a second field placement match, the BSW field director will meet with the student to discuss, assess, and try to resolve the situation. At that time, the BSW field director may decide to either try a third and last referral field placement match or delay the entry into the senior field experience for one year. If a one-year delay occurs, the student will be required to reapply for senior field placement.
- 10. The University of Toledo provides malpractice insurance** for each student in their field placement.
- 11. Mandatory Senior Field Orientation.** To properly prepare students for entry into their field placement and to understand the senior field course requirements, the senior field students are required to attend an orientation session prior to beginning their field placement. The orientation is held the week prior to the first day of the fall semester to review procedures

and required documents for the first week of the internship and to answer any questions so the students are adequately prepared for a successful first week and semester. Students may not be able to begin their field placement if they have not attended this orientation session.

FIELD PLACEMENT REQUIREMENTS AND SELECTION PROCESS

Field placements must provide students with structured learning opportunities to practice generalist social work skills and meet the competency areas under the supervision of field instructors, who meet the criteria and qualifications set by the University of Toledo Social Work Program. The field placement must provide services to client systems that are poor, and/or vulnerable, and/or oppressed. The field placement's policies, program designs, and delivery of services must reflect social work ethics and values and be congruent with the University of Toledo Bachelor of Social Work Program's mission statement, program goals, and curriculum objectives. The field placement must be agreeable to enter and abide by the terms of an Affiliation Agreement with the University of Toledo.

The BSW field director identifies, negotiates, and approves field placements for the Social Work Field Experience II and III courses.

1. A site is identified by the field director or other faculty through community engagement or by the site reaching out to the department and expressing interest in hosting a student.
2. The Field Director will contact the site, either through email or phone call, to begin an initial discussion with the agency. During this correspondence, the Field Director will explain the requirements of the social work department as contained in the BSW Field Education Manual, including the preference of having a social worker on staff, the social worker's degree and years of experience, and the availability of learning activities for the student.
3. The field director will email the agency contact person a copy of the most recent Field Education Plan, the roles of the social work field consultant supervisor, and a brief description of the BSW senior internship and requirements.
4. If the field director needs additional information or would prefer to do a site visit to learn directly about the agency, they can arrange a meeting with the contact person, the potential Field Instructor, the CEO or Executive Director, or any other interested parties at the site.
5. If the agency and the program feel it will be a good placement option, and if the site will be taking a student that year, the field director will complete the necessary form to develop an affiliation agreement with the site.
6. The field placement'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 off 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 field placement site, and a copy will be electronically filed in the Dean's office. The field placement site will periodically be requested to update the registration forms to reflect any changes in the field placement site and field instructor information. Affiliation Agreements will only be renewed as required by field placement and University policies.
7. New field instructors will be invited to an orientation and annual enrichment field instructor training sessions.

FIELD INSTRUCTOR REQUIREMENTS AND SELECTION PROCESS

The social work field instructor is determined by the field placement to which the student is assigned. The field instructor must meet the following minimum requirements in order to supervise a BSW social work student enrolled in the Social Work Field Experience II and III courses:

1. A bachelor's or master's degree in social work from a CSWE accredited program or an LSW in the State of Ohio.
2. A minimum of two years of social work experience post-undergraduate degree as well as having worked for the agency for at least one year.
3. The Field Instructor must agree to fulfill the following duties:
 - A. Participate in new field instructor orientation and on-going field instructor training sessions.
 - B. Provide students with an orientation to include organizational structure, mission, policies, and procedures.
 - C. Ensure that the student knows and understands his/her rights and responsibilities as an intern within the field placement.
 - D. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the field placement experience and assess the student's understanding of safety matters and his/her ability to handle threatening situations in a mature and professional manner.
 - E. Together with the student, develop the *Field Experience Education Plan* to include appropriate learning activities tailored to the student's learning needs and specific learning opportunities that the field placement has available to the student in accordance with the core competencies and practice behaviors.
 - F. Provide a minimum of one hour per week of formal supervision.
 - G. At the end of each semester, complete the evaluation component of the *Field Experience Education Plan and Evaluation*; participate in a meeting with the student and field liaison to discuss and review the student's performance and progress; and at the end of the first semester consider additions to the *Field Experience Education Plan* in view of the student's strengths and professional learning needs.
 - H. Provide role modeling and guidance to the students in comporting themselves and practicing in an ethical manner in accordance with the NASW Code of Ethics.
 - I. Notify the field liaison or BSW field director of any concerns, problems, or questions as soon as they become evident.
 - J. Be familiar with and abide by the requirements and policies of the University of Toledo Bachelor of Social Work Field Education Manual and participate in training students in accordance with the social work program's mission, goals, and educational objectives.

On occasion, a field placement provides services that are in concert with the social work program's mission and goals but does not have a qualified BSW or MSW available to serve as field instructors. The field placement, in consultation with the BSW field director, may identify and make arrangements with a qualified BSW or MSW within or outside the agency to provide additional supervision to reinforce the social work perspective, values, and principals and to

coordinate with the field instructor regarding the student's supervision needs. Also, the BSW field director can identify a qualified faculty member to provide the required supervision.

Field instructors may assign students to work with task instructors daily. In these cases, the field instructor still meets with the student for weekly supervision, consults regularly with the task instructor, and is responsible for the student's learning.

BSW PROGRAM POLICIES RELATED TO FIELD PLACEMENT

Informed Consent Policy

Because social workers serve vulnerable people and impact their clients' lives, 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 a field placement setting, a field instructor with an academic program, and a field liaison who, as a team, supports and directs the student as they practice. Because this team of field liaisons and field instructors is charged with promoting the professional growth and development of the student, the sharing of relevant information about the student and their 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, program director, and department chair as appropriate. This information will be shared to protect clients and students and facilitate the placement and learning process. Students, faculty, field liaisons, and field instructors will know 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 students' work with clients, field instructors, agency staff, or the learning process.

Procedures:

1. The policy will be located in the BSW 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 the Social Work Field Seminar and/ or during Senior 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 for Social Work Field Experience Students

Students who have enrolled and have paid for the Senior Field Experience II and III 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 covers all the student's professional activities in the amount of one million dollars (\$1,000,000.00) per claim and three million dollars (\$3,000,000.00) aggregate.

Upon request, the Social Work Program will provide a declaration of coverage for each student indicating the type of coverage, the applicable dates, the amount of coverage, and the insured's name to the student's field placement.

Life/Work Experience Credit Policy

The fieldwork 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 of gaining experience is considered paramount within social work education. The key element of field experience 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 or grant 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.

Policy and Procedures for Monitoring BSW Students in the Field

1. Students attend weekly seminar courses (SOCW 4200 and SOCW 4210) to provide weekly opportunities for processing their internship placements.
2. Students submit weekly reflective journals processing their field experiences. These journals are read/graded by the seminar instructor and returned each week with feedback.
3. The students submit weekly activity logs to identify the time spent in their internships all learning activities in which they are involved, and link each learning activity to the related competencies. The logs are signed by their field instructors and have a space for feedback to be written by the field instructor. These are read/graded by the seminar classroom instructor and returned each week.
4. If the student is not submitting log and journal assignments on time, the student’s internship placement may be interrupted until the assignments are submitted.
5. Each student participates in the mid-internship and end of the internship evaluation. During the mid-internship evaluation, feedback is given, and goals are set for the remainder of the time in field.
6. Any concerns or red flags identified by the student, field instructor, task instructor, or classroom instructor are addressed either in class, by phone, by email, or in person, meeting with all those involved.
7. If concerns are not resolved, a new field placement may be explored.

Field Placement in the Student’s Place of Employment Policy and Procedures

Students requesting that their employment-site be considered for their field agency placement must complete the BSW Field Placement at Place of Employment Request Form (under attachments at the end of this manual) and submit it to the University of Toledo Social Work BSW Field Director along with the Field Placement Application Form.

It is recommended that a meeting with or draft of the request form be submitted to the BSW field director for review and suggestions before submitting the final signed request form.

Before the student submits the request to the BSW field director, the student is to review the completed request 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 request, the BSW field director will review the request and then contact the appropriate agency representative to discuss the student's request. The BSW field director will then decide whether to accept or not accept the request.

The typed request form 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.

The proposal must be typed, and all items must be addressed in the request.

1. The name, address, and phone number of the field placement where the student is requesting to complete the internship.
2. List the name and contact information of the field placement representative with whom the BSW field director can discuss the Request for BSW 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 their field placement and or at the discretion of the field director.
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 four-hour blocks of time at the internship; and that the student will complete all their field hours at the official placement site(s).

Submission of the student's weekly work schedule that they will follow as an agency employee and a weekly intern schedule the student will follow as an intern at the agency.

5. Description of how the student will complete their required field hours in a department and/or program separate and apart from the department and/or program in which the student works as an employee.
6. Verification that the 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.
7. Verification that the student will not provide services to the same client(s) that they are serving in the role of employee and in the role of student intern during the period of the internship.
8. 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 field competencies and practice behaviors.
9. Proof that the field placement and field instructor meet the University of Toledo's BSW Program's eligibility requirements.

10. 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 they are terminated as an employee by the agency and the agency also decides to discontinue the internship.

BSW Co-current Field Placement Policy and Procedures

Students requesting a paid field placement at their current place of employment must complete the BSW Co-Current Work Experience Request form (under attachments at the end of this manual) and submit it to the University of Toledo Social Work BSW Field Director along with the Field Placement Application Form.

It is recommended that a meeting with the BSW field director take place or that a draft of the request form be submitted for review and suggestions before submitting the final signed request form.

Before the student submits the request to the BSW field director, the student is to review the completed request 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 request, the BSW field director will review the request and then contact the appropriate agency representative to discuss the student's request. The BSW field director will then decide whether to accept or not accept the request.

The typed request form 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.

The proposal must be typed, and all items must be addressed in the request.

1. The name, address, and phone number of the field placement where the student is requesting to complete the internship.
2. List the name and contact information of the field placement representative with whom the BSW field director can discuss the Request for BSW Field Placement at Place of Employment.
3. Proof that the student has been employed by the proposed field agency for a minimum of 6 months or has completed their probationary period.
4. Confirmation that the student will spend no less than four-hour blocks of time at the internship and that the student will complete all their field hours at the official placement site(s).
5. Verification that if the student's employment supervisor and the field agency instructor are the same person, the 1-hour weekly field supervision must be separate from the employment supervision time.

6. A description and explanation of how internship experiences will be aligned with the University of Toledo Social Work Program's mission, goals, and core field competencies and practice behaviors and help the students level up their skills.
7. Proof that the field placement and field instructor meet the University of Toledo's BSW Program's eligibility requirements.
8. 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 they are terminated as an employee by the agency and the agency also decides to discontinue the internship.

Student as Agency Volunteer Policy

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 students' responsibilities are clearly delineated and based on the *Field Experience Education Plan* and 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 are responsible for completing the required 224 hours at an average of 16 hours per week for both Social Work Field Experience II and III. Students who choose to volunteer additional hours in the field placement will be viewed during that time solely as a volunteer, and their actions and activities as a volunteer shall be governed solely by the agency's policies and procedures.

Conflict of Interest in Field Agency Assignment Policy

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 but are not limited to the student or the student's immediate family member being a current or former client of the agency or 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. The student may inform the field director of the possible conflict of interest in the Senior Field Application Form or by setting up an appointment to discuss the situation.

Internship Schedule Policy

Students need to schedule their internship hours in time blocks of 4 hours or more for their weekly schedule. This is so that each student can become part of the agency in which they are placed. If there are occasionally smaller blocks of time for a student to attend a special event or program, this is acceptable, but not on a weekly basis.

Policy Related to the Safety of Students in Field Placement

The Council on Social Work Education requires that some 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, medical facilities, correctional facilities, 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 with 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 about 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 maturely and professionally.

At the beginning of the field placement, the field instructor shall provide instruction on agency policies regarding safety matters. This should include information on all emergency procedures on and off 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 diseases. 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 Social Work Field Experience II (SOCW 4220) shall not make home visits alone during the first 10 weeks of this first semester in their field agency. After the 10-week period, the student 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.

Students shall not be the driver when transporting clients.

Transportation Policy

Students must provide their own transportation to and from their field placement. Students may be required to use their personal automobiles for home visits and agency visits as part of their field placement duties. **Students may not transport clients.** Students are responsible for providing adequate automobile insurance coverage to cover the 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 for ascertaining and verifying that the agency has appropriate insurance coverage for the student and the agency vehicles when they use 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, and some do not. The students are responsible for ascertaining whether the agency will cover the driving costs and following the appropriate agency procedures for reimbursement.

Mealtime Policy

If the student is present for five or more hours at their internship, the student will follow their agency's lunch/dinner procedure for meals. For example, if the employees receive one hour for lunch, the student may take one hour for their lunch. If the employee receives 30 minutes for lunch, the student may take 30 minutes. If the agency does not allow paid mealtimes, the student may take 30 minutes if they are at the internship for five or more hours. In other words, if you intern for 5 hours or more, you can count the agency-approved lunchtime to your total weekly field hours. This time is to be used as a meal break and is not to be skipped when leaving early or arriving late.

Policy for Completing Internship Hours at Home

A student will gain the most from the internship experience while engaged with the agency, programs, staff, and other professionals. Therefore, only 5% of the internship hours can be completed at home. If there are extenuating circumstances, then the student will schedule to meet with their field instructor/supervisor and their classroom instructor/liaison to develop a written agreement identifying the extenuating circumstance and the amount of time agreed upon to complete internship hours at home.

Health Insurance Policy

Payment for medical, hospital and emergency treatment, in case of illness or injury, must be borne by the student. Students are required to maintain health insurance coverage. Health insurance is available for purchase through the University of Toledo. For more information, refer to the following link: [Student Health Insurance](#).

Offers of Employment at Field Agency Policy - Conflict of Interest/Dual Role Analysis

Process for students offered employment at an internship during fall or spring semester of the graduating year.

Students requesting consideration to be employed at the place of internship before finishing the internship must complete an Employment Offer at Internship Form. This form will help the student, field agency, and UToledo field staff identify any possible conflicts of interest or risks of dual relationships. The University of Toledo wants to encourage employment opportunities for their students. At the same time, the program is committed to providing a quality education. **It is preferred that students not enter into a dual relationship of intern/employee when at all possible. Before completing this form, the student and field agency should make sure that there is no way of avoiding employment prior to the end of the internship.** One way of avoiding this conflict could be to negotiate extra hours so that an internship can end early (no earlier than the last month of the internship, spring semester). This will only be the case if the hire date can be postponed until the last month of the regularly scheduled internship and the student can complete all required hours of internship before being hired. These situations must be discussed with student, field agency, and UT field staff before approval. Please refer to the Attachment Section of the Field Education Manual for a copy of the Offer of Employment at Internship Form and Checklist.

Maintenance of Field Liaison Contact with Field Education Setting

The BSW student intern will provide the placement field instructor with an electronic copy of their Field Experience and Field Seminar syllabi and *Field Experience Education Plan and Evaluation* at the beginning of each semester. The field instructors will also be provided with the field liaison's phone number and e-mail address located on the *Field Experience Education Plan and Evaluation* first page. The field liaison will maintain contact with the field instructor through the field student's Activity Logs. The field student is to submit a weekly activity log to

the field liaison in which the intern records their field hours and corresponding activities and matches those activities to the competencies in their 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 their 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 concerns with the student first and guide the student in addressing the concern. The concern may necessitate communication with the field instructor to discuss and resolve the concern further.

A minimum of one evaluation meeting per semester is required, during which the BSW intern, the field liaison, and the field instructor meet to review the evaluation component of the *Field Experience Education Plan and Evaluation* completed by the field instructor. Additional field meetings 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 orientation training session. Also, field instructor training is provided to field instructors at least once per semester of the academic year. A representation of field instructors is also to be included on the Social Work Program Advisory Council.

Field Placement Termination and Transfer

Termination or transfer of students from their assigned field agency is 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 termination or transfer of the student if the field instructor or the agency can no longer provide the opportunities to meet the terms of the Field Experience Education Plan or 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 Experience Education Plan or the Affiliation Agreement on legal or ethical grounds or can medically verify that their health status is a detriment to their successful completion of the professional experience.

The field liaison or field director may initiate a change of field instructor or remove 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 not conducive to the student achieving the learning objectives of the field experience. Students may be terminated from field placement for a serious violation of confidentiality or other NASW Code of Ethics violations.

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 to resolve the problem or concern through conversation. The student and field instructor, together or separately, may at any time 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 a written request for termination or transfer of the student to the field liaison. 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 BSW field director. The BSW field director will make a final decision. The field liaison will advise all parties of the final decision.

The BSW field director and/or the BSW 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 be automatically terminated should they fail or receive less than a "C grade in any of the following social work courses: Social Work Field Experience II, Social Work Field Seminar II, and Social Work Practice II. Less than a "C" final grade equates to a failing grade in the course. Please refer to the "Grading" section on 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 senior field placement and before being permitted to register for Social Work Field Experience II, Social Work Field Seminar II, and Social Work Practice II.

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 Performance and Professional Review Committee (APPRC) for further determination of the student's status within the Social Work Program.

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 they have a grievance. If the person is not the student's field instructor, the student should consult with their field instructor, who will inform the student of relevant and applicable agency policies and procedures.
2. If the student believes their 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 their grievance using the Social Work Student Field Incident Report form. The field liaison will document the meeting results 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 field liaison brings the matter to the field director for a decision. The field director may meet with the student, field liaison, and agency representative and invite the BSW Program Director, particularly in cases where the field director also acts as the field liaison. The field director will document the results of the meeting and their 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 BSW program director, if not previously involved. The BSW program director will document the results of the meeting and their decision and send copies to all present at the meeting.

5. If the issue is not satisfactorily resolved in steps 1-4 the student may bring the grievance to the Department of Human Services Chair or to the Dean of the College (or designee).
6. Any grievances related to sexual harassment will be handled according to the University of Toledo Title IX Policy. Please refer to: <https://www.utoledo.edu/title-ix/>

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 director, and/or the MSW field director. The Incident Report Form documents 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

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 they are experiencing sexual harassment at their 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 they are experiencing sexual harassment at their field agency by an employee or any associate of the field agency should discuss the incident(s) with their field instructor unless the field instructor is the alleged perpetrator. The student is also to discuss the incident with their field liaison. The student will also complete an Incident Report Form and submit it to their field liaison, who will submit a copy to the BSW field director. The field liaison and student will review the completed Incident Report Form, assess the student's safety and comfort at the agency and the learning environment with the student, and make a plan to safeguard the student's safety, well-being, and field learning together. 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, field instructor, and/or an appropriate agency representative. The field liaison will work with the student, the field instructor, or the appropriate agency representative to complete the steps required by the field agency's sexual harassment policy and procedures. The student and the social work program will request a final written report from the agency.

The student's safety, wellbeing, learning, and timely completion of the required field hours are of utmost importance. Thus, in the student's best interest, the field liaison and field director may decide 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 BSW field director regarding the disposition of the sexual harassment incident by the agency and the resolution regarding the

student's field agency placement and status. The BSW field director will report the sexual harassment complaint to the University of Toledo Director of Title IX and Compliance

University of Toledo Sexual Harassment Policies

The University of Toledo is committed to educational and working environments that are free from sex discrimination (including sexual harassment and sexual violence) or retaliation. Individuals who experience sexual misconduct in a university program or activity, whether on or off campus, are encouraged to utilize one or more of the options contained in the following link: <https://www.utoledo.edu/title-ix/>

University of Toledo Equal Opportunity Policy

The University of Toledo does not discriminate on the basis of 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, or participation in protected activities in its provision of employment and educational opportunities. Discrimination, including discriminatory harassment, on any of those bases is strictly prohibited. Upon notice of possible discrimination, the University takes prompt and appropriate steps to determine what occurred, end a discriminatory practice or hostile environment if one has been created, and prevent its recurrence. Retaliation against anyone, because they made a complaint, served as a witness, or otherwise engaged in activity protected by this policy is also strictly prohibited. The University encourages anyone who believes they have been subjected to conduct in violation of this policy to file a complaint under this policy to ensure that the University has an opportunity to address prohibited conduct. Please refer to the following link for more information: <https://www.utoledo.edu/title-ix/discrimination-resources.html>

Academic and Professional Performance Review Committee (APPRC)

The UToledo Social Work program is committed to ensuring that our students are well-suited for the social work profession's specialized demands, roles, and responsibilities. Our program seeks to enhance students' probability of succeeding educationally and professionally. The APPRC is a method that is used for this purpose. Social work faculty, academic advisors, field instructors, or students may have concerns about a particular student's performance. These concerns may raise questions about the student's academic ability or suitability for a career in social work. By utilizing a strengths perspective, this committee focuses on helping the student navigate any challenges they face with academic performance, interpersonal skills, etc., and assists the student in developing a plan to help them succeed within the program.

When issues occur in the classroom, an attempt to resolve the issue should first take place between the instructor and the student. If the field or classroom issue is not resolved to the satisfaction of the student, field personnel, and instructor, the matter may be referred to the appropriate Program Director for consultation. If the issue cannot be resolved to either party's satisfaction, the Program Director may elect to call a meeting of the APPRC to assist the student in an attempt to provide additional support and mentorship for all parties. This process should take place as quickly as possible. Early intervention may improve the likelihood of student success.

Further information on the policy and procedure for participation with the APPRC is located on the UToledo Social Work website under APPRC policy. [Bachelor of Social Work](#)

BSW SOCIAL WORK FIELD MANUAL ATTACHMENTS

- Application for Senior Field Placement Form
- BSW Field Placement Confirmation Form
- BSW Place of Employment Request Form
- BSW Co-current Work Experience Request Form
- Daily Field Activity Log Form
- Field Agency Safety Review Form
- Field Placement in the Student's Place of Employment Request Form
- Offer of Employment at Internship Form and Checklist
- Social Work Student Field Incident Report Form
- Student's Evaluation of the Field Agency Experience
- BSW Field Experience Education Plan and Evaluation Form

APPLICATION FOR SENIOR FIELD PLACEMENT
Fall Term 2024 and Spring Term 2025

Instructions:

Complete application in its entirety

Once complete, email to Louis.Guardiola2@utoledo.edu by 3/3/2025

Include Subject Line: *BSW Field application* (If this is not included in the subject line you run the risk that your application may get lost.)

Name: _____

Rocket ID #: _____

Street Address: _____

Phone Number: _____

City: _____ **State:** _____ **Zip:** _____

E-Mail: _____

Will you be in Toledo over the summer months?

If not, when will you leave?

The field director will begin setting up agency interviews after spring break through end of May with the goal of having all internship finalized by June 30th. You will be contacted by phone and/or email so please monitor closely. It is your responsibility to check your emails once per day until you have finalized your field internship placement.

Social Work Field Placement Prerequisites:

It is your responsibility to have all required prerequisites and no less than 90 credits in order to complete this application and start your field internship in the fall. Please reach out to Ms. Lori Dubois if you have any questions.

Senior Field classes are on Fridays. You will register for the following senior field courses:

Fall semester 2022:

SOCW 4120: Social Work Practice II.

SOCW 4200: Social Work Field Seminar II. This section number must match SOCW 4220

SOCW 4220: Social Work Field Experience II. This section number must match SOCW 4200.

(this course is your internship and does not have a class meeting time)

Spring semester 2022; you will register for the same sections as fall semester:

SOCW 4130: Social Work Practice III

SOCW 4210: Social Work Field seminar III

SOCW 4230: Social Work Field III

Note: Please meet with your advisor to know the additional courses that you will need to register for and successfully complete to graduate. Remember when you register for classes, you will need to have 16 hours per week available for your internship. This typically is completed in two 8-hour days but cannot be less than 4-hour time blocks.

List three areas of interest for field placement

Below please state your preferred social service areas of interest in order of priority. If you need guidance, there is a list provided in this application.

If you are interested in a specific agency related to the area of interest, write the name of the agency **after** your area of interest, e.g. Domestic Violence - Battered Women's Shelter or if you just have an area of interest write that area, e.g. Older Adults, **your choice of agency is not guaranteed** The majority of agency placements require that you be available **during weekday and daytime** hours. Please plan your fall and spring schedule so as not to conflict with field internship hours.

- 1.
- 2.
- 3.

Please provide any further information to clarify why you chose your stated preferences:

Please list any areas of social work service or a specific agency which you would **not** accept and state your reasons.

Have you ever been convicted of a Felony or a First-Degree Misdemeanor?

No _____ Yes _____ If yes, explain on a separate page and attach to this application.

Due to a disability, will you require accommodations in your agency?

No _____ Yes _____

If yes, please identify needed accommodations.

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

_____ I cannot drive an automobile.

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

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

If you do not have a car to drive to the field agency, describe your plan for transportation. **Attach your resume to this application.** You will also share this resume, at the time of the interview, with the field agency and its representative as a part of the student and agency interview process. Please make sure your resume is up to date and includes your Field I Internship experience.

The application **will not be processed** if any portion of the application is not completed and if your resume is not attached. DEADLINE for application submission is Monday, March 3, 2025, for the student to begin their field placement for the semester of Fall 2025.

Statement of Understanding:

I (student's name) _____ have completed the above application form and attest that the information I have provided is complete and accurate and that I have read the BSW Field Education Manual located on the UT Social Work Website at: http://www.utoledo.edu/hhs/socialwork/undergrad_program.html .

I understand the contents and agree to comply with the requirements, responsibilities, policies and procedures of the Undergraduate Social Work Program. I understand that I am required to arrange my schedule so that I will be available to complete my required 16 per week internship hours.

Student's Signature (Electronic Signature)

Date

Attach this application with resume and email to:
louis.guardiola2@utoledo.edu by **3/3/2025**

Note: Include Subject Line: *BSW Field application* (If this is not included in the subject line you run the risk that your application may get lost.)

Any questions:
Email: louis.guardiola2@utoledo.edu
Phone: (419) 530-4663

For Office Use Only:
Application Complete _____

Date Received _____
Application Incomplete _____

Missing Information: _____

Comments: _____

Social Work Areas of Interest

The purpose of the list below is to assist you and the Field Director in identifying areas of social work practice that you are interested in pursuing within your senior field placement. The following list is rather broad, but not meant to be inclusive of all areas of practice. Areas can easily be combined. Use this list to help you in filling out the Application for Senior Field Placement. Feel free to use your own words (not jargon) to describe your interests in your application.

- | | |
|--|---|
| <input type="checkbox"/> Adoption/Foster Care
<input type="checkbox"/> Adult Protection
<input type="checkbox"/> Chemical Abuse and Treatment
<input type="checkbox"/> Case management
<input type="checkbox"/> Child Protection
<input type="checkbox"/> Child Welfare Services
<input type="checkbox"/> Consultation
<input type="checkbox"/> Community Education
<input type="checkbox"/> Community Organizing
<input type="checkbox"/> Community Services
<input type="checkbox"/> Community Development
<input type="checkbox"/> Corrections
<input type="checkbox"/> Court/ Justice System
<input type="checkbox"/> Crisis Services
<input type="checkbox"/> Counseling Services
<input type="checkbox"/> Day Treatment/Partial Hospitalization
<input type="checkbox"/> Death/Bereavement
<input type="checkbox"/> Developmental Disabilities
<input type="checkbox"/> Discharge Planning
<input type="checkbox"/> Domestic Violence
<input type="checkbox"/> Emergency Disaster Aid
<input type="checkbox"/> Family Services

<input type="checkbox"/> Financial Assistance
<input type="checkbox"/> Food Assistance
<input type="checkbox"/> Gerontology
<input type="checkbox"/> Health
<input type="checkbox"/> Home-Based Care
<input type="checkbox"/> Homeless
<input type="checkbox"/> Housing
 | <input type="checkbox"/> Information and referral
<input type="checkbox"/> Intake and assessment
<input type="checkbox"/> Inpatient
<input type="checkbox"/> Medical
<input type="checkbox"/> Psychiatric
<input type="checkbox"/> Residential
<input type="checkbox"/> Nursing Center
<input type="checkbox"/> Legal Aid
<input type="checkbox"/> Legislative/Political
<input type="checkbox"/> Mediation Services
<input type="checkbox"/> Mental Health
<input type="checkbox"/> Mentoring
<input type="checkbox"/> Migrant Services
<input type="checkbox"/> Outreach Services
<input type="checkbox"/> Parenting
<input type="checkbox"/> Probation
<input type="checkbox"/> Program Development
<input type="checkbox"/> Physical Disability
<input type="checkbox"/> Prevention
<input type="checkbox"/> Rehabilitation
<input type="checkbox"/> Residential Treatment
<input type="checkbox"/> Resource Procurement and
<input type="checkbox"/> Grant Writing
<input type="checkbox"/> Schools
<input type="checkbox"/> Shelter
<input type="checkbox"/> Social Action/Advocacy
<input type="checkbox"/> Social Justice
<input type="checkbox"/> _____ Support Groups
<input type="checkbox"/> Research
<input type="checkbox"/> Veterans

<input type="checkbox"/> Adults
<input type="checkbox"/> Older Adults
<input type="checkbox"/> Families
<input type="checkbox"/> Female
<input type="checkbox"/> Other Specific Populations |
| SPECIFIC POPULATIONS: | |
| <input type="checkbox"/> Infants/Mothers
<input type="checkbox"/> Gay/Lesbian/Bisexual
<input type="checkbox"/> Children/ Adolescent
<input type="checkbox"/> Male
<input type="checkbox"/> Disabled (specify) | |

BSW FIELD PLACEMENT CONFIRMATION

The University of Toledo Social Work Program

The BSW intern is required to complete 16 hours per week during the 15 week fall semester and subsequent spring semester. The student will thus complete 224 hours per semester and a total of 448 hours for the academic year.

I, _____ have interviewed _____
Name of Agency Representative Name of Student

for a social work intern position at _____.
Name of Agency

The student and I have reviewed the student's resume and fall schedule, the social work program's requirements, the agency's requirements, and the learning opportunities available at this agency. As a result, the above-named student and I (please check Number 1 or 2 below):

1. _____ Agree **that this is not a suitable match** and therefore the student will not be fulfilling her/his field experience at this agency. The primary reasons for assessing this as an incompatible match are:

2. _____ **Agree to the field placement match.** The student is to begin his/her field experience at this agency on (date): _____, during the 1st week of fall semester classes. The student is to report to the following person _____, whose phone number is _____ and email is _____.

The field instructor assigned must have a BSW or LSW or MSW and have worked at least two years post BSW degree as well as have worked for the agency for at least one year. The supervisor assigned agrees to provide one hour of weekly supervision for the student intern.

3. Please specify the days of the week and specific times of the day the student will be interning at the agency during the fall semester: _____.

4. **Below please list specific requirements** such as health screens, vaccinations, a criminal records check, application forms and any other specific instructions the student is to complete before beginning the internship. **Please note:** If the agency does not cover costs related to these requirements, the student is financially responsible for covering any costs incurred:

5. If your agency requires the student to attend an agency orientation before the fall semester, please specify the date and time: _____.

5. The following agency representative and student agree to the above statements:

Signature of Agency Representative Date Signature of Student Date

**University of Toledo Social Work Program
BSW Field Placement at Place of Employment Request Form**

Student's Name:

Date:

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

It is recommended that a meeting with or draft of the request form be submitted to the BSW field director for review and suggestions before submitting the final signed request form.

Before the student submits the request form to the BSW field director, the student is to review the completed form with the following people and obtain their approval and signatures:

- 1) The agency administrator who has the authority to approve the employee's internship within the agency
- 2) The student's employment supervisor and
- 3) The student's proposed agency field instructor who will be supervising the student.

The typed request 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.

Complete the following by filling in all the blanks and putting an "X" in the appropriate boxes.

1. What is the name, address, and phone number of the agency where you are requesting to complete your internship?
2. List the name and contact information of the agency representative with whom the BSW Field Director can discuss your Request for BSW Field Placement at Place of Employment.

Name:

Title/Position:

Phone number:

E-mail:

3. The student must have been employed by the proposed field agency for a minimum of 12 continuous months just prior to the date the student is to begin their field placement at that agency and/or at the discretion of the field director.

What was the start date of your employment at your agency?

Attach an official signed statement from the Agency Administrator or Human Resources staff stating the title of your current position and date of employment.

4. The student's field placement hours are to be **separate** and **apart** from the student's employment hours. The student is required to spend no less than 4-hour blocks of time at the internship (agency field instructor must approve if hours are less than 4). The student is to complete all their field hours at the official agency site(s).

Will your employment hours be **separate** and **apart** from your field hours? Yes No

Do you agree to spend no less than 4-hour blocks of time at your internship? Yes No

BSW Students are required to complete an average of 16 field hours per week for a total of 424 hours both fall (SOCW 4220) and spring (SOCW 4230) semesters; grand total 448 hours.

Below, submit your weekly work schedule that you will follow as an agency employee while you are an intern:

Employee Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Add any comments about this schedule:

Below, submit a weekly intern schedule you will follow as an intern at the agency. The schedule is to reflect no less than 4-hour blocks of time at the internship.

Student Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Add any comments about this schedule:

- The student is to complete their 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.

Write the name of the department and program of your employment.

Write the name of the department and program where you plan to complete your internship.

Explain how your employment is different and separate from your proposed internship placement.

Attach an agency table of organization.

- The 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.

State the name of your employment supervisor and title of their position in the agency and the department and/or program in which they work.

State the name of your proposed field agency instructor and his/her title and the department and/or program in which they work.

Will your employment supervisor and your proposed field instructor have shared supervision and evaluation responsibilities over you in either your employment position or your intern position?

Yes No

7. The student is not to provide services to the same client(s) that they serve in the role of employee and in the role of student intern during the period of the internship. State how you will maintain a separation of roles as employee and student intern and not provide services to the same clients.
8. The internship experiences are to be **different and of a higher knowledge and practice skill level** than those required by your regular employment position. The proposed activities, projects and documentation must also agree with the University of Toledo Social Work Program's mission, goals, and curriculum objectives.

List and provide a full description of the internship activities, duties, and projects you will be completing:

State how the above listed activities will be **different and of a higher knowledge and practice skill level** than those required by your regular employment position.

Attach your current job description.

9. Your field agency and field instructor must meet the University of Toledo's BSW program's eligibility requirements. *The field instructor assigned must have a BSW or LSW or MSW and have worked at least two years post BSW degree as well as have worked for the agency for at least one year. The supervisor assigned agrees to provide one hour of weekly supervision for the student intern.*

Please provide the following information about your proposed field instructor.

Proposed field instructor's name:

Undergraduate Degree: Undergraduate School:

If applicable: Graduate Degree: Graduate School:

If applicable: Type of Ohio Social Work License:

If applicable: Ohio Social Work License Number:

If applicable: Other Professional License information:

Number of years of social work practice experience post BSW degree:

10. Do you understand and accept that that you will be at risk of not completing your social work internship and may fail the field placement course if you are terminated as an employee by your agency and the agency also decides to discontinue your internship?

Yes No

The following attachments are required:

1. An official signed statement from the Agency Administrator or Human Resources staff stating the title of the student's current employment position and the date of employment.
2. The agency table of organization.
3. The student's current job description.

The above form and attachments will be reviewed by the BSW Field Director for approval. The BSW Field Director will also contact the agency representative and the student applicant to discuss this request and the decision to approve or deny this request.

The following individuals' signatures indicate knowledge of and agreement to the content of this Request for BSW Field Placement at Place of Employment Form and the 3 attachments.

_____ Student Applicant	_____ Date
_____ Agency Administrator	_____ Date
_____ Applicant's Employment Supervisor	_____ Date
_____ Applicant's Proposed Agency Field Instructor	_____ Date
_____ University of Toledo BSW Field Director	_____ Date

Send this BSW Field Placement at Place of Employment Request Form along with the BSW Field Placement Application in electronic form to:

louis.guardiola2@utoledo.edu

Louis Guardiola MSW, BSW Field Director
College of Health & Human Services
Social Work Program
The University of Toledo, MS 119
2801 W. Bancroft St., Toledo, Ohio 43606
419.530.4663

BSW Co-Current Work Experience Request Form

Student's Name:

Date:

The University of Toledo Social Work program recognizes that the diverse needs of students make it beneficial for them to explore field internship opportunities in their places of employment. It is recognized that professional activity and learning are consistent, but there is a difference between the goals of educational development and those of employment. Therefore, the focus of the field internship must be on the student's learning.

Students requesting that their employment site and employment tasks be considered and qualify for their field agency placement must complete the Field Placement Application Form and meet the following requirements:

1. Student learning activities must be clearly linked to the nine social work competencies and their concomitant behaviors.
2. The agency (employment-based setting) provides opportunities for the student to engage as a learner, applying a social work lens.
3. If the field instructor and the employment supervisor of the student are the same person, supervision time for field education must be separate from supervision time for employment.

Student learning assignments for the internship must be completed using the new lens of a BSW social worker student learner. Learning activities should be designed to allow students to engage in practice in order to demonstrate all nine social work competencies. Thus, the student may have to work outside of their current job description activities to ensure that all specific, undergraduate-level learning objectives may be accomplished.

Please complete this form in its entirety. For best practice, complete this form together with your internship supervisor. If you are not certain how to answer a question, please note "unsure," and it can be discussed in your meeting with the field director for approval. You may either collect the necessary signatures electronically or physically. Once you have all the required signatures and have completed all of the sections, please contact your field point person regarding the next steps.

Before the student submits the request form to the BSW field director, the student is to review the completed form with the following people and obtain their approval and signatures:

- 1) The agency administrator who has the authority to approve the employee's internship within the agency
- 2) The student's employment supervisor and
- 3) The student's proposed agency field instructor who will be supervising the student.

The typed request 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.

Complete the following by filling in all the blanks and putting an "X" in the appropriate boxes.

1. What is the name, address, and phone number of the agency where you are requesting to complete your internship?
2. List the name and contact information of the agency representative with whom the BSW Field Director can discuss your request to use your employment tasks as field hours.

Name:

Title/Position:

Phone number:

E-mail:

3. The student must have successfully completed their probation at the proposed field agency and/or at the discretion of the field director.

What was the start date of your employment at your agency? When did your probationary period end?

When did your probationary period end?

4. The student's field placement hours may coincide with the student's employment hours. BSW Students are required to complete an average of 16 field hours per week for a total of 424 hours in both fall (SOCW 4220) and spring (SOCW 4230) semesters, for a grand total of 448 hours. The student is to complete all of their field hours at the official agency site(s). The student is required to spend no less than 4-hour blocks of time at the internship (agency field instructor must approve if hours are less than 4).
5. **A.** The student's employment supervisor and the student's field agency instructor may be the same person; however, the 1-hour weekly field supervision hours must be separate from employment supervision time.

State the name of your employment supervisor and the title of their position in the agency and the department and/or program in which they work.

State the name of your proposed field agency instructor and their title, the department, and/or program in which they work (must have BSW, 1 year at the agency, and 2 years' experience). May be the same as your employment supervisor.

B. You understand and accept that you will be at risk of not completing your social work internship and may fail the field placement course if you are terminated as an employee by your agency and the agency also decides to discontinue your internship. (Refer to field manual for field disruptions)

Yes _____ student initial

6. The student's internship activities/assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and level of practice.

Next to your job/role duties on your job description, please list the competency(ies) that best fits that job assignment/duty. Please attach this to this document. Appendix A is attached. Please reach out to the field director for assistance and guidance.

7. Your field agency supervisor or field instructor must meet the University of Toledo's BSW program's eligibility requirements. *The field instructor assigned must have a BSW or LSW or MSW and have worked at least two years post BSW degree as well as have worked for the agency for at least one year. The supervisor assigned agrees to provide one hour of weekly supervision for the student intern.*

Please provide the following information about your proposed field instructor.

Proposed field instructor's name:

Undergraduate Degree:

Undergraduate School:

If applicable: Graduate Degree: _____ Graduate School: _____

If applicable: Type of Ohio Social Work License: _____

If applicable: Ohio Social Work License Number: _____

If applicable: Other Professional License information: _____

Number of years of social work practice experience post BSW degree: _____

8. Do you understand and accept that that you will be at risk of not completing your social work internship and may fail the field placement course if you are terminated as an employee by your agency and the agency also decides to discontinue your internship?

Yes _____ student initial

Internship Supervision Acknowledgments

There are often differences between the values and priorities related to agency practice and those related to the student's learning of social work; these are to be expected. It is important that these differences are attended to in weekly supervision between the student and their Field Instructor. Please acknowledge your agreement to attend to these potential conflicts in your weekly supervision:

	Yes, I will attend to this potential conflict	No, I need to discuss this further
Discrepancy between field practice and classroom education.		
Changes in my practice as a result of integrating coursework/theory.		
Benefits of being a learner in my place of employment.		
Supports needed to demonstrate social work competency as a student.		

The following attachments are required:

1. An official signed statement from the Agency Administrator or Human Resources staff stating the title of the student's current employment position and the date of employment.
2. The agency table of organization.
3. The student's current job description.

The above form and attachments will be reviewed by the BSW Field Director for approval. The BSW Field Director will also contact the agency representative and the student applicant to discuss this request and the decision to approve or deny this request.

The following individuals' signatures indicate knowledge of and agreement to the content of this Request for BSW Field Placement at Place of Employment Form and the 3 attachments.

Student Applicant

Date

Agency Administrator

Date

Applicant's Employment Supervisor

Date

Applicant's Proposed Agency Field Instructor

Date

University of Toledo BSW Field Director

Date

Send this BSW Field Placement at Place of Employment Request Form along with the BSW Field Placement Application in electronic form to:

louis.guardiola2@utoledo.edu

Louis Guardiola MSW, BSW Field Director
College of Health & Human Services
Social Work Program
The University of Toledo, MS 119
2801 W. Bancroft St., Toledo, Ohio 43606
419.530.4663

Appendix A: BSW Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a. **make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.**
- b. **demonstrate professional behavior; appearance; and oral, written, and electronic communication.**
- c. **use technology ethically and appropriately to facilitate practice outcomes; and**
- d. **use supervision and consultation to guide professional judgment and behavior.**

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

--	--	--

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of

diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. **demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and**
- b. **demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.**

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research.

Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve

client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my current employment duties or in addition to and/or outside of my employment duties?	
	Part of Current Job	Outside Current Duties

DAILY FIELD ACTIVITY LOG

Name:	My learning goal for the week: _____ _____ _____
Agency:	
Week #	

Date	Time of Day Start: / Finish:	Hours Completed	Brief Description of Activity (include weekly supervision)	Competency #
	Weekly Total:		Total Accumulated Hours: _____	

Field Instructor's Comments:	
Field Instructor Signature:	Date:

University of Toledo
Social Work Program Field Experience
FIELD AGENCY SAFETY REVIEW

Instructions: During the initial weeks in field agency, students are to become familiar with various aspects of agency life that could impact on an individual's safety. Please review this form with your Field Instructor and address areas that may be of potential risk to your physical safety and health. Simply put the acronym "NA" if any items do not apply to your field experience setting. Submit the completed and signed form to your Field Liaison.

Student:

Agency:

Dates of Review:

I. Orientation

- Does the agency have its own safety policies?** Yes No
- Does the agency have a safety orientation or training? Yes No
- Are you familiar with the safety policies? Yes No
- Have you participated in the safety orientation or training? Yes No
- Have you and your field instructor reviewed the UT Social Work program's "Policy Related to Safety of Students in Field Placement?"
 It can be found at the end of this document. Yes No
- Have you discussed the issue of safety with your Field Instructor? Yes No
- Does the agency have a sexual harassment policy? Yes No
- Did you read the sexual harassment policy and do you understand the procedures for reporting sexual harassment? Yes No
- If not, what are the obstacles to you doing this?

II. Environment

- What is your initial reaction to the physical surroundings?** Safe Unsafe
- Is the agency well lit, both inside and out? Yes No
- Is it well maintained? Yes No
- Do the locks work? Yes No
- Are windows secured? Yes No
- Are stairwells free of obstructions? Yes No
- Are the washrooms and out of traffic areas safe? Yes No
- Are there fire procedures in place? Yes No
- Does landscaping impair vision or conceal possible hiding places? Yes No
- Is the parking lot well lit? Yes No
- How can you deal with the trouble spots if any exist?

III. Travel

Is public transit accessible to your agency? Yes No
Is there an escort service available? Yes No
Does the area neighborhood present increased risks? Yes No

What special procedures or areas for parking, does the agency provide to increase worker safety?

If you take the bus, what safety precautions will you take?

IV. Home Visits and Outreach Activities

Have you discussed procedures for home visits and outreach activities with your field instructor? Yes No
Will you be expected to use your own vehicle for these visits? Yes No
Will you be covered under agency insurance if you are using your own vehicle to do agency related work? Yes No
Is your Field Instructor aware that you may not transport clients? Yes No
Does your agency have specific safety procedures regarding home visits and outreach activities?
 Call-in procedure Yes No
 Buddy system Yes No
 Escorts Yes No
 Activity Logs Yes No

Describe the safety procedures for home visits and outreach:

Will you be receiving any special training such as Crisis Prevention Intervention (CPI) Training? If so, please specify. Yes No

What are you expected to do if you find yourself in a situation with a potentially violent or threatening person?

How are high-risk neighborhoods or areas identified?

What safety practices are recommended for after-hours or evening meetings?

V. Health

Are there health risks in this setting? Yes No

If so, what are those risks and what precautions are you taking?

Is information and training made available on precautionary procedures and prevention, particularly from communicable diseases or infections? Yes No

Have you read information on prevention and procedures for precautions, or viewed a video, or participated in a presentation? Yes No

VI. Reporting

Who would you contact regarding the following?

a potentially violent client

unsafe physical surroundings

harassment by an agency staff person

exposure to a communicable disease

a practicum related injury

assault in the agency by an unknown person

symptoms of a practicum related illness

harassment by your field instructor

threatening behavior by a client in their home

VII. Overview

How would you rate the overall safety of this practicum?

Safe

Somewhat safe

Unsafe

How would you rate your own preparedness at this time to participate safely in this practicum experience?

Safe

Somewhat safe

Unsafe

Have you shared the results of this safety review with your field instructor?

Yes

No

Please include any additional comments pertaining to personal safety and health risks that you want to share.

Field Instructor: Please comment and/or add information regarding the precautions taken to ensure the student's safety in the field agency.

We have reviewed this completed form together and have addressed any noted safety concerns.

Student's Signature: _____ Date _____

Field Instructor's Signature: _____ Date _____

Offer of Employment at Internship Form and Checklist

Student's Name:

Date:

Field Agency Address and Contact information:

1. Please show how the student will avoid conflicting services to clients as an intern and as an employee. Students must maintain a separation of roles with clients being served by the agency.

2. Please include or attach a description of job offer and employment duties once hired:

3. Please briefly list the main field internship duties and responsibilities:

4. What will be the start date of employment (roughly)?

5. Please list internship supervisor information (phone, email) and employee supervisor information (phone, email):
 - a. Field Internship Supervisor:

 - b. Employee Supervisor:

6. Internship hours and employment hours must be separated, and the internship must be in at least 4-hour blocks. Please show how you plan to divide your time between internship and employment:

Internship/Class Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Employment Schedule							
Morning							
Afternoon							
Evening							

7. Please include with application a signed evaluation by field instructor from fall semester, if available.
8. Please include documentation of grade received in fall field seminar.
9. The student will be required to make needed addendums to field education plan as the result of internship /employment plan that is approved by field instructor and UT field.
(Student Initials) _____
- 10. For students that have a trainee license, this license will not apply to the student as an employee. Please verify that there are no licensure issues. Students cannot bill as an employee with a trainee license.**
(Employee Initials) _____
11. The student understands that accepting a dual relationship at the field agency has increased risks. If the student is terminated from employment, this may impact their internship placement, which may result in a failing field seminar/field experience grade. The dual relationship also puts the student at increased risk of employment termination if there are problems with the internship.
(Student Initials) _____

The following individuals' signatures indicate an understanding of the concern and risk of a student entering into a dual relationship as intern and employee in a field agency. The signatures also indicate that the following individuals have agreed to and worked through a plan to decrease risk and conflict.

Student Intern

Date

Field Instructor

Date

Agency Administrator

Date

UT Field Liaison

Date

UT BSW Field Director

Date

STUDENT'S EVALUATION OF THE FIELD AGENCY EXPERIENCE
University of Toledo Social Work Program

Date:

Student:

Field Instructor:

Field Agency:

1. Overall, how would you rate your field agency experience?

Excellent Good Fair Poor

2. Overall, how would you rate the orientation you received to the agency, its policies and procedures?

Excellent Good Fair Poor

3. Did your field instructor provide you with sufficient training and guidance necessary to appropriately handle agency situations that could present potential risk to your safety and health? Yes No

If no, please explain.

4. How would you rate the overall safety of this field agency?

Excellent Good Fair Poor

5. Overall, how would you rate your field instructor?

Excellent Good Fair Poor

6. If you had a task instructor overall how would you rate the learning experience provided under the task instructor?

Excellent Good Fair Poor

7. Did the field instructor provide sufficient supervisory time? Yes No

If no, please explain.

8. What were the positive aspects of your internship?

9. From your internship experience, what areas do you believe need improvement?

10. Additional Comments

Student's Signature

Date

Field Experience Education Plan and Evaluation
University of Toledo
BSW Program
Academic Year:

Demographic/Data Sheet Please type		
Name:	Telephone Numbers:	Rocket ID Number: R
Address:	City, State, Zip Code:	Email address:
Field Agency:	Telephone Number:	Fax Number:
Address:	City, State, Zip Code:	Website:
Field Instructor and Credentials:	Email Address:	Telephone Number:
1) Task Instructor:	Email Address:	Telephone Number:
2) Task Instructor:	Email Address:	Telephone Number:
Field Liaison:	Email Address:	Telephone Number
MS 119 – 2801 West Bancroft Street	Toledo, OH 43606	Fax Number: (419) 530-4141 or 2651

Field Agency Schedule:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
One hour of weekly supervision is scheduled for: _____ (Day of Week) at _____ (Time)						

Terms of Field Education Plan and Evaluation

Agency Responsibilities:

The field instructor, acting on behalf of the agency, agrees to:

1. Provide the field student with a thorough orientation of the agency, including the agency’s history, mission, organizational structure, funding, services, strategic planning, policy development and policies and regulations, as they pertain to personnel and interns, the delivery of services and responsibilities to clients and the agency.
2. Provide the field student with specific and ongoing safety procedures related to personal health and safety risks that may be encountered during the internship. The field instructor must also assess the student’s understanding of safety matters and their ability to handle threatening situations in a mature and professional manner. The field instructor is to be knowledgeable and agree to the “Policy Related to Safety of Students in Field Placement”.
3. Ensure that the field student is knowledgeable and understands their rights and responsibilities as an intern at the agency.
4. Guide the field student in comporting themselves according to the values and ethical standards of the NASW Code of Ethics.
5. Provide equipment and clerical assistance necessary to carry out assigned tasks. This may include a desk, telephone, community resources directory, and map.
6. Provide a weekly scheduled one-hour supervision meeting.
7. Not require the student to be in field during the University of Toledo breaks, and holidays. The student is not to be in field placement between fall and spring semesters. Listed below are the dates of the University of Toledo’s fall and spring breaks and holidays.

Fall Semester	Break Between Semesters	Spring Semester
Labor Day: Fall Break: Veterans Day: Thanksgiving Break:		Martin Luther King Day: Spring Break:

8. Provide guidance and information to the student necessary for the student to complete the BSW Field Education Plan.
9. Monitor and verify by signature that the student has completed 224 hours at the agency at the end of the fall and spring semester.
10. Review the student’s daily field activity log on a weekly basis and verify by signature that the student has completed 16 hours per week.
11. Approve the student’s weekly schedule and approve in writing any changes in that schedule. This is necessary in order to ensure liability insurance coverage of the student’s activities at the agency. The liability insurance is provided by the University of Toledo.
12. Complete the student’s field experience evaluation at the end of the fall and spring semesters.

Student Responsibilities:

Evaluation <i>S - Satisfactory</i> <i>M- Marginal</i> <i>U – Unsatisfactory</i>	
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The Social Work Student agrees to:

Fall	Spring
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1. Be at the field agency sixteen hours per week for a total of 224 hours per semester, according to the schedule on demographic/data sheet and approved by the Field Instructor.		
2. Be responsible to the Field Instructor from whom the student is to take assignments, direction, and supervision.		
3. Sign in and out of the agency accurately and according to agency policy.		
4. Notify the Field Instructor and the agency of illness or circumstances creating tardiness or absence, follow procedures required of staff members and to make arrangements with the Field Instructor to make up missed hours.		
5. Abide by other regulations pertaining to agency staff, dress code, professional conduct, and the handling of records. (Students are not to take records home.)		
6. Operate within the policies and procedures of the field agency and the social work program.		

7. Share the Field Experience and Field Lab syllabi and specified assignments with the Field Instructor, and complete the requirements of the Field Experience courses as outlined in the syllabi each semester.		
8. Demonstrate knowledge of the agency; including the agency’s history, mission, organizational structure, funding, services, strategic planning, policy development and policies and regulations, as they pertains to personnel and interns, the delivery of services and responsibilities to clients and the agency.		
9. Attend staff meetings, board meeting, and other agency meetings when appropriate		
10. Demonstrate accurate and effective writing skills by following agency guidelines for timeliness and content when completing documentation		
11. Be prepared and organized for and actively engaged in supervision and follow through with supervisor’s directives.		
12. Take a proactive role in fulfilling responsibilities and expectations of the field experience and field plan.		
13. Follow the State of Ohio Counselor, Social Worker & Marriage and Family Therapist Board Laws and Rules (http://cswmft.ohio.gov/Portals/0/pdf/CSWMFT%20Board%20Laws%20and%20Rules%204757.pdf) and the NASW and Ohio Social Work Code of Ethics with particular emphasis on maintaining client confidentiality, required record keeping and appropriate professional boundaries.		

Statement of the Purpose of the Field Experience Education Plan and Evaluation

The Council on Social Work Education (CSWE) Policy and Accreditation Standards require that BSW students attain mastery of 9 Social Work Competencies and their corresponding Practice Behaviors. “*Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being*” (EPAS, 2015). The student’s mastery of the CSWE 9 Social Work Competencies and practice behaviors are to be exhibited and evaluated in the field experience setting. The competencies and accompanying practice behaviors comprise the Field Experience Education Plan and Evaluation for the BSW field student. The Competencies and Practice Behaviors are to be evaluated by the field supervisor at the end of each semester. **The goal is to create a foundation for which you can practice social work for your entire career and to master these competencies at a beginning social worker level so you have the skills to practice as an entry-level BSW. The hope and challenge for each person is to continue to learn, grow, and develop throughout your career because there will always be updates, changes, improvements, and new areas of focus.**

Procedure for Completing the Field Experience Education Plan:

The Field Student, with the guidance of the Field Instructor and Field Liaison, is to use this document to identify primary learning activities, assignments, and projects that will assist the student in achieving and demonstrating that he/she has mastered the 9 Social Work Competencies and corresponding Practice Behaviors. The Field Experience Education Plan is to be developed during the first few weeks of the internship and will be fulfilled by the student throughout the duration of the internship. It is understandable that during the first weeks of the fall semester, the student may not be able to identify all possible learning activities to be accomplished during the fall and spring semesters. Therefore the student will be able to add activities and make revisions at the beginning of the spring semester.

Procedure for Completing the Evaluation of the Social Work Field Student:

The field instructor will assess the student’s performance and competency level near the end of each semester. Since the evaluation content remains essentially the same during the fall and spring semesters, beginning performance may not reach the higher numbers on the 1 to 5 evaluation scale during the fall semester. During the fall semester, low evaluations in selected areas are acceptable and expected. Fall scores of five (5), will be accepted as long as there is justification/evidence to support the rating. Ratings are designed to show growth in the student’s skill level from fall to spring. The student must also complete 224 hours of field experience by the end of each semester in order to pass the course.

1. At the end of each semester, the Field Liaison will meet with the Field Instructor and Field Student to review the student’s progress in the Field Experience Education Plan and evaluate the Field Instructor’s evaluation of the student’s achievement of the competencies and practice behaviors.
2. The student is to submit the document to the field instructor in electronic format, with the status of each learning activity rated. Please allow sufficient time for the field instructor to complete the evaluation sections of the document prior to meeting with the field liaison
3. The evaluation scoring and comments for the fall and spring semesters are to be completed by the Field Instructor and reviewed with the Field Student before the field visit with the Field Liaison.
4. In the fall semester, this meeting will serve as a collaborative effort to address the student’s strengths and learning needs and help the student prepare for a successful spring semester internship.
5. Additions and revisions to the field plan that will help improve and enhance the students' learning during the spring semester can be discussed during the fall field evaluation meeting.
6. The final grade will be determined by the Field Liaison.

Learning Activity Scoring Key

Students complete the status of each learning activity prior to giving the plan to the Field instructor for completion of the evaluation component.

Use the following to rate the status of each learning activity:

Fall Semester:

Complete (C) – The learning was completed and will not be performed again.

Ongoing (O) – The learning activity is in process and will continue during the spring semester.

Spring Semester:

Complete (C) – The learning activity was completed.

No Opportunity (NO) – There was no opportunity for the learning activity to take place.

Incomplete (I) – The learning activity was not completed even though there was an opportunity for it to take place.

Evaluation Scoring Key

Use the following to evaluate the field student mastery of the 9 Social Work Competencies and their corresponding Practice Behaviors

Fall Semester

5	The Field Student has demonstrated exceptional skill in this competency area for a beginning social worker.
4	The Field Student has demonstrated above average skill in this area and it is an integral part of the student’s practice.
3	The Field Student has demonstrated an adequate level of competency in this practice behavior by gaining experience and meeting expectations. They are making the expected progress at the halfway point of the internship. They are eager to learn and have the ability to consistently demonstrate an understanding and adept application of social work principles and practices. (This score is the equivalent of an A letter grade)
2	The Field Student has to consciously work at this skill and has not as yet achieved an adequate level of competence in the area but appears motivated to continue to focus and potentially meet the expectations within the timeframe of this placement. (This score is the equivalent of a B letter grade).
1	The field student has demonstrated a minimal level of skill in this competency despite learning opportunities. They demonstrate basic, but inconsistent understanding and application of foundational social work principles and practices. A performance improvement plan (PIP) has or may need to be implemented for this student. (This score is the equivalent of a C or less letter grade.)

Spring Semester

5	Advanced skill - The Field Student has demonstrated advanced skill in this competency area for a beginning-level Social Work professional. The student has the ability to consistently demonstrate expert understanding, innovative application, and exemplary execution of social work principles and practices while maintaining the highest standards of proficiency and professionalism. The student has demonstrated their proficiency in the CSWE competencies and readiness for professional social work practice. (This score is the equivalent of an A letter grade).
4	Above Average skill - The Field Student has demonstrated above-average skill in this area, and it is an integral part of the student’s practice. The student consistently demonstrates a solid understanding and proficient application of social work principles and practices. The student demonstrates competence and readiness for professional social work practice. (This score is the equivalent of a B letter grade.)
3	Average skill - The field student has demonstrated an adequate level of competency in this practice behavior by gaining experience and meeting expectations. They show aptitude and preparedness for professional social work practice. (This score is the equivalent of a C letter grade.)

2	Minimal skill: The field student meets the bare minimum requirements. However, significant development is needed to reach higher levels of competency and effectiveness in social work practice. (This score is the equivalent of a D letter grade.)
1	Not skilled at all - the field student has not demonstrated skill in this competency area and is unlikely to meet expectations in the near future despite learning opportunities. The student may have a continued PIP. Despite the PIP, the student has been unable to meet the expectations of this competency by the end of this semester. (This score is the equivalent of an F letter grade.)

SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
Competency 1: Demonstrate Ethical and Professional Behavior		
	Supervisor's Evaluation of Student Practice Behaviors	
Practice Behaviors:	Fall	Spring
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.		
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		
3. Uses technology ethically and appropriately to facilitate practice outcomes.		
4. Uses supervision and consultation to guide professional judgment and behavior.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)

Additional Activities added in spring semester:		
Field instructor's comments regarding student's ability to Demonstrate Ethical and Professional Behavior		
Fall:	Spring:	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
	Supervisor's Evaluation of Student Practice Behaviors	
Practice Behaviors:	Fall	Spring
1. Advocate for human rights at the individual, family, group, organizational, and community system levels.		
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)

Additional Activities added in spring semester:		
Field instructor's comments regarding student's ability to Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
Fall:	Spring:	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
Practice Behaviors:	Supervisor's Evaluation of Student Practice Behaviors	
	Fall	Spring
	1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	

2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.			
Learning Activities:		Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)
Additional Activities added in spring semester:			
Field instructor's comments regarding student's ability to Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice			
Fall:		Spring:	
		Supervisor's Evaluation of Student Competencies	
		Fall	Spring

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice			
		Supervisor's Evaluation of Student Practice Behaviors	
Practice Behaviors:		Fall	Spring
1. Apply research findings to inform and improve practice, policy, and programs.			
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Learning Activities:		Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)
Identify and discuss/learn evidenced-based practice or best practices in use at internship agency. Name(s) of evidence based or best practices:			
Additional Activities added in spring semester:			
Field instructor's comments regarding student's ability to Engage In Practice-Informed Research and Research-Informed Practice			
Fall:		Spring:	

Competency 5: Engage in Policy Practice	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
	Supervisor's Evaluation of Student Practice Behaviors	
Practice Behaviors:	Fall	Spring
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.		
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)
Additional Activities added in spring semester:		

Field instructor's comments regarding student's ability to Engage in Policy Practice		
Fall:	Spring:	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
Practice Behaviors:	Supervisor's Evaluation of Student Practice Behaviors	
	Fall	Spring
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies		
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)

Additional Activities added in spring semester:			
Field instructor's comments regarding student's ability to Engage with Individuals, Families, Groups, Organizations, and Communities			
Fall:	Spring:		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Supervisor's Evaluation of Student Competencies	
		Fall	Spring
		Supervisor's Evaluation of Student Practice Behaviors	

Practice Behaviors:	Fall	Spring
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.		
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)
Additional Activities added in spring semester:		
Field instructor's comments regarding student's ability to Assess Individuals, Families, Groups, Organizations, and Communities		
Fall:	Spring:	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
	Supervisor's Evaluation of Student Practice Behaviors	
Practice Behaviors:	Fall	Spring
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.		
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)
Additional Activities added in spring semester:		
Field instructor's comments regarding student's ability to Intervene with Individuals, Families, Groups, Organizations, and Communities		

Fall:	Spring:	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Supervisor's Evaluation of Student Competencies	
	Fall	Spring
Practice Behaviors:	Supervisor's Evaluation of Student Practice Behaviors	
	Fall	Spring
	1. Select and use culturally responsive methods for evaluation of outcomes.	
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		
Learning Activities:	Complete (C) or Ongoing (O)	Complete (C), No Opportunity (NO) or Incomplete (I)

Additional Activities added in spring semester:		
Field instructor's comments regarding student's ability Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Fall:	Spring:	
Will the student complete 224 field hours at the end of fall semester?	Will the student complete 224 field hours at the end of spring semester?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

*Student may attach a written response to the field evaluation

The following agree to the terms of the Field Experience Education Plan, as written in the preceding pages.

(Written or Electronic Signature. If I choose to type my name in this form, I agree that my electronic signature is the legally binding equivalent to my handwritten signature.)

Student Signature	Date
Field Instructor Signature	Date
Task Instructor Signature	Date
Field Liaison Signature	Date

FALL SEMESTER EVALUATION MEETING:

The following were present at the fall evaluation meeting and reviewed the student the evaluation of the student’s progress in completing the field plan and student’s progress in mastering the 9 Core Competencies and their corresponding Behaviors.

Fall Semester Signatures:	Date:
Student:	
Field Instructor:	
Task Instructor, if applicable	
Field Liaison:	

SPRING SEMESTER EVALUATION MEETING:

The following were present at the spring semester evaluation meeting and reviewed the student the evaluation of the student’s progress in completing the field plan and student’s progress in mastering the 9 Core Competencies and their corresponding Behaviors.

Spring Semester Signatures:	Date:
Student:	
Field Instructor:	
Task Instructor, if applicable	
Field Liaison:	