University of Cincinnati  
School of Social Work

Graduate Program (MSW)  
Field Instruction Manual  
2016-17

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www.cahs.uc.edu/socialwork. Go to the home page and click on Academic Programs,  
then click on Master of Social Work, then MSW Field Education, then MSW Field  
Education Forms and Manuals.

Revised August 16, 2016  
Field policies effective August 22, 2016. These revised policies apply to all students currently in  
field, regardless of their date of matriculation into the School of Social Work.
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SCHOOL OF SOCIAL WORK GRADUATE PROGRAM
MISSION, GOALS AND OBJECTIVES

The School of Social Work prepares students for professional, evidence-based social work practice and leadership in a diverse global society. In collaboration with our community partners and guided by a person-in-environment perspective, we promote social justice and empowerment to enhance the well-being of individuals, families and communities. The School puts into action the social work values of respect for human dignity and difference, the centrality of human relationships, and commitment to service in all its education, research and service activities.

MSW PROGRAM MISSION AND GOALS

The Master of Social Work program prepares students for advanced specialized social work practice and leadership that is grounded in the values and knowledge base of the profession as well as that of related fields; that is responsive to the needs and opportunities of a diverse society - locally, regionally and globally; and that promotes individual, family, and community well-being through empowerment and social justice.

The principal education goal of the Graduate Social Work program is the preparation of professional social workers with competence in either direct practice with individuals, families and small groups or in the practice of social welfare administration and macro practice. The administration and macro practice concentration prepares graduates to critically analyze, influence, and evaluate policy at the local, state, and national levels, and advocate for effective program development and delivery in communities and organizations. The direct practice concentration prepares graduates to provide advanced specialized services to clients in various public and private organizational settings.

Specifically, the MSW program is designed to:

1. To prepare students to practice in an ethical and culturally competent manner consistent with the profession's values.
2. To prepare students to engage in advanced specialized social work practice and leadership in either direct practice with individuals, families, and groups or in social welfare administration and macro practice.
3. To prepare students to use professional knowledge, values, and skills, including theory and research evidence, for practice that empowers individuals, families, and communities.
4. To prepare students for leadership roles in working for policies and programs that promote social justice and human rights.

Curriculum
The curriculum is organized around four major components:

Foundation
provides the basic theoretical, research, and social welfare policy content, as well as the basic knowledge and skills of direct practice and administration, through first-year courses and the first year field practicum.
Concentration builds on the foundation courses and requires that students expand their expertise in direct practice or administration, with secondary knowledge and skill development in the other concentration method.

Specialized Study Area enables students to develop expertise in a field of social work practice through specialized courses and the second year field practicum.

Field provides students with hands-on experience and closely supervised instruction in the development of knowledge in their concentration in both foundation skills and in the chosen area of specialization.

The first year is a foundation year taken by all MSW students (except Advanced Standing). It provides for the acquisition of knowledge and skills in the following areas: (1) social work ethics and values; (2) human behavior and the social environment; (3) social work methods and skills for generalist practice with individuals, families, groups, organizations and communities; and (4) field work. The first (foundation) year strongly emphasizes the community and organizational context of social work practice by progressively focusing on: (1) environmental influences on individual growth and behavior; (2) group processes; and (3) community and societal processes.

In the second (concentration) year, students focus on administrative and macro practice or one of three direct practice specialized study areas: (1) children and families, (2) health and aging, and (3) mental health. Each study area consists of a three-course sequence. In addition, the school makes an effort to provide a field learning experience that complements the student's chosen area of study.

FIELD INSTRUCTION PROGRAM

Mission

The MSW Field Program is designed to provide a closely supervised and educationally focused learning experience that prepares students for competent, accountable and autonomous social work practice. The major objective is the integration and application of knowledge and theory gained in the classroom. By providing a formal structure for hands-on experience, the program affords students an opportunity to apply social work knowledge, skills and values to real-life situations. This "learning-through-doing" process enables students to further self-awareness, to develop cognitive and experiential frameworks for informing practice, to develop and refine personal repertoires of practice skills, and to put their knowledge and skill to use in service to others.

Pragmatically, the field instruction program serves a number of other utilitarian functions. It facilitates professional role socialization by allowing students to experience themselves in social work roles, thereby guiding them toward an understanding and appreciation of the expectation and requirements for successful social work practice. It also provides linkages that enable the School to identify changes and trends in practice, to recognize unmet community workforce needs, and to identify unresolved professional issues. Finally, field education provides opportunities for the School and the community to share information about and mutually participate in the development of current and emerging practice theories and programs. These opportunities enable agencies to contribute to the development of a
curriculum which is responsive to the needs of the community, which in turn facilitates the efforts of the School to better prepare its graduates for the existing and anticipated exigencies of social work practice.

Field Placement Schedule

Advanced Standing: One Placement, 603 Total Hours in Field
Advanced standing students begin the graduate program in the summer term. Along with other coursework, they take a seminar course in the summer in which field expectations, policies, and requirements are covered. Concentration field placements are arranged in the beginning of the semester. Fieldwork begins for 7 weeks starting at the second half summer semester and continues straight through until the following April (excepting school breaks). Advanced Standing students continue in the Concentration placement for the entire MSW program (603 total hours in field).

- Summer Semester (SECOND HALF): Advanced Standing Field Instruction, 7 weeks of field at 17 hours/week (119 field hours total)
- Autumn Semester: Field Instruction I (Concentration), 242 field hours total
- Spring Semester: Field Instruction II (Concentration, 242 field hours total)

Two-year Full Time: Two Placements, 900 Total Hours in Field
Students in the two-year program are required to complete four academic semesters of agency-based field instruction. During the autumn semester of their first year, they are enrolled in the SW7070 Foundation Field I course. They begin their Foundation field placements during week five of the first semester and continue through the end of classes in April (two semesters total in foundation field placement), excepting school breaks. In the spring semester of the first year they choose their concentration for the following year and are matched with their concentration field placements. They begin their concentration field placement at the beginning of autumn semester of the second year and complete it the following April (two semesters total in concentration field placement). Total number of field hours is 900.

- First Year
  - Autumn Semester: Field Instruction I (Foundation) beginning Week 5, 174 field hours total. Orientation to field is provided at the beginning of the seminar course this semester; information about orientation dates is provided via Blackboard.
  - Spring Semester: Field Instruction II (Foundation), 242 field hours total

- Second Year
  - Autumn Semester: Field Instruction I (Concentration), 242 field hours total
  - Spring Semester: Field Instruction II (Concentration), 242 field hours total

Three-year Part Time: One Placement, 900 Total Hours in Field
Students in the three-year part time program only take classes during the first year, and then begin field placement in autumn semester of their second year. They work fewer hours in field per semester, but they continue field during the summer semester concluding the first academic year. Total number of field hours is 900. These students choose a Concentration at the end of the first year of study and are placed in a placement matching that choice; they complete both the Foundation and Concentration curriculum requirements in a single placement site.

- First Year
  - Classes only
Second Year

Autumn Semester: Field Instruction I (Foundation), beginning Week 10, 75 field hours total. Orientation to field is provided at the beginning of the seminar course this semester; information about orientation dates is provided via Blackboard.

Spring Semester: Field Instruction II (Foundation), 210 field hours total

Summer Semester: Field Instruction III (Foundation), 195 field hours total

Third Year

Autumn Semester: Field Instruction I (Concentration), 210 field hours total

Spring Semester: Field Instruction II (Concentration), 210 field hours total

Competencies and Practice Behaviors

A successful field instruction program requires a collaborative student-agency-school relationship that is characterized by clearly defined competencies and practice behaviors. Accordingly, the School has adopted the following competencies and practice behaviors for the first and second years of the graduate program. The practice behaviors serve as anchors of expected professional performance by students in field.

MSW Foundation Field I and Field II Competencies and Practice Behaviors (Some practice behaviors are not demonstrated until the second semester of Foundation field.)

1. Identify as a professional social worker and conduct oneself accordingly.
   - Attend to professional roles and boundaries
   - Demonstrate professional demeanor in behavior, appearance and communication
   - Engage in career-long learning
   - Use supervision and consultation
   - Advocate for client access to the services of social work
   - Practice personal reflection and self-correction to assure continual professional development

2. Apply social work ethical principles to guide professional practice
   - Recognize and manage personal values in a way that allows professional values to guide practice
   - Make ethical decisions by applying standards of the NASW Code of Ethics, etc.
   - Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
   - Tolerate ambiguity in resolving ethical conflicts
   - Apply strategies of ethical reasoning to arrive at principled decisions

3. Apply critical thinking to inform and communicate professional judgments
   - Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
   - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
   - Analyze models of assessment, prevention, intervention and evaluation

4. Engage diversity and difference in practice
   - Recognize and communicate their understanding of the importance of difference in shaping life experience
• View themselves as learners and engage those with whom they work as informants
• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

5. Advance human rights and social and economic justice
• Understand the forms and mechanism of oppression and discrimination
• Advocate for human rights and social and economic injustice
• Engage in practices that advance social and economic justice

6. Engage in research-informed practice and practice-informed research
• Use research evidence to inform practice
• Use practice experience to inform scientific inquiry

7. Apply knowledge of human behavior and the social environment
• Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
• Critique and apply knowledge to understand person and environment

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
• Analyze, formulate and advocate for policies that advance social well-being
• Collaborate with colleagues and clients for effective policy action

9. Respond to contexts that shape practice
• Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities
• Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
• Use empathy and other interpersonal skills
• Develop mutually agreed-on intervention goals and objectives
• Develop a mutually agreed-on focus of work and desired outcomes
• Collect, organize and interpret client data
• Assess client strengths and limitations
• Select appropriate intervention strategies
• Initiate actions to achieve organizational goals
• Implement prevention interventions that enhance client capacities
• Help clients resolve problems
• Negotiate, mediate and advocate for clients
• Facilitate transitions and endings
• Critically analyze, monitor and evaluate interventions

**MSW Direct Practice Concentration Field I and Field II Competencies and Practice Behaviors**

1. Identify as a professional social worker and conduct oneself accordingly.
   • Use self reflection and supervision to manage personal feelings that challenge effective practice within a specific field of service
• Collaborate effectively as a member of a team in practice, differentially using communication, relationship and problem solving skills
• Demonstrate autonomy in a range of complex practice situations
• Evaluate his/her own knowledge and skills and develop a plan for ongoing learning and development
• Integrate a professional view of practice that includes a commitment to social and economic justice

2. Apply social work ethical principles to guide professional practice
3. Identify ethical principles, risk management and legal obligations in social work practice within a specific field of service
   • Utilize systematic processes and consultation as needed to determine an appropriate response to ethical dilemmas within a specific field of service
4. Apply critical thinking to inform and communicate professional judgments
   ▪ Analyze and critique evidence-based practice and controversies within specific fields of service and formulate positions consistent with social work values and ethics
   ▪ Produce written and verbal communications for professional purposes that are consistent with professional standards

5. Engage diversity and difference in practice
   ▪ Integrate the client’s unique viewpoint into the helping process, including experiences of oppression and discrimination
   ▪ Recognize and manage issues of privilege and power in the helping relationship

6. Advance human rights and social and economic justice
   ▪ Identify the impact of current policies and programs on vulnerable and oppressed populations within a specific field of service and formulate advocacy strategies that promote social and economic justice

7. Engage in research-informed practice and practice-informed research
   ▪ Evaluate practice strategies and approaches within a specific field of service
   ▪ Identify relevant research and incorporate current evidence-based practice approaches in assessments, interventions and case planning

8. Apply knowledge of human behavior and the social environment
   ▪ Select and utilize appropriate practice theory in work with clients within a specific field of service
   ▪ Integrate knowledge of biopsychosocial and environmental factors into practice approaches

9. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
   • Utilize leadership skills in the implementation of strategies for improved services

10. Respond to contexts that shape practice
    ▪ Identify trends in local demographics, migration patterns, standards of care and funding that affect service delivery within a specific field of service
    ▪ Evaluate the effectiveness of the American health and social welfare care systems in promoting health and well-being across the lifespan.

11. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities
    ▪ Establish effective helping relationships
    ▪ Attend to interpersonal dynamics and contexts that may strengthen or threaten the helping relationship
Select and use specialized assessment instruments and risk assessment strategies that are appropriate for assessment within a specific field of service
Formulate explicit assessment statements, taking into account strengths and limitations on the individual, interpersonal and environmental levels
Utilize knowledge of social programs and policies to intervene on behalf of clients within a specific field of service
Collaborate with clients to achieve cognitive, affective and/or behavioral changes within a specific field of service
Effectively use the helping relationship to support the process of change
Manage planned and unplanned endings with clients within a specific field of service, including appropriately referring clients to other resources when necessary.
Utilize systematic methods to evaluate practice and program

**MSW Social Welfare Administration and Macro Practice Concentration Field I and Field II Competencies and Practice Behaviors**

1. Identify as a professional social worker and conduct oneself accordingly.
   ▪ Assume leadership roles and manage professional boundaries in macro practice
   ▪ Evaluate personal knowledge and skills and develop a plan for ongoing learning and development
   ▪ Integrate a professional view of practice that includes a commitment to social and economic justice
2. Apply social work ethical principles to guide professional practice
   ▪ Apply ethical principles to macro practice in organizational and policy context
3. Apply critical thinking to inform and communicate professional judgments
   ▪ Analyze evidence-based models of macro practice, utilizing practice wisdom to effectively serve client systems
   ▪ Produce written and verbal communications for professional purposes consistent with professional standards
4. Engage diversity and difference in practice
   ▪ Analyze institutionalized discrimination and inequality in the United States and how these inequities shape social policy and impact social service delivery
   ▪ Recognize and manage issues of privilege and power in stakeholder relationships
5. Advance human rights and social and economic justice
   ▪ Use organizational and community resources and empirical evidence to impact inequitable social conditions, policies and practices
   ▪ Use organizational and community resources and empirical evidence to promote social and economic justice
6. Engage in research-informed practice and practice-informed research
   ▪ Use empirical evidence to create strategies for system change
   ▪ Systematically collect, analyze and report information that informs relevant practice decisions
7. Apply knowledge of human behavior and the social environment
   ▪ Select and synthesize theories on human behavior and the social environment to develop effective macro interventions
   ▪ Utilize multiple conceptual frameworks to assess, intervene and evaluate macro systems
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

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- Master skills in utilizing data and evaluation methods to document the need for policy and/or program change
- Provide leadership in the promotion and implementation of programs that address societal needs

9. Respond to contexts that shape practice
- Engage in continuous scanning and forecasting and adapt macro practice based on the knowledge acquired
- Recognize the use of technology in shaping service delivery

10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities
   a. Engagement--
      - Engage key stakeholders through active listening and constructive dialogue
      - Apply collaborative skills for inter-organizational planning, coordination and development
   b. Assessment--
      - Design and conduct community, organizational and technological assessments
      - Apply basic principles of information management to the analysis of existing (and emerging) information systems in the human services
   c. Intervention--
      - Assume strategic roles in macro practice to accomplish organizational mission, goals and objectives
      - Apply management strategies to engage in decision making, strategic planning processes and community level collaborative practice
   d. Evaluation--
      - Develop and recommend program and/or policy changes based on evaluation

Educational/Learning Contracts and Orientation Checklist
These competencies--and practice behaviors--must be incorporated into written educational (also known as learning) contracts. Learning contracts are prepared collaboratively by the field instructor and student at the beginning of Foundation and Concentration years of field instruction and are revised during subsequent semesters.

The contract also should incorporate the individualized expectations of professional performance of the specific student and specific field instructor including specific, measurable assignments that will be used to demonstrate and evaluate the student’s achievement of the identified expectations.

The checklist of items to be covered during the orientation phase of a student’s field placement should be completed and signed during the first 4 weeks of the first semester at an agency. The signed checklist should be turned in to the field liaison at the same time as the learning contract.

Field Seminar and Field Orientation
Students are enrolled in a concurrent seminar scheduled alternate weeks while performing field activities. At the beginning of the first semester of the first year of field, a several-session orientation to field is held instead of the seminar. This orientation is mandatory. Failure to attend all orientation sessions means that the student cannot begin field. During the first year, first semester of field, seminar begins at week 5 (for full-time students) and week 10 (for part-time students).

Students must be enrolled in seminar if they are participating in field.
Learning Experiences
Field placements are aligned with the structure of the graduate curriculum. The foundation semesters are devoted to building advanced generalist skills regardless of where students are placed. Placement sites for the second year are expected to provide students with a concentrated learning experience. As a matter of policy, the MSW program does not accept life or work experience as a substitute for field practicum or any other required social work courses.

FIELD PLACEMENT PROCEDURES

Initiation and First Year Placements
Per School policy, students are neither expected, nor permitted, to set up their own field placements.

All placements are arranged by the Director of Field Education, who assumes primary responsibility for ensuring that students are placed in agencies that meet the requirements of the School and that are able to provide the types and progression of learning experiences mandated by the field instruction program.

During the first year, the Director of Field Education assigns students to an agency for placement, but the agency is always free to make the final decision about accepting that particular student for placement.

Students interested in agencies not currently providing placements with the School should contact the Director of Field Education. The Director will then determine if a placement can be opened at that time and if so, initiate the process of exploring placement opportunities at those agencies in accordance with School of Social Work policies and College of Social Work Education (CSWE) accreditation policies.

It should be noted that due to the "real world" constraints of community agencies, only rarely are placements available that can accommodate weekend or evening hours. Students should be prepared to make needed accommodations so that they can participate in placement during weekday hours. Also, available placements can change and some locations will be more convenient for students than others. Students should be prepared for some travel to get to their placements. (Unfortunately, due to budget constraints, the School cannot provide mileage reimbursement.) The Field Office will try to limit travel as much as possible. Due to the concurrent nature of the program, students who cannot participate in field in most cases consequently will be unable to progress with their other MSW coursework (aside from electives).

Preference of Specialized Study Areas
Full-time and part-time students will indicate their preference for a concentration (administration or direct practice) and for those preferring direct practice, a specialized study area (children and families, health and aging, mental health). Full-time students will indicate their preference during the spring semester of their first year; part-time students will do so at the beginning of fall semester of their second year in the program. Students will have an opportunity to learn about the various fields of practice and the course sequence prior to stating their preferences.

Students will be given at least 2 options for interviews at agencies offering placements in their specialized study areas. The placement agencies will interview several students for each of their placements and will make the final decision about whom they will accept for placement. In the unlikely event that there is not enough space or placements to accommodate student preferences and other efforts to resolve the issue have failed, specialized study areas will be assigned randomly. In addition, agency placement sites and openings vary with the needs of the market and the availability of qualified MSW field instructors. The
Field Office makes every effort to accommodate students’ areas of interest and preferences with field placements, but specific placements cannot be guaranteed. The School will, however, make every effort to guide the students learning at the agency so their experience will support their specialized study area.

**Agency-Student Matching Process**

During the spring (for advanced second year and Advanced Standing placements) and summer (for foundation and part-time placements), the Director of Field Education sends out a form entitled “Current Openings for MSW Students” to all agencies and field instructors who have provided placements for our students or who have expressed an interest in student placements. The form describes the openings and learning experience available to the student that academic year. Some agencies will offer foundation year experiences, some will offer concentration experiences, and some will offer both. The learning opportunities available at the agency dictate what type of placement can be offered. Before classes begin fall semester, first year foundation students will be asked to complete a background outline and provide a resume about themselves to the Field Office and they then will be assigned to interview at one of the agencies providing a foundation experience.

Second-year foundation students planning to enter the field are given a background outline to complete during spring semester. This outline and the resume that students also are asked to provide gives detailed information on the student’s prior work and volunteer experiences, educational background, career goals, and field placement preferences and aids in the “matching” process for concentration placements during the second year.

Advanced Standing students receive the background outline form by mail when they are admitted or during program orientation, and part-time students complete the form early in their first semester of field. These two groups of students work in one placement for their entire field experience.

Students will not be placed at the same agency where they have completed a former student internship experience for any of their placements.

The School offers no guarantee that a student will be able to resume his/her same placement if he/she leaves school and resumes field at a later time.

**Background Checks for Social Work Students**

Social work students should expect to be required to complete background checks in many practicum and placement sites (e.g., when working with children, when working at federal agencies) and when applying for internship and for licensure. The following are samples of the types of questions students should expect to be asked on these background checks:

- Has disciplinary action, in writing, ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing/certification board?
- Have you ever been suspended, terminated, or asked to resign by a training program, practicum site, or employer?
- Have you ever been convicted of an offense against the law other than a minor traffic violation? (A DUI is not considered to be a minor traffic violation.)
- Have you ever been convicted of a felony?

If students will need to answer “yes” to any of these questions, it is possible that they will not qualify for certain clinical training experiences. It may mean their placement options are limited; it also may mean that they are unable to be placed in field. The School will make two attempts to place a student at an agency at which we believe would consider the student and can offer the specific learning opportunity
needed. If the student is unable to be placed after these two attempts, the student will be unable to continue in the MSW program. In addition, it is important to understand that when students apply for field placements they will be asked specifically about prior disciplinary action and prior legal convictions. It is very important for students to discuss their responses with the Director of Field Education. Because legal convictions may have important implications for field placements, student success in the internship match, and eventual licensure, we require students to discuss with the Director of Field Education as soon as possible any such incidents that occur during training or have occurred in the past. Sharing this information with the Director of Field Education will allow her or him to more effectively provide students with guidance about whether a conviction has negative implications for professional development and/or progression in the social work program and about how to proceed in strengthening applications for field experiences.

Students who do not disclose prior disciplinary action/prior legal history in advance of field interviews, and whose history is then discovered by the School or the field agency, will be referred to School administration. Students will not interview with any additional agency nor be placed in field until a final recommendation is made regarding the student’s status at the School. One consequence may be a delay in the student’s placement in field and his/her progress through the MSW program.

It is the School’s policy to disclose student information of significance to agencies considering a student for placement. This includes but is not limited to information related to a prior termination of placement. All students sign a release for this purpose before the placement process begins. Students who are not willing to sign such a release will not be placed in field and therefore will not be able to continue in the MSW program. Agencies assume risk when accepting a student and students are practicing under their field instructor’s social work license, so they must be able to make an informed decision about accepting a student.

Students who cannot be placed in the field due to their legal history or legal record or prior behavior in field after two attempts at placement by the field office will not be able to proceed in the MSW program and therefore will be dismissed by the School. The agencies selected for these attempts will be at the discretion of the Field Office.

Drug Testing at Placement Sites
Most students can expect to be drug tested during the interview process at their placement site. Many agencies also conduct random drug screenings which might involve the student at any time while in the placement. The School strongly recommends that students do not engage in any recreational/illega l drug use during their enrollment. A student testing positive for drugs (not used as prescribed by a physician) during his/her field placement, including during the onboarding period, has violated the UC Student Code of Conduct. The student will be terminated from the placement and proceedings will be initiated as outlined in the Code. The student will be subject to sanctions as outlined in the Code, up to and including dismissal from the University. Should the student be permitted to continue in the MSW program, the results of drug screenings will be shared with future agencies at which the student is matched for placement; students sign a release form before they are placed in field to allow for this release of information (see “Pre-Placement Interviews”).

Pre-Placement Interviews
Students are generally assigned one agency during the first year and at least two agencies during the second year at which to interview. It is the responsibility of the student to contact the assigned agency/agencies within 3 business days after being matched and set up appointments for pre-placement interview(s). Students are required to set up interviews at all the agencies at which they have been
matched. Students who do not do so are considered out of compliance with Field policies and at a minimum may have their field grade lowered as a result.

Students will sign a release form before placement begins giving the School full consent to release any information necessary about them to potential field placement agencies for the purpose of obtaining a field placement. *Students who are unwilling to give this consent will be unable to be placed in field and will not be able to continue in the MSW program.*

Pre-placement interviews give field instructors and students a chance to meet, to discuss the placement opportunities and expectations, and to determine if they would like to work together. During the foundation year, the agency has the option of deciding not to offer a placement to a student; the student does not have this option during the foundation year. Students take copies of their background outlines and resumes to their pre-placement interviews for the field instructors to review.

Students who are not selected for placement after two agency interviews due to issues related to their placement interview performance may have their status in the program evaluated by School administration. Students also may be referred to faculty for coaching or to other services to improve their readiness for field placement. Depending upon the issue and the timing, this may impact a student’s progress through the MSW program or the student’s ability to continue in the MSW program.

Students need to be open to the possibility of travel to their placement site and to be available to work in placement during weekday hours. The Field Office will attempt to accommodate students’ needs in this regard as much as possible according to student demand and agency availability. *Students who cannot accept a placement due to these reasons when no other placement possibilities exist (as determined by the Field Office) will not be able to continue in the MSW program.*

Students also need to be prepared to participate in required on-boarding activities at their own expense. These may include but are not limited to background checks, drug screens, and physical exam and vaccinations.

**Confirmation of Placement**

Once a field instructor and student have agreed upon a field placement, they complete a brief “preliminary confirmation of field placement” form which the student returns to the Field Director. *Students may not start their field placement until this form is received in the Field Office. Any hours spent in field before the form is submitted will not count toward the field hour requirement.*

Students need to complete a new preliminary confirmation form if their field instructor changes or if their field placement site changes. They do not need to complete a new form if their schedule changes at the field placement. It is the student’s responsibility to ensure that information about their field placement is current with the Field Office.

**Supervision in Field**

It is the School’s expectation that the student’s field instructor will be working on site (for the most part) during the same hours the student is engaged in field instruction. Students are not permitted to work alone and/or unsupervised in field. Note that this does not mean that students cannot engage in independent practice. It does mean that the field instructor or task instructor must be available to them on site. An on-site task supervisor may be a master’s level person (not necessarily an MSW) in the field instructor’s absence. It is the School’s expectation that students who are providing services in the community (but outside the agency’s facilities) “check in” in person with their field instructor each day.
before they provide services and that their field instructor is available to them by phone during the time they are providing services outside of the agency’s facilities. It is also the expectation of the School that there is a “check out” procedure at the end of the student’s day in field in the community for safety purposes. Any exceptions will need to be approved in advance by the Director of Field Education.

**Student Difficulties in Field**

One of the necessary skills social workers learn is conflict resolution. Occasionally students will experience conflict in their field placement. Students who are experiencing difficulties in field will first be directed to address the situation directly with their field instructor. They are strongly encouraged to keep their field liaison involved, but the field liaison typically would not meet with the field instructor about the situation unless the student’s attempt at resolution with the field instructor was unsuccessful. Should difficulties continue after that point or prove to be severe, the Director of Field Education also will become involved. Both students and field instructors are strongly encouraged to address any potential difficulties early, optimally when they first occur.

**Unsatisfactory Progress or Performance**  
(also see: “Procedures for Unprofessional Conduct/Behavior”)

The vast majority of our students perform well in their field placements. However, it is important to have clearly defined procedures in place for handling unsatisfactory performance should they be needed. Accordingly, the School has adopted the following set of procedures:

1. The field instructor should notify the faculty liaison as soon as possible if a student’s performance does not meet acceptable standards.

2. The field instructor should immediately set up a conference with the student. The faculty liaison may be present for this conference also.

The field instructor should provide specific, detailed information about the nature and severity of the problem to the student. The student must receive precise, clear information about the problem to work successfully toward correcting it.

The field instructor and student should develop a plan of action and a specific time period for resolving the problem. The faculty liaison could also help to develop the plan of action with specific time period for resolving the problem if he/she is involved at this point.

The conference should be followed up with a written memo provided to the student with copies for the field instructor and the faculty liaison. The memo may be written by the field instructor or the faculty liaison.

The liaison and/or the field instructor, at their discretion, may require the student to sign the memo. The student’s signature on the memo will indicate that the student has read the memo and that he/she understands the plan outlined in the memo.

The liaison should schedule an immediate agency visit when the copy of the memo about the problem is received.

3. At the end of the time period specified in the plan or action, the field instructor and student should hold a conference to review the progress that has been made on resolving the problem. The faculty liaison may be present for this conference if the field instructor and/or student
request that the liaison attend. If the problem has been resolved, that outcome should be stated in a written memo to the student with copies for the field instructor and faculty liaison. The memo may be written by the field instructor or the faculty liaison.

If the problem has not been resolved, the field instructor should call the faculty liaison to schedule an immediate agency visit. During that visit, the faculty liaison should meet with the field instructor and the student to review the situation. If other options or alternatives can be tried out, they should be formalized into a plan of action and the same set of procedures as before should be implemented. Again, everything should be documented in writing.

4. If at the end of this time period the performance problem still remains unresolved, the student will receive a failing grade for the field, regardless of the number of hours spent at the placement to date. A failing grade will trigger an automatic review by the faculty, after which a decision will be made regarding next steps and the student’s continued participation in the MSW program.

5. In the unlikely event that the student’s alleged conduct is of such severity as to potentially jeopardize the agency and/or agency clients, the field instructor will immediately notify the field liaison and/or Director of Field Education. In that event and depending upon the allegations and the placement’s response, the student may be suspended from field until the situation is resolved (superseding steps 1-4 above). Resolution may involve the College Hearing Panel, School of Social Work administration and/or other University administrators (depending upon the alleged offense). The School will work as quickly as possible toward resolution.

Social Worker Trainee Status
Students may be required by their agencies to obtain Social Worker Trainee status from the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board: http://cswmft.ohio.gov/SocialWorkers/SocialWorkTrainee.aspx

It is the student’s responsibility to ask his/her placement agency if the SWT is required. Failure to obtain the SWT if required will affect the student’s progression through field. This status must be renewed by the student every semester he/she is in field. The student is responsible for obtaining the SWT and keeping it current with the Board every semester. Failure to keep the SWT in effect by the student when it is needed for placement may result in actions from a lowering of the field grade up to and including the removal of the student from the placement.

If the student is unable to participate in field due to his/her failure to obtain the SWT, the student may be temporarily suspended in field until the SWT is obtained. If the student is unable to participate in field for a significant length of time such as he/she would be unable to “catch up” within the semester, the student may need to withdraw from field and resume fieldwork and other coursework when back “on sequence.” This will delay the student’s progress through the MSW program.

Students may obtain the SWT by providing the Board with a copy of their enrollment in the MSW program and a field placement course. A letter from the School is not required. Students should be aware that background checks are required as part of this process and may take some time to obtain.
**Benchmarks for Progression in Field**

Progression in each semester of field is not automatic. Students are required to achieve certain “benchmarks” to proceed in field. To proceed to Foundation Field I, students must attend the field orientation (part of the seminar class), complete Blackboard modules related to field and pass related quizzes at a level of 80 percent or better, complete and submit all required field forms and confirm their field placement through written verification. To proceed automatically to Foundation Field II and Concentration I and II field, students must achieve a “B” grade or better in both field and the field seminar for that semester. Students who fail to do will be required to develop an action plan with their field instructor and faculty liaison and progress satisfactorily with the plan. Progress will be addressed through regular check-ins with the faculty liaison. Failure to make the needed progress with the action plan may result in a referral to School administration and possible termination from the program.

Similarly, placement in field is not guaranteed. Should a student’s current behavior indicate unprofessionalism or lack of readiness to enter field (including a repeated or severe inability/unwillingness to comply with field policies and procedures), or should a student’s prior behavior in the University suggest that the student will not be able to perform appropriately in a field setting, the student may not be eligible to enter field. This determination will be at the sole discretion of the Director of Field Education in consultation with the School director and MSW program chair. This likely will slow the student’s progression through the MSW program. An action plan will be developed with any student who is not able to be placed in field. The action plan will be reviewed at the midpoint of the timetable that is established by the plan. Should a student be unable to fulfill the terms of the action plan in the timetable that is established, the student will be referred to School administration. This may result in the student’s dismissal from the program or further delayed progress through the program.

**Termination/Re-Placement**

Although the majority of our students complete their fieldwork at the same agency, it is sometimes necessary to terminate a field placement. Every effort possible is made to work through the problems or issues underlying a request for placement termination.

A field placement may be terminated for the following reasons: (1) the student withdraws from the MSW program, (2) the student’s performance does not meet acceptable standards, (3) the student has been found ineligible to start/continue with the placement due to background check findings (not previously identified by the student) or drug screen results, (4) the student and field instructor are unable to develop or maintain an effective and collaborative working relationship, (5) the agency undergoes unanticipated changes in policies, programs, resources or funding that adversely affect the student’s learning or ability to achieve fieldwork goals and objectives, and (6) the designated field instructor is unable to continue serving as field instructor and the agency is unable to provide another qualified field instructor.

Field terminations for issues solely under the student’s control (such as unprofessional behavior or inability to perform at the required skill level after an attempt at remediation) are considered terminations “for cause.” Two such terminations will result in automatic dismissal from the MSW program. If the student is unable to be placed at another agency due to these issues after two attempts at placement, the student also will be dismissed from the program.

The field instructor and student should notify the faculty liaison and the Director of Field Education as soon as it becomes evident that the placement may need to be terminated. (It is expected that an attempt at remediation has already been made unless the performance/behavior is of such severity that immediate termination is necessary.) If they haven’t already, the field instructor, student, and faculty liaison should convene to discuss the reasons for the possible termination and to verify that all possible
efforts have been made to work through the underlying problems or issues. The Director of Field Education will be available to offer guidance and consultation and will participate in this conference as requested by the liaison, field instructor and/or student.

A written document, identifying the reasons for the possible termination should be developed by the field liaison. The student, the Field Instructor and the Director of Field Education are to receive copies of this document. The Director of Field Education will then make a determination as to whether the placement should be terminated. The student will then meet with the Director of Field Education to determine the next steps. All re-placements will be approved and arranged by the Director of Field Education, in consultation with the student and the faculty liaison.

Field agencies may decide to terminate a student from placement without first obtaining approval from the School. The Director of Field Education will attempt to intervene as appropriate and will then work with the student on re-placement if the student is eligible to continue in the program.

Students who are terminated from placement may be referred to the College Hearing Panel or School, College or University administration, depending upon the reasons for the termination of placement. This may delay the re-placement process and may affect the student’s status in, progress through and/or continued participation in the MSW program.

Under no circumstances should the student stop reporting to the field site assigned until he or she has written permission from the Director of Field Education. Doing so will result in a failing grade for that semester of field instruction. The hours already completed will not count, and the student will be required to repeat the entire semester to graduate. The F grade also will trigger an Academic Review.

Students who don’t show up to field as scheduled without notifying the field instructor in advance also will be considered as “walking off” field unless a reasonable explanation necessitating such behavior (and documentation as requested) is provided. Not showing up as scheduled for field presents a burden for agencies and the clients they serve. The penalties for this behavior are the same as for students who stop reporting to their field sites entirely.

Due to the MSW program’s structure with concurrent coursework in the second year, second year students who are resuming field after an absence will need to resume at the point at which the interruption in their studies occurred. This may necessitate a wait to resume field. For example, a student who leaves school during spring semester of his/her second year will have to wait until the following spring semester to resume field. First year students must be current with all their required field hours for the first year before they can begin the second year of study in fall semester.

Students who are seeking re-placement after an absence in the program should contact the field director at least two months prior to the start of the semester at which they intend to resume field. Depending upon the student’s situation, some aspects of field for students returning may need to be repeated. This will be determined by the Director of Field Education in consultation, as needed, with the MSW Program Director and/or SSW Director. Repeating field can be expected if the student has been out of field for more than one academic year, the placement is made at a different agency than the placement at which the student previously was assigned, and/or performance at the previous placement was unsatisfactory.

Students must be enrolled in the concurrent seminar course while in field. Students who receive an “F” in field will receive an “I” (incomplete) in seminar provided they are making satisfactory progress and will
need to participate in that seminar from the beginning of the semester when they re-enroll in field. They will need to fulfill all seminar requirements from the beginning of the semester to earn a seminar grade; past semester work in seminar will not count toward the current semester’s requirements. Students who are making unsatisfactory progress in seminar may receive an “F” for seminar as well and will need to repeat field when they re-enroll in seminar. They may have to repeat all of their field hours for that semester as determined by the Director of Field Education.

FIELD EVALUATIONS
Students must be formally evaluated by their field instructors at the end of each semester of field instruction. A foundation evaluation form is used for the first two (2) semesters. A direct practice or administration form is used (depending on the student’s chosen concentration) for the remaining two (2) semesters. Advanced Standing students are evaluated using a revision of the direct practice form that includes some foundation learning objectives for the first semester of field. In the remaining semesters, they are evaluated by the regular direct practice or administration objectives. The appropriate evaluation forms are sent to the field instructors by the Director of Field Education. These forms are provided in an electronic format.

Approximately three (3) weeks before the evaluation is due, the field instructor and student should meet to review the student’s performance and to discuss the evaluation.

The evaluation form must be signed (electronically) by the field instructor and student before it is returned to the field liaison. Field grades will not be submitted without the signatures of both. The student signature indicates that the student has read and understands the evaluation. A signature does not necessarily signify that the student is in agreement with the evaluation. Students disagreeing with their evaluations have the option of adding their comments to the evaluation form or submitting an addendum.

The log of hours form is also turned in at this time to the field liaison and signed by both the student and field instructor who acknowledge by their signatures that the log is an accurate representation of hours worked in field.

The field liaison turns in the evaluation documents (evaluation and log of hours) to the Director of Field Education.

Scores on the evaluation (primarily) and the student’s compliance with Field policies and procedures (secondarily) will generally determine the final field grade: A, B, C, F, I, SP or UP. (Plusses or minuses also may be given.) The field instructor is responsible for scoring the learning tasks according to the evaluation criteria (see below). If the scores differ from the field liaison’s understanding of the student’s performance in field, the field liaison will contact the field instructor to discuss the rating. The field liaison makes the recommendation for the field grade. If the scores/grade differ from the Director of Field Education’s understanding of the student’s performance, the Director will consult with the field liaison and/or field instructor as needed. Students with more than 3 ratings of 3, 2 or 1 (indicating unsatisfactory progress) will not be eligible for an A grade, regardless of the actual evaluation percentage. Final responsibility and authority for the field grade rests with the Director of Field Education in consultation with the field instructor and field liaison as needed.

Evaluation criteria for field performance is as follows:
5—consistently meets or exceeds expected professional performance. Learning tasks are fully completed to the level that is appropriate for the semester. Overall performance on learning tasks related to the
practice behavior is of excellent quality commensurate with student’s educational level in the MSW program (year and semester)
4—mostly demonstrates expected professional performance. Learning tasks are mostly completed to the level that is appropriate for the semester. Overall performance on learning tasks related to the practice behavior is of good quality commensurate with student’s educational level in the MSW program (year and semester)
3-somewhat demonstrates expected professional performance. Learning tasks are somewhat completed to the level that is appropriate for the semester. Overall performance on learning tasks related to the practice behavior is of satisfactory quality commensurate with the student’s educational level in the MSW program (year and semester).
2-Seldom demonstrates expected professional performance. Learning tasks are seldom completed to the level that is appropriate for the semester. Overall performance on many learning tasks related to the practice behavior is of poor quality commensurate with student’s educational level in the MSW program (year and semester).
1—consistently fails to demonstrate expected professional performance. Learning tasks are not completed to the level that is appropriate for the semester. Overall performance on learning tasks related to the practice behavior is of poor quality commensurate with student’s educational level in the MSW program (year and semester).

The grading scale used with evaluation scores is as follows (numbers represent percentages):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>F</td>
<td>72% and below</td>
</tr>
</tbody>
</table>

(Percentages are rounded to the nearest .5. (For example, 72.5% is scored as 73%, 72.4% is scored as 72%.)

Field evaluations must be sent to the faculty liaison by the dates indicated on the field instruction calendar. The University maintains strict deadlines for the receipt of final grades. A student whose evaluation is not submitted by the deadline will not receive a final letter grade for field at the end of the grading period.

**GRADING**

Students receive a letter grade at the end of each semester of field instruction. All students accept this grading method by continuing their enrollment in the course. It is all enrolled students’ responsibility to confirm they have registered for the course’s correct grading method.

The School allows the following grades to be awarded for graduate-level work:

A/A- = Excellent work of outstanding character
B+/B/B- = Work of good quality, adequate but not outstanding
C+/C = Work of marginal quality
F = Below acceptable level
I = Incomplete work
SP = satisfactory progress in field (an “incomplete” for field purposes)
UP = unsatisfactory progress in field (an “incomplete” for field purposes)
NG = no grade

Students will be graded on performance, not potential or effort. Performance should be evaluated in accordance with the specific expectations of each semester of fieldwork.

Compliance with field policies and procedures is expected and is considered part of overall Field performance. Students who do not comply with Field policies, procedures and deadlines may have their Field grades dropped up to one full letter grade, depending upon the severity and reasons for the non-compliance. First year students who demonstrate a pattern of non-compliance also might not be considered for competitive field placements for their second year. If the noncompliance is repeated and/or severe, the School will consider the student as not being ready for field placement, and the student will not receive a field placement. This will delay the student’s progress through and/or continued status in the MSW program. (See “Benchmarks for Progression in Field.”)

"A/A-" and "B+/B/B-" are passing grades for the field. A grade of "C+/C" will be accepted once with a required written narrative on what must be improved by the end of the following semester. (Note that there is no C- grade for graduate work.) There will be a required three way conference between the student, field instructor and the faculty liaison to be held after the grade is assigned and before the end of the fourth week of the following semester to review the areas of difficulty and to develop a plan of action to improve the student’s performance by the agreed upon deadlines. Required conferences between the field instructor and the student, with resulting summary reports on the student’s progress toward learning, will be held during the fifth and eighth weeks of this same semester. A second grade of "C+/C" will result in a formal academic review with termination from the program as one possible option.

A grade of “F” is a failing grade and triggers an academic review. The student’s eligibility to continue in the program after receiving a failing grade in field will be based on the outcome of this academic review.

A clear distinction should be made between an “I”/”SP”/”UP” and an “F”. An “I” or “SP” means that a student’s performance has been satisfactory, but the student has not completed his or her assigned field hours due to factors beyond his or her control (e.g., serious illness, personal crisis, death in the family). An “UP” means that field work is in progress, and performance is unsatisfactory to date. (Students who then complete the field hours will not necessarily earn an F in field, but they also are unlikely to earn an "A.") An “F” means the field work has been completed and performance was unsatisfactory. An “I” or “SP” or “UP” should not be used as a probationary grade for unsatisfactory field performance. If a student does not complete field hours due to factors beyond his or control, an SP or UP generally should be assigned. A student whose progress in field cannot be assessed will be assigned an “I.” If a student does complete field hours but does not complete assignments due to lack of motivation, poor performance or too many unexcused or unacceptable absences, an “F” should be assigned.

Students who are being investigated by the College or University for academic or non-academic misconduct related to field will receive an “NG” (no grade) until the matter has been resolved.
A final letter grade for field will not be awarded until required field hours for the semester are complete. It is the School’s expectation that all hours for field are completed by the last day of classes for the semester unless the agency requests that the student continue in field during the break to ensure client continuity of care.

Students requesting extended time to complete their field hours must fill out a “Request for Grade of Incomplete Progress” form, which is available online. They should identify the reasons the required fieldwork hours and assignments could not be completed. All requests for incompletes will be reviewed by the Field Director and faculty liaison. Incompletes are not given for routine events that prevent a student from completing his/her field hours by the last day of classes for the semester (a “grace period” during exam week to complete hours without penalty may be granted). Students granted an extension generally must complete the field requirements by the conclusion of week 5 of the following semester in the same academic year, consistent with the School’s policy regarding incompletes; an extension beyond that time will be made on a case-by-case basis by the Director of Field Education.

Full-time students must have completed all foundation (first year) field hours and have grades for both Foundation I and Foundation II field in order to advance to the concentration (second) year.

Students who have been given an “SP/UP/I” for field should note that a “SP/UP/I” will be automatically turned into an “F” in one academic year if field is not completed in that time. (The actual time frame for this is determined by the Registrar and at the time of this writing occurs 8 working days before the grading deadline; students should check with the Registrar for the actual date and respond accordingly.) It is the student’s responsibility to ensure that this does not happen if he/she does not want an F on his/her academic record. Any grade of F will affect the student’s ability to progress through the MSW program.

Students who receive an F grade in field will automatically receive an incomplete for seminar (and vice versa) if their performance has been satisfactory in the other course. If it is not, they will receive an F in the other course also. Both courses will need to be repeated together.

Field Placement Policies

Acceleration
Students are not allowed to waive any fieldwork course or to accelerate the field instruction program. Acceleration compromises the integrity of the curriculum and conflicts with the policy of the School that fieldwork and course work should be taken concurrently.

Therefore, students may register for Field Instruction I and II (Foundation) if they are taking the concurrently required first year courses. Students also must take Field Instruction I and II (Concentration) and the concurrently required second year courses at the same time.

Timely Completion of Field Contracts
Students who have not completed their education contracts by the deadline specified may be unable to accrue additional field hours until the contract is complete. This decision will be made by the faculty liaison or field director (in consultation with the faculty liaison).

Hours
Full-time students are required to spend approximately 17 hours each week in their field placement agencies, completing 416 field hours in the first year and 484 hours in the second year for a total of 900 hours. Part-time students work approximately 15 hours a week in field, completing 480 field hours in the
second year of study (including the summer) and 420 hours in the third year of study for a total of 900 hours. In the advanced standing program, students complete a total of 603 field hours and work approximately 17 hours a week in field. The field instruction calendar, revised annually, indicates when each semester begins and ends and is consistent with the University calendar.

Working the required number of hours per week is a course requirement for field. Students who are not able to do so for temporary, extenuating circumstances need to consult with their field liaison and field instructor when this need becomes apparent. It also might be agency preference or requirement that students continue their hours over vacation breaks to maintain client continuity of care. This request will be honored by the School provided students do not work more than the required hours for field. In any case, students need to complete an “Incomplete Progress” form outlining their situation and their plan to catch up with the required hours the following semester. The completed, signed form needs to be turned in to the Director of Field Education by the designated deadline. Failure to complete the required number of hours and not turn in this documentation will result in a lowered grade for field.

It is the School’s expectation that all hours for field are completed by the last day of classes for the semester unless the agency requests that the student continue in field during the break to ensure client continuity of care. A “grace period” to complete hours may be given for hours completed during exam week. Failure to complete the required number of hours for field by the specified deadline for the semester without an approved reason for not doing so will result in a lowered grade for field, just as when a student completes a class assignment after the deadline. The grade will be lowered by one half letter grade for every week past the grace period that field hours are not completed.

Generally, field hours for one semester must be completed before the student may progress into the next semester (which may necessitate the student working in field during a University break). Occasionally there may be reasons why the deadline would have to be extended. However, if a large number of hours remain uncompleted before the next semester begins the student may need to complete the field hours for the semester and not resume classes until the field placement for the previous semester is completed. Due to the sequential nature of the program, this may result in a delay of resuming classes up to one entire year. It is the student’s responsibility to discuss any difficulties with field hours as soon as they arise with his/her field liaison and/or the Director of Field Education. The student may be required to meet with the Director of Field Education and present a written plan to show how the hours will be completed.

In general, students are neither expected, nor required, to spend more than their required hours in their field placement agencies on a regular basis. Putting in more hours a week on an occasional basis is acceptable and, in fact, may be advisable at times so the student can take advantage of important learning opportunities (such as a fund-raising event, training session, or staff meetings). If a student puts in “overtime” hours, the student should then take off the same number of hours at a later time agreed upon by the student and field instructor. The student also should be receiving increased formal supervision time commensurate with the number of increased hours. The School does not permit students to accumulate large numbers of “overtime” hours to then be taken off at one time later on without Field Office permission. This usually interferes with the student’s learning and field placement responsibilities.

Students may not complete their field hours more than 2 weeks before the end of the semester without special permission from the Director of Field Education.

Students who need to miss scheduled hours due to illness or personal reasons must make up those hours. Students who need to miss scheduled hours due to inclement weather or holidays also must make up
those hours. Students are expected to contact their field instructor in advance and give as much notice as possible if they must miss their scheduled hours.

Students are not permitted to participate in field during the University's Winter Season Days (typically Dec. 24 until the University reopens for business; if Jan. 1 falls on a Friday, that following weekend is included).

Students are required to keep a running log of the hours they spend in their field placement agencies. This log must accurately represent the hours they have spent in field. This helps students and field instructors keep track of fieldwork hours and avoid any possible misunderstandings later on. Breaks taken during fieldwork hours (such as for lunch) should not be counted as field hours. Transportation to the field agency also should not be counted in field hours. Transportation that is a necessary part of the field experience (i.e. to meetings during the scheduled field time, transporting clients) can be counted in the field hour total.

Inaccurate representation of field hours is a violation of the NASW Code of Ethics and the UC Student Code of Conduct. It will result in a referral to the College Hearing Panel and may result in expulsion from the School.

In special circumstances, students may be required or requested to spend more hours than usually required in their field placement agencies on a regular basis. Students who receive a stipend from their field placement agency may also be required, by the agency, to put in additional fieldwork hours on a regular basis. The School supports the student's choice of a stipended placement, but does not award additional fieldwork hours required by the stipend. Finally, a few agencies have requested that students spend 20 hours a week in the field in order to take advantage of intensive, on-going training and learning experiences that cannot be provided through the regular hours per week fieldwork schedule. Again, the School supports the student's choice of such a placement, but does not award additional credit hours for those additional fieldwork hours.

Days
Generally, classes in the MSW program are scheduled in the late afternoon and early evening. No required classes are scheduled by the School on Friday. Students and field instructors can arrange the student's field schedule by mutual agreement, but the placement hours must generally be done in at least four (4) hour time blocks. It is expected that most hours will be earned at the field site, not from work done at the student's home. (See “Field Work from Home,” below.) Students are expected to work in field during fall reading days if scheduled during that time.

Field Work from Home/Outside the Field Setting
An important part of field is the experience of working with professional social workers. Occasionally there may be specific field projects which might be completed outside of the field setting. Students may be permitted to work on these field projects at home or outside the agency facilities. These hours must be approved in advance and in writing by the field instructor and field liaison, there must be a designated work product resulting from those hours, and the hours are limited to 17 per semester. The work product must be satisfactorily completed and presented to the field instructor at the conclusion of the hours worked at home. Hours worked at home without meeting these guidelines will not count toward the field requirement.
Change of Placement
At times, a student may need to change placement while the semester is under way. Depending upon the reason and the timing, the student may need to do additional hours in field. This will be determined on a case-by-case basis by the Director of Field Education in consultation with the student’s new field instructor and as needed with the MSW Program Director.

Students who are placed in another placement due to unsatisfactory performance in their prior field placement will be required to repeat those field hours.

Exam Week
Students are not required to report to their field placement agencies during exam week but they are permitted to if their Agency prefers/requires it. Exam week also may be an allowable “grace period” for students to complete their semester hour requirement. Students who are working in field past the posted deadline for completion of hours must complete a “Request for Incomplete Progress” form (see “Hours” above). If the student completes this form (with needed signatures) before the designated deadline there will be no grade penalty.

Holidays and Inclement Weather during the Academic Year
Students are expected to report to the field placement agency on holidays if the agency is open and if school is in session. Students have the option of working in field as scheduled when their agency is open but the University is observing a holiday. They also have the option with field instructor approval to observe the holiday and not to report to field. However, they need to notify their field instructor in advance of their intended absence. These hours will need to be made up at another time during the semester. Students also are entitled to observe their own religious holidays, but must follow call off procedures and make up the required hours if the holiday falls on a fieldwork day when the agency is open.

If the agency is closed due to inclement weather on a day that the student ordinarily reports to the field placement, the student will need to make up those hours at another time within the semester. If the student is unable to report to field placement due to inclement weather which makes travel hazardous in his/her immediate area, he/she needs to follow call off procedures and will need to make up hours missed at another time during the semester.

No student is permitted to work in field during the Winter Season Days and associated holidays (typically Dec. 24 until the University reopens for business; if Jan. 1 falls on a Friday, that following weekend is included). Specific dates for this time each year will be posted in Blackboard.

Personal/Sick Hours
No personal/sick time is allotted toward the field hour requirement as the 900 hour requirement currently is at the minimum allowed by our accrediting body, the Council on Social Work Education (CSWE). Students who miss field for personal reasons or illness must make up those missed hours before the official end of field for the semester. Students who need to miss a prolonged amount of field for personal or illness reasons need to consult with the Director of Field Education as soon as the need becomes apparent.

Disability
Students who are requesting accommodations in field placement for a disability must work with the Disability Services Office (DSO) at the University for those accommodations to be granted. Accommodations will not be granted without DSO involvement and cannot be granted retroactively.
Health Leaves
Students who need to leave field for health reasons need to contact the Director of Field Education as soon as the need for a leave becomes apparent. Next steps will be determined by the Director of Field in consultation with the MSW Program Director. Due to the sequential nature of the MSW program, the student may not be able to proceed in the program—both in the classroom and field—until he/she is back "on sequence."

Calling Off From Field
School policy is that students who need to miss field are to call their field instructor before their field shift begins. Students are required to follow this policy regardless of the expectations of their field instructor. Students also are required to contact (email, phone or text based on field liaison preference) their field liaison with the same information before their shift begins.

Placements at Place of Employment
Placements at the agency where the student is employed must be arranged and approved by the Director of Field Education in advance and are only permitted for one field placement (for full-time students). Part-time students are permitted to do their entire field placement at their place of employment if their proposal to do so is approved.

To help minimize role confusion and to ensure a clear separation of field instruction and employment, such placements must be able to meet the following criteria:

1. The field instructor cannot be the student’s direct-line supervisor.
2. The field instructor must meet the requirements of the School of Social Work.
3. Fieldwork experiences must be educationally focused and meet all the requirements of the field instruction program.
4. Fieldwork activities must be conducted in a different department or division of the agency.
5. Fieldwork tasks and assignments must be separated from normal employment tasks and assignments, thus providing the student with a distinct and different set of learning opportunities and experiences. They also must be at a master’s level of difficulty, to meet CSWE accreditation standards and Ohio licensing board expectations.
6. Specific days or blocks of time must be designated for fieldwork.
7. With the direct practice concentration, the student’s clients for employment and the student’s clients for field may not intersect.
8. With the administration concentration, the student may not be involved in any decisions that directly impact her/his employment.

All requests for placements at an agency where the student is employed must be submitted on a proposal form supplied by the Field Program and submitted to the Director of Field Education by the deadline specified by the Field Office. They will be reviewed by the Director of Field Education. Proposals will be approved in writing. Students may not start placement at their place of employment until their proposal has been reviewed and approved by the Director of Field Education.

Students who are considering employment at their placement site must immediately notify the Field Director. They must complete a proposal for placement of employment and have that reviewed and
approved by the Field Director before they can resume field. Hours spent in field after employment began and before the proposal was approved will not count toward the field hour requirement.

Students terminated from their employment who are terminated from their field placement as a result will receive an "F" in field. This termination will be considered a termination for cause.

**Paid Placements**

Students can be paid as employees for their field placement if this is offered by the agency; however, the employment offer must be approved by the Director of Field Education, and be clearly separated from other employment at the same agency. The agency must also sign a letter of understanding with the School specifying that while paid as an employee, final responsibility for the student’s duties, amount of time spent on tasks, and direction of his/her learning remains with the School of Social Work. The School will endeavor to match the agency’s needs with the student’s learning needs, but the student’s learning must remain the primary consideration.

Students are permitted to receive agency-awarded stipends and scholarships. No prior approval by the Field Director or School is necessary.

In some agencies, students receiving stipends may be required to devote more than the usual hours per week to fieldwork. The student agrees to these additional hours upon acceptance of the stipend and understands that the School does not award additional credit hours for these additional field work hours.

**Professional Conferences**

Students may use field instruction time to attend major social work or social work related conferences and workshops if they have secured the permission of their field instructors and field liaisons in advance or if they have made arrangements with their field instructors to make up the required hours. They may count their hours in workshops only for field hours. The workshops must be relevant to their field work to be counted. Networking, meals and social events with colleagues cannot be counted in the hour total.

**Agency Orientation and Pre-placement Activities**

Students are permitted to count agency orientation as part of their placement hours. Pre-placement activities, such as physicals, drug screenings and the obtaining of background checks, are not to be counted as placement hours.

**Liability Insurance**

The University of Cincinnati provides liability insurance coverage for students in field placements, and students are provided with a letter that details the parameters of this coverage. Students should be aware that if they continue to work at their field site after their required field hours have been met they are no longer covered by this liability insurance. Occasionally, field placements will require the student to purchase additional liability insurance. This additional coverage is available to students, at a reasonable fee, through professional organizations. The School strongly encourages current and potential field instructors to clarify whether or not their agencies require that students placed there have additional liability insurance. If additional liability insurance is required by the agency, it is important to notify the students and the Field Director.

A student who is involved in any accident (auto- or non-auto related) while in field placement is required to inform the Director of Field Education and the University’s Office of Enterprise Risk Management within 48 business hours of the accident occurrence: [http://www.uc.edu/gencounsel/rmi/contact.html](http://www.uc.edu/gencounsel/rmi/contact.html)
Transportation of Clients as Part of Field Placement
Students are permitted to transport clients as part of their field placement responsibilities. If the student uses their personal vehicle to transport clients, they should be advised that their personal auto insurance will be primary for both collision and comprehensive damages. The University’s auto liability insurance does not provide coverage if using their personal vehicle to transport clients, regardless of if the student is providing professional services during that time. Students who transport clients using their personal vehicle are expected to have up-to-date auto insurance and that the insurance provides coverage for business use purposes. Proof of this insurance may be required by their placement agency.

Students are not permitted to transport client medications as part of their field placement duties unless the client is in possession of his/her own medications.

Social Media
Students need to be aware that their presence on social media may have far-reaching implications for their career in social work from the standpoints both of employment and licensure. Students need to follow the policies of their field agency regarding social media. Students are not permitted by the School of Social Work to “friend” their field instructor during their placement, nor “friend” any clients they serve. They are expected to set their privacy setting on social media sites such that their information is not accessible to clients. Students whose presence on social media indicates illegal activity or activities in conflict with the NASW Code of Ethics may be terminated from placement by the agency or by the School of Social Work. Depending upon the situation, they then will be referred to School administration or the College Hearing Panel.

Technology
Students should limit checking of and/or using their personal phones and devices for personal phone calls, emails and text messages during their time at field placement to emergency situations only. Students are expected to comply with their agency’s policies regarding use of agency computers for personal business. Confidential information and information about clients should not be downloaded or saved on any of the student’s personal electronic devices, such as phones, tablets and/or laptop computers.

Audio-, Videotaping and Photography
Audiotaping, videotaping and photography are prohibited in agency, classroom and meeting settings without the written consent of all parties present.

Language Issues
Participation in a social work field placement requires a fluency with the English language. Students who are identified as having difficulty with language (most likely non-native English speakers) will be referred to University and local agencies for assistance as part of a remediation plan developed with the student, Director of Field Education and MSW Program Director. Due to the sequential nature of the MSW program, students who are participating in a remediation plan may have their studies interrupted until the plan is complete. Failure to comply with the plan or complete the plan in the required time frame which results in continued inability to place the student in a field placement will result in the student being dismissed from the School of Social Work.

Waiver of FERPA Privacy Act
The State of Ohio Counselor, Social Worker, and Marriage and Family Therapy Board requires that faculty, as licensed social workers, are bound to follow the state licensing board laws, rules and regulations for our profession. In some circumstances the state board mandates disclosure of possible violations of those
laws, rules and regulations. Students are required to sign a release of information form prior to entering field in order to comply with the state board requirements.

**Email Address for Field**
For FERPA reasons, students are required to use their UC email addresses for all email correspondence regarding field. Field faculty/staff will not respond to emails that use personal addresses. Students having difficulties with their UC email should contact UCIt.

**Confidentiality**
Students should be aware that information regarding their field performance and personal issues impacting their field performance will be shared as appropriate among the Director of Field Education, the School Director, the MSW Program Director, any other School of Social Work faculty with a need to know, and the faculty liaison. Additionally, information regarding student’s performance in the classroom that may impact field will be shared by the faculty with the Field Director. (See also Appendix V.)

**Licensure**
Students applying for social work licensure, particularly after time has passed from the earning of their MSW or if they are applying for licensure outside Ohio, may be required by that respective licensing board to provide proof of their field placement experience. The School keeps the student’s field evaluation and logs of hours on file, but only for a limited time. Learning contracts are not part of the permanent file. For this reason, students are strongly encouraged to keep their own copies of their field evaluations, logs of hours and learning contracts. Students also are encouraged to keep copies of their course syllabi for this same reason.

**Weapons**
Per the UC Student Code of Conduct, the use, storage or possession of weapons is considered misconduct. The Student Code of Conduct applies to field placement settings. The Code defines this misconduct as:

> Use, storage or possession of a firearm, explosive devise or any description, ammunition or anything used to threaten, harm or disrupt the university community including but not limited to firecrackers, compressed air or spring activated guns, pellet guns, BB guns, paintball guns, water guns, nerf guns and knives of any type or other items which are deemed threatening by the university (p. 20)

Therefore, bringing a weapon to the field placement site (including in the student’s own car in the field placement’s parking area) is strictly prohibited, even if the student has a concealed carry permit. Students who violate this prohibition will be terminated from placement and will be referred to School administration or the College Hearing Panel (depending on the nature of the specific offense). As applicable, students should check with their field agency about the agency’s policies around personal protection tools (such as pepper spray) and abide by those policies.

**Labor Disputes (e.g. Strikes)**
Students are not permitted to work in field while social workers at their field placement are on strike. Students will be placed in another placement by the Director of Field Education should the strike be prolonged.

**Transfer Students and Field**
Transfer students must have completed an entire year of field hours (number as required by the University of Cincinnati’s program) for those hours to be considered as complete. Students with less than a full
academic year of hours will be required to complete the full academic year of field at UC. Placements for transfer students will not be arranged for less than one academic year. Transfer students are encouraged to contact the Director of Field Education about field placement when they first receive their acceptance letter.

**Changes in Field Policies and Procedures**
The School of Social Work retains the right to review and update policies and procedures at any time. Significant changes to policies and/or procedures will be communicated to students in writing via the Blackboard field courses. The most current policies and procedures will apply to students in field placement regardless of their matriculation date into the program.

**ACADEMIC INTEGRITY AND PROFESSIONAL CODE OF CONDUCT REQUIREMENTS**

The University of Cincinnati School of Social Work (UC/SSW) provides MSW educational opportunities to prepare students to practice as professional social workers. Consequently, as aspiring professional social workers, all students accepted into the UC/SSW programs are responsible for conducting themselves in a manner consistent with: (1) the policies of the University, as described in the University of Cincinnati Student Code of Conduct:
http://www.uc.edu/conduct/Code_of_Conduct.html
(2) academic and professional standards of the School of Social Work as described in the School of Social Work Handbook; and (3) the guidelines set forth in the professional Code of Ethics http://www.socialworkers.org/pubs/code/code.asp that have been developed by the National Association of Social Workers (NASW) and endorsed by the social work accrediting body, the Council on Social Work Education (CSWE).

The University, the School of Social Work, and the College of Allied Health Sciences have specific guidelines and definitions for academic and professional behavior and performance. These entities also have specific policies and procedures for responding to academic and professional misconduct and for student grievance procedures. The Student Code of Conduct defines and outlines procedures for sanctions of students who violate the Code.

**Procedures for Academic Misconduct**

Students suspected of academic misconduct, whether acknowledging involvement or not, shall be allowed to continue in the course without prejudice pending completion of the disciplinary process. The Student Code of Conduct spells out the procedures for proceeding in these cases. See the Student Code of Conduct http://www.uc.edu/conduct/Code_of_Conduct.html for specific steps in the process.

Alleged violations of the NASW Code of Ethics constitutes academic misconduct at the University of Cincinnati.

**Non-academic Misconduct**

Non-academic misconduct is defined in the Student Code of Conduct and includes behavior such as harassment, hazing, destruction of property, misrepresentation of identity, and violations of smoking, drug and alcohol use policies. These behaviors are spelled out in detail in the Student Code of Conduct.

**Procedures for Non-academic Misconduct**
Allegations of non-academic misconduct can be filed by any member of the University community with the Office of University Judicial Affairs (OUJA at http://www.uc.edu/conduct.html). That office investigates the allegation and holds a procedural review with the student; if an allegation is supported, the OUA can impose sanctions. The Student Code of Conduct outlines these procedures as well as procedures a student may take if he/she disputes the OUA findings or sanctions.

Academic Requirements/Performance
The academic standards established by UC/SSW consist of both academic performance and professional conduct/behavior. Students are expected to meet and maintain these standards in the classroom, in field, and other contexts while acting as social work students. These are the standards that will be utilized by the faculty, including field instructors, to evaluate student performance in the classroom and field. Consequently, meeting the criteria for academic performance is necessary but is not the sole measure to ensure continued enrollment in the program. It is expected that students also will demonstrate professional competency and an understanding of and a commitment to the values and ethics of the social work profession.

Student conduct not covered under the Student Code of Conduct process but still requiring an official School response will be referred to School administration.

STANDARDS FOR ACADEMIC PERFORMANCE
The standards for academic performance of UC/SSW students are divided into three core areas: Basic Skills and Foundational Knowledge Necessary to Acquire Professional Competence; Coping Skills; and Professional Performance Skills. Failure to perform satisfactorily in these areas will impact the student's grade and may result in referrals designed to improve performance, including but not limited to a referral to the Academic Affairs committee of the School.

1. Basic Skills and Foundational Knowledge Necessary to Attain Professional Competence

Communication Skills
All UC/SSW students must demonstrate sufficient written and oral skills to:
- Communicate written and oral expressions clearly and effectively with faculty, professionals, clients, staff and other students
- Understand and articulate the academic content presented in the program and to complete adequately all written and oral assignments
- Demonstrate a willingness and ability to listen to others.

Interpersonal Skills
All UC/SSW students must demonstrate interpersonal skills to relate effectively with faculty, professionals, clients, staff and other students. These include flexibility, respect, empathy, the ability to listen and communicate, nonjudgmental attitude, and the ability to negotiate.

Cognitive Skills
UC/SSW students must be able demonstrate the ability to conceptualize and integrate knowledge and apply that knowledge to situations in the classroom and field and other professional situations.

Appreciation of Diversity
Effective social work practice requires understanding, affirmation and respect for the
variety of societal lifestyles and values. Therefore, UC/SSW students must demonstrate respect and sensitivity toward faculty, other students, professionals, clients, and staff, who differ from themselves in age, class, color, culture, disability, ethnicity, sexual orientation, gender, race, religion, marital status, family structure, national origin, or value system.

2. **Coping Skills Necessary for Performance in the Program and Professional Practice**

The social work student must execute sound judgment and performance in the program and demonstrate the capacity to interact positively and effectively with faculty, other students, clients, professionals and staff. Consequently, UC/SSW students must demonstrate appropriate coping skills in the face of personal or other circumstances, including seeking counseling or other sources of support and assistance, to ensure that such circumstances do not:
- compromise academic performance
- interfere with professional judgment and behavior in the classroom
- jeopardize the best interests of those to whom the social work student has a professional responsibility.

3. **Professional Performance Skills Necessary for Work with Clients and Professional Practice**

**Professional Commitment**
UC/SSW students must demonstrate a strong commitment to further social and economic justice and to serve persons who are vulnerable, marginalized or oppressed.

**Professional Conduct**
UC/SSW students must act professionally and responsibly in matters of punctuality, attendance, appearance and presentation of self.

The social work student must be able to advocate for her/himself in an appropriate and responsible manner. The student must be able to receive and accept feedback and supervision and apply such feedback to enhance professional development and self-awareness. The student must demonstrate the capacity to recognize and maintain appropriate personal and professional boundaries and appropriately use self-disclosure.

**Self-awareness**
UC/SSW students must be aware of how their values, attitudes, beliefs, emotions and past experiences affect their thinking, behavior and relationships with faculty, other students, clients, professionals and staff. Students must be able to accurately assess their own strengths, limitations, and suitability for professional practice. Students must also be able to examine and appropriately modify their behavior when it interferes with their professional work.

**Ethical Obligations**
UC/SSW students must adhere to the ethical expectations and obligations of professional practice as delineated in the National Association of Social Workers (NASW) Code of Ethics.

**NASW Code of Ethics** -MSW social workers are expected to adhere to professional conduct spelled out by the National Association of Social Workers' (NASW) Code of Ethics (NASW, 2008). The Code includes as core ethical principles
- service (to help people in need and address social problems),
• social justice,
• respect for the inherent dignity and worth of the person,
• importance of human relationships as strengths and means of change,
• integrity or practicing ethically, and
• competence.

The NASW Code of Ethics ([http://www.naswdc.org/pubs/code/code.asp](http://www.naswdc.org/pubs/code/code.asp)) spells out ethical obligations that social workers have to:

- clients (self-determination, informed consent, confidentiality, competent service, cultural competence, etc.),
- colleagues (respect, collaboration, referral, etc.),
- practice settings (supervision, billing, continued professional education, etc.),
- professional ethical responsibilities (not misrepresenting one's-self, not acting while impaired), and
- the profession (e.g., ethics in research, dissemination of new knowledge).

**Unprofessional Conduct/Behavior - General Policy:** Social work students are expected to behave in a professional manner in all aspects of the program and are responsible and accountable for their actions. Faculty is expected to help students interpret specific School and/or practicum guidelines and apply them in their conduct. It is the responsibility of Social Work faculty and students to familiarize themselves with the guidelines.

Examples of unprofessional conduct include, but are not limited to:

- Allowing personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility;

- Failure to accurately represent themselves in reference to their student status;

- Inability to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice. (This includes expectation for attendance.)

- Inability to form professional relationships, including harassing or being abusive towards students, faculty, staff, practicum field instructors, staff and/or volunteers.

- Inability to set professional boundaries with clients, faculty, or other students;

- Exploitations of clients;

- Violations of confidentiality;

- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships;

- Unable to demonstrate non-judgmental attitude;

- Unable to foster client self-determination;

- Disruptive behavior toward colleagues, faculty or staff (at school, the university, or field placement);
• Violation of any part of the NASW code of ethics;

• Practicing, facilitating, collaborating, or condoning any form of discrimination based on race, ethnicity, national origin, color, sex, sexual orientation, age, class, material status, political belief, religion, or mental or physical disability;

• Participating in or condoning dishonesty, fraud, or deception.

Procedures for Unprofessional Conduct/Behavior
(see also “Unsatisfactory Progress of Performance”)
Unprofessional conduct/behavior can be a particular problem for students engaged in field placement and can result in removal from field placement. Attempts to resolve these situations should follow the steps below:
• The field instructor should immediately meet with the student to address the situation. A specific action plan will be developed, indicating expectations and a timetable for improvement. The meeting and action plan will be documented, with all parties signing the plan. The field liaison may be involved in this meeting at the request of the field instructor or student. Copies of the meeting and action plan documentation will be distributed to the student, field instructor, liaison and Director of Field Education.
• If the behavior continues despite the intervention, or if the behavior is of such severity that the field instructor does not believe the student’s placement can continue, the Director of Field Education should be notified. At that time, a decision will be made about the student’s status in the placement. Options may include (but are not limited to) further intervention with a revised action plan, or removal from placement with a grade of “F” for that semester in field.
• Students who are removed from field placement for behavior issues and/or receive a grade of “F” in field will be referred to School administration or to the College Hearing Panel (depending upon the situation). Included as field behavior issues include student behavior toward field staff and behavior in field-related classes. Subsequent actions may include a plan of correction, suspension, or dismissal from the social work program. Students who are permitted to remain in the program will need to repeat the semester of field and field seminar. Due to the sequential nature of the program, student are likely to need to delay resuming their classwork until they have a grade of “C” or better in the field course.

Grievance Procedures
Students should refer to the Graduate School handbook for information about grievance procedures.

FIELD PLACEMENT SITES

Agency Requirements
Agencies are selected to serve as field placement sites on the basis of their ability to meet the following criteria. These criteria have been established by the Council on Social Work Education and the School of Social Work.

1. The agency accepts the objectives and educational focus of the field instruction program.
2. The agency is committed to participation in professional social work education as a means of advancing practice and meeting community needs.
3. Agency administrators and staff are willing to undertake, individually and collectively, the responsibilities of a teaching agency, including the provision of appropriate supports and
adequate release time for field instructors to develop and maintain a sound educational focus in field teaching and learning.

4. The agency is able to provide a qualified field instructor who has an MSW degree and minimum of two years of post-MSW practice experience.

5. The agency’s philosophy of service is compatible with the values and ethics of the social work profession.

6. The agency adheres to equal opportunity policies and procedures.

7. There is clarity in the agency about its programs, goals, and methods.

8. The staff is large enough and so deployed that the basic programs of the agency are maintained and developed without reliance on students.

9. The agency is able to provide students with a variety of learning experiences that are commensurate with the goals and objectives of the field instruction program.

10. The agency is committed to providing a designated (foundation and/or concentration) field experience.

11. The agency had adequate space and facilities to accommodate students (e.g., desk, access to telephone, interviewing facilities, and clerical support services).

Field Instructor Requirements
Agency staff members are selected to serve as field instructors on the basis of their ability to meet the following criteria. These criteria have been established by the Council on Social Work Education and by the School of Social Work. The process of selecting and approving field instructors is conducted jointly by the agency and the School. Prospective field instructors must:

1. Have an MSW degree from an accredited school of social work and a minimum of two years of post-MSW practice experience

2. Be employed by the agency for at least six months prior to assuming field instruction responsibilities

3. Possess a sound knowledge of the agency, its programs and policies, and the community it serves

4. Have demonstrated the qualities and skills of a competent helping professional

5. Be committed to participation in professional social work education as a means of advancing practice and meeting community needs

6. Accept the objectives and educational focus of the field instruction program; be willing to undertake, individually and in collaboration with other agency staff, the responsibilities of a field instructor

7. Be interested in teaching students and be able to integrate theory and practice

8. Be able to provide students with a variety of learning experiences that are commensurate with the goals and objectives of the field instruction program

9. Be committed to providing field instruction for both first year and second year students, for a period of five academic quarters.

10. Be granted appropriate agency supports and adequate release time for field instruction tasks and activities; these include: (1) holding weekly supervisory conferences for one hour formally and having ½ hour of informal availability; (2) identifying and developing learning opportunities for students; (3) reviewing student cases, assignments, and recordings; (4) monitoring and evaluating student performance; (5) meeting with the faculty liaison; and (6) attending orientations, workshops and seminars sponsored by the School.

11. Be willing to work closely with the School to facilitate the education of students in placement at the agency.
ROLES AND RESPONSIBILITIES

A successful field instruction program requires a collaborative student/agency/school relationship that is characterized by explicit and clearly defined roles. Accordingly, the following sets of roles and responsibilities have been developed to clarify the primary functions and expectations of the School, the Agency, the field instructor, the student, and the faculty liaison.

School

1. Develop policies and procedures for implementing an educationally sound field instruction program that meets the requirements of the Council on Social Work Education, that enhances the advancement of social work practice, and that is responsive to the needs of the community.
2. Conduct ongoing inventories to maintain an appropriate scope and diversity of field placement sites, especially with respect to type of setting, field of service, and location.
3. Develop new field placement sites as needed. Respond to all community inquiries regarding the field instruction program and the student placement process.
4. Identify, assess, and select agencies to serve as field placement sites and identify agency staff to serve as field instructors.
5. Determine field placement openings. Disseminate information on field placement openings to students.
6. Orient students to the general structure, process, requirements, and expectations of agencies.
7. Arrange for the placement of students in the field. Select or match students and agencies for pre-placement interviews, the School and the requirements of the agency. Whenever possible, consideration will be given to student’s interests and preferences. The School will confirm field placement arrangements in writing.
8. Designate members of the faculty to serve as liaisons for student placements.
9. Establish and maintain policies and procedures for the performance of liaison responsibilities. Provide guidance and consultation to faculty serving in the liaison capacity.
10. Work cooperatively with agencies in designating appropriate field learning opportunities. Participate actively with students and field instructors in decision-making efforts concerning the educational appropriateness, timing, and feasibility of specific field placement agencies and field instructors.
11. Conduct orientation meetings, workshops, and in-service training seminars for field placement agencies and field instructors.
12. Notify field instructors when the semester evaluations are due at the School. Send the appropriate evaluation forms to the field instructors.
13. Assist seminar instructors with content of seminar courses to appropriately link coursework to students’ field experiences.
14. Consult with seminar instructors as needed regarding final field grades.
15. Establish and maintain on-going mechanisms for monitoring student and agency performance.
16. Address promptly any issues or concerns that an agency or field instructor raises in regard to the field instruction program or a field placement experience.
17. Establish and maintain clearly defined procedures for handling unsatisfactory student performance with the field.
18. Work closely as needed with specific students and field instructors to minimize or resolve any problems that may arise in relation to a student’s performance in the field.
19. Initiate and conduct an academic review immediately following any students receipt of a failing grade in the field.
20. Develop and disseminate information regarding the field instruction program. Provide agencies and field instructors with up-to-date copies of the field instruction manual, the field instruction calendar, and the field evaluation forms.

21. Inform agencies and field instructors of any changes in, or additions to, existing field instruction policies and procedures.

22. Provide opportunities for field instructors and faculty to mutually review the field instruction program and to work toward further facilitating the coordination of classroom and field learning.

23. Provide opportunities for field instructors to review, and have input into, curriculum planning development.

**Agency**

1. Enter into a memorandum of agreement with the School of Social Work.

2. Recommend the appointment, and verify the credentials, of qualified and experienced staff to serve as field instructors.

3. Assure appropriate administrative supports for field instructors to develop and maintain a sound educational focus in field teaching and learning.

4. Provide adequate release time for field instructors to carry out the tasks and responsibilities of field instruction.

5. Provide adequate space and facilities to accommodate students (e.g., desk, access to telephone, interviewing facilities, and clerical support services).

6. Reimburse students for expenses incurred in the course of completing their fieldwork tasks and assignments (e.g., mileage or bus fare for home visits or community meetings) as possible.

7. Allow students access to those agency documents and client records necessary to the student’s performance and learning in the field.

8. Enable students to engage in a variety of tasks and activities which address their learning needs and which comply with the goals and objectives of the field instruction program. Allow students to become involved, as appropriate, in the total agency program.

9. Provide opportunities for students to attend staff meetings and in-service training sessions and take advantage of other appropriate collegial and professional exchanges with staff, administrators, agency consultants, etc.

10. Notify the Director of Field Education of any anticipated changes in policy or program that may affect student learning or the viability of a field placement.

11. Observe the calendar of the School and the University with respect to student holidays and vacation periods.

12. Designate a specific member of the staff or administration to serve as the agency’s major contact person with the School; this person will assume primary responsibility for the development and maintenance of agency-school relations.

**Field Instructor**

1. Orient the student to the agency; its physical plant, its programs and procedures, its administrators and staff.

2. Make available agency policy and practice manuals for the student to review during the initial weeks of the field placement.

3. Prepare, in collaboration with the student, a written educational contract at the beginning of each semester of field instruction (or a revision of the contract as prescribed by the School). The contract should incorporate the goals and objectives of the School, the student, and the
field instructor. The contract should also, include specific expectations, assignments, and
evaluative criteria for the achievement of these goals and objectives.

4. Meet with the student on a weekly basis to provide instruction, guidance, and feedback. A
minimum of one (1) hour per week should be devoted to formal supervision, with an additional
½ hour available for the student to consult informally on an as-needed basis.

5. Identify, select, develop, and assign a variety of learning experiences which progressively
increase in complexity and which are commensurate with the goals and objectives of the field
instruction program.

6. Review the cases, assignments, and recordings of the student on a regular basis for instructional
and feedback purposes.

7. Monitor and evaluate the student’s performance on an ongoing basis. Provide clear
expectations for performance and consistent feedback on professional growth and
development.

8. Conduct, in collaboration with the student, a formal evaluation of the student’s performance at
the end of each academic semester. Send the completed and signed evaluation forms to the
designated faculty liaison by the dates indicated on the field instruction calendar.

9. Meet with the faculty liaison, who will schedule visits and telephone contacts with the student
and field instructor (see specific schedule under “Faculty Liaison” section).

10. Attend orientation meetings, workshops, and training seminars sponsored by the School.

11. Notify the faculty liaison of any policy or program changes that may affect a student’s learning
or the viability of the field placement. Notify the faculty liaison as soon as possible of any
anticipated changes affecting one’s ability to continue serving as field instructor (e.g.,
promotion, transfer, and resignation).

12. Notify the faculty liaison as soon as possible if a student’s performance in the field does not
meet acceptable standards. Follow the policies and procedures developed by the School for
handling unsatisfactory field performance.

13. Notify the faculty liaison in advance of any anticipated long-term assignments of the student to
a task supervisor, satellite office, or different department or division of the agency.

Student

1. Abide by the rules and regulations of the field placement agency. This includes working hours,
dress code, and expectations for professional behavior and conduct.

2. Abide by the rules and regulations of the School of Social Work. This includes fulfilling all
educational and fieldwork requirements in a responsible and disciplined manner.

3. Comply with the NASW Code of Ethics in all contacts with and on behalf of clients and
significant others.

4. Obtain clearance and secure appropriate release forms (as required) for any agency materials to
be used in the fulfillment of classroom assignments.

5. Observe the principles of confidentiality as defined by the Agency, the School, and the NASW
Code of Ethics. Maintain strict safeguards to protect the privacy of clients, significant others,
and the agency.

6. Secure liability insurance coverage, at own expense, if so required by the agency. Maintain an
updated driver’s license and automobile insurance if fieldwork responsibilities include the
transportation of clients or others.

7. Obtain and maintain current SWT status if required by the field placement agency each
semester while in field.
8. Provide own transportation to and from the field placement agency. The School will advocate for reimbursement for expenses incurred in the course of completing fieldwork tasks and assignments to be provided by the agency.

9. Devote the appropriate number of hours (approx. 17 for full-time, 15 for part-time) each week to field instruction. Report to the agency on the days and times agreed upon with the field instructor. Notify the field instructor in advance of any anticipated absences. Make arrangements with the field instructor to make up any missed hours.

10. Prepare, in collaboration with the field instructor, a written educational contract (or revision as prescribed by the School) at the beginning of each semester of field instruction. The contract should incorporate the goals and objectives of the School, the student, and the field instructor. The contract should also include specific expectations, assignments, and evaluative criteria for the achievement of these goals and objectives.


12. Complete all required fieldwork tasks, assignments, reports, and recordings fully and on time.

13. Assume responsibility for own learning. Take an active role in identifying learning needs and objectives. Maintain open and cooperative channels of communication with the field instructor and faculty liaison for purposes of enhancing the achievement of individual and programmatic goals.

14. Monitor and evaluate own field performance on an on-going basis.

15. Participate actively in the formal evaluation process conducted at the end of each semester of field instruction. Review and discuss the evaluation with the field instructor. Sign the completed evaluation form before it is sent to the faculty liaison. (Note that signing the evaluation does not indicate agreement but only that it was reviewed with you.)

16. Attend conferences with the field instructor and faculty as specified during the field placement.

17. Notify the field instructor and faculty liaison as soon as possible of any existing and/or anticipated problems with respect to fulfilling fieldwork responsibilities or completing the field instruction program.

18. Notify the field liaison if they are not receiving the amount of supervision required by the School of Social Work (one hour per week at a minimum).

19. Notify the field liaison and field instructor immediately if they believe their placement presents an unsafe or dangerous work environment.

20. Inform the field instructor immediately of any dual relationships in the placement. If the dual relationship involves the field instructor, the student should immediately inform the field liaison (if already in placement) or the Director of Field Education (if prior to placement).

21. Meet with the Disability Services Office prior to the placement process if they have any disability that might impact field performance for which he/she will request accommodation(s.)

22. Keep School informed about any significant changes in the field placement, including but not limited to any change in field instructor or field instructor contact information.

Faculty Field Liaison

To facilitate the field instruction program, the School of Social Work designates members of the field faculty to serve as liaisons for student placements. Liaisons will make site visits every semester for full-time students who have 4 semesters of field instruction. Liaisons will make one (1) telephone contact during summer semester and site visits during fall and spring semester for Advanced Standing students. For part-time students, liaisons will make telephone contact during the first fall semester of field, on-site visits during spring and summer semesters of the first year in field, an on-site visit during fall semester of
the second year of field and telephone contact or on-site visit (depending upon need) during the second spring semester.

Additional visits or telephone conferences may be scheduled, as needed, at the discretion of the field instructor, student, or faculty liaison.

The faculty liaison serves as the connecting link between the School and the Agency. To this end, the liaison assumes the following roles and responsibilities:

1. Help establish and maintain open channels of communication between the Agency and the School.
2. Promote the integration of classroom and field learning. Review the student’s fieldwork assignments, as well as the syllabi and content of the courses the student is taking concurrently. Help establish or clarify tie-ins between field assignments and coursework.
3. Facilitate field teaching and student learning. Provide support and guidance for the student’s role as learner and field instructor’s role as teacher.
4. Review the educational contracts and revisions. Help establish or clarify tie-ins between the student’s fieldwork assignments and the educational contracts. Assist with the identification and development of specific learning needs and objectives. Provide feedback on the educational appropriateness, timing, and feasibility of assigned learning experiences. Help identify actual and potential educational opportunities in the agency.
5. Clarify and reaffirm the overall objectives, expectations, policies, and procedures of the field instruction program.
6. Monitor the student’s progress and performance in the field.
7. Review the student’s semester evaluations and recommend grades in consultation with the Director of Field Education.
8. Initiate contacts with the field instructor to schedule agency visits and telephone conferences.
9. Address promptly any issues or concerns that an agency or field instructor may raise in regard to a field placement.
10. Work closely with the student and field instructor to minimize or resolve any problems that may arise in relation to the student’s performance. Follow the policies and procedures developed by the School for handling unsatisfactory performance in the field. Notify the Field Director if a student’s performance in the field does not meet acceptable standards.
11. In collaboration with the field instructor and student, review and evaluate the field placement experience. Participate in decision-making efforts regarding on-going placement opportunities.
12. Notify the Field Director of any anticipated changes in agency policy or program that may affect student learning or the viability of the field placement.
13. Notify the Field Director of any anticipated changes affecting a field instructor (e.g., promotion, transfer, and resignation).
14. Notify the Field Director of any existing or anticipated problems with respect to the student’s ability to fulfill fieldwork responsibilities or complete the field instruction.
Appendix I
Description of MSW Concentration Areas (advanced field year of MSW program)

Children and Families Specialized Study Area

An effective social work practice is characterized by its holistic approach to problem solving. Social Workers must consider the biological, psychological, social and spiritual aspects of functioning when jointly assessing problem situations and developing intervention plans.

The Children and Families specialized study area supports this holistic approach by providing students with a broad knowledge base. In particular, this study area examines relevant social policies and programs, theories of human development, and contemporary practice approaches. In addition, it supports the concept of systematic eclecticism by assisting the student in the evaluation and synthesis of different theories, available empirical knowledge and practice wisdom.

This specialized study area builds on the foundation knowledge base by elaborating on the children/family policies and programs introduced in the first year policy courses. Similarly, the content on early life development (infancy through adolescence) and family life cycle is discussed in relation to assessment and intervention. Finally, the basic principles of engagement, assessment, intervention and termination are explored in relation to working with children and their families.

Through the courses that comprise this specialized study area, supervised field placements and integrative field seminars, students learn to address the complex psychosocial issues associated with child neglect, physical, sexual and emotional abuse, etc.

The Children and Families specialized study area courses examine content in the following areas:

- **Direct Practice Skills** – interviewing children, adolescents, and parents; case assessment and intervention; case recording; risk assessment; reality therapy, play therapy and in home services.
- **Human Development** – theories of development from infancy to adolescence; brain development and the role of the environment; impact of separation and loss on children (e.g. divorce, parent death, homelessness).
- **Policies and Programs** – entitlement programs; welfare reform; child protection and family preservation; role of the educational, judicial, mental health, income security and child welfare system in service delivery.
- **Ethics and Values** – social justice issues, rights of children and parents, professional ethical responsibilities; recognition of common ethical issues (informed consent, confidentiality issues when working with a minor)
- **Human Diversity** – cultural differences in how children/adolescents are expected to behave; differences in child-rearing practices and parental roles; stereotypical beliefs about developmental stages; how individual differences impact assessment and intervention planning.
- **Populations-at-risk** – lack of access to children/family services due to managed care and privatization; impact on welfare reform on at risk families; gaps in services for non-traditional families (e.g. Single parent, same sex parents, extended family parents)
- **Economic and Social Justice** – social justice issues; rights of children and parents; state rights in reference to the parent/child relationship; effects of racism and other forms of oppression on the well-being of families; discrimination in service delivery; case/cause advocacy.
- **Research** – assessment of instruments designed to evaluate children/adolescent and parent behaviors, beliefs, and attitudes; determining the reliability/validity of information sources (e.g. child, parent, teacher); evaluating one’s own practice and agency services.
Health/Gerontology Specialized Study Area

Social Work in the fields of health care and gerontology is characterized by practice within a holistic framework, which considers the biological, psychological, social and spiritual aspects of functioning, and a focus on maintenance or enhancement of client quality of life as its goal. The Health/Gerontology specialized study area prepares students for effective practice in this field by providing a broad knowledge base in social policies and programs, human development and behavior, as well as opportunities for the development of direct practice skills. The Health/Gerontology curriculum builds on foundation knowledge in the areas of social policy and analysis, development over the life course and direct practice with individuals, families and groups. Through specialized courses, supervised field placements, and an integrative field seminar, students learn to address the complex psychosocial issues of aging, health and illness.

The curriculum is comprised of the following content areas:

- **Direct Practice Skills** – including interviewing; listening skills for work with older adults and those with communication deficits; assessment and intervention skills, such as crisis intervention, skills in empowerment and advocacy and skills for work with the dying and grieving; managing personal and professional issues, such as interdisciplinary relationships/ teamwork and facing one’s own aging and mortality.

- **Human Development and Behavior** – including theories of adult development and aging; health beliefs and models of health behavior; the impact of aging, illness and/or disability on individual functioning and family development and functioning; and the experiences of women, minorities and populations at risk.

- **Policies and Programs** – including entitlement programs and current reform efforts and trends in service delivery, such as long term care, managed care, alternative treatments, and wellness and self-help movements. The focus is on providing students with the knowledge of programs and policies in order to advocate for client systems.

- **Ethics and Values** – including social justice issues, such as intragenerational and intergenerational equity; current debates, such as the right to die; the social work role in biomedical ethics; and the differential experiences and values of minorities, women and populations at risk.

- **Human Diversity** – including consideration of the experiences, beliefs and values of women, people of color, and people with disabilities as they encounter illness, aging and loss.

- **Populations-at-risk** – including identification of groups at risk of specific health problems or medical conditions; problems gaining access to health care and social services due to poverty, discrimination, or lack of insurance; and difficulties in adjustment to chronic conditions and aging.

- **Economic and Social Justice** – including policies and programs intended to ameliorate the effects of racism, ageism, and gender discrimination. The focus is on developing skills for advocacy at the macro level.

- **Research** – including knowledge of current research on human development, human behavior, and social policies in health and aging. In addition, students will gain knowledge of empirically based intervention for direct practices and will be expected to demonstrate the ability to evaluate their own practice.

Mental Health Specialized Study Area

The mental health specialized study area prepares students for direct practice in a variety of settings and contexts, with persons who have a wide range of mental health concerns. Courses in the Mental Health specialized study area are overlapping in some cases, and specific to the area of focus in other cases. This intertwining of coursework reflects the recognition by the School that practice in mental health requires a common set of knowledge, as well as some skills specific to the population that is the focus of intervention. Seminars tailored to the area of focus that students choose
provide opportunities to integrate concepts learned in class with the realities of practice in mental health settings.

Social work throughout the Mental Health specialized study area is characterized by practice within a holistic framework, considering the biological, psychological and social aspects of functioning. Students are prepared for practice through the provisions of a specific knowledge base in application of theoretical frameworks to mental health practice, complex assessment of mental health problems and mental illness, mental health policy and systems, and the helping process as it applies to more general mental health concerns, or to serious mental illness.

The curriculum is comprised of the following content areas:

- **Direct Practice Skills** – interviewing adult and adolescent consumers for mental health assessments and treatment; understanding the therapeutic relationship; incorporating various theory-based interventions (e.g. cognitive behavioral); use (and the avoidance or misuse) of the DSM-IV diagnostic system; developing treatment plans and case management that focuses on recovery and community support of the seriously mentally ill; developing collaborative relationships with other professionals; and developing advocacy skills for mental health policy.

- **Human Development and Behavior** – etiology of mental illness from the bio-psycho-social model, and the examination of human development assumptions behind practice theories.

- **Policies and Programs** – understanding of the history of mental illness treatment; the major entitlement programs affecting mental health treatment; current reforms as well as service delivery issues such as managed care, and provider liability.

- **Ethics and Values** – understanding of the ethical issues involving consumers receiving treatment and mental health services; issues include self-determination, informed consent, confidentiality, management of treatment relationship, provider liability and the pressures of managed care and misdiagnosis.

- **Human Diversity** – understanding of the issues involved in developing treatment relationships with diverse clients; awareness of cultural and gender aspects of mental health diagnosis and assessment.

- **Populations-at-risk** – understanding the unique problems and programs available for female, homeless, and chemically dependent populations confronting mental illness.

- **Economic and Social Justice** – awareness of the unequal distribution of mental illness and mental health services among socioeconomic and ethnic groups; approaches to work for social justice.

- **Research** – assess to knowledge of empirically based treatment practice and programs for consumers of mental health services; the ability to evaluate own practice in terms of outcome efficacy and efficiency; uses and misuses of research and weakness of current studies.

**Administration/Macro Practice Concentration**

The administration/macro practice specialized study area is designed to provide students with the basic knowledge and skills necessary to plan and manage successful social welfare programs. Courses are designed to provide a broad understanding of managerial functions and how they are performed in the context of social welfare organizations. The administration practice concentration emphasizes, through its required courses, knowledge and skills that apply across a continuum of organizations, communities, and social policy environments, with attentions to the further exploration of social work ethic and professional values, human diversity, and social and economic justices, and population-at-risk. This advanced concentration building on foundation knowledge relative to understanding social system including groups, organizations, and community functioning within the context of social welfare policies and programs. It specifically relates to the ecological perspective of the foundation curriculum and expands the students’ knowledge and skills in macro theory and practice models.

Administration students develop advanced knowledge and skills in the following areas:
• **Administration Practice Skills** – including program planning, development, implementation and evaluation, personal administration; financial management, grant writing, and staffing training and development. The focus is on providing students with an overall perspective on the management of social welfare organizations. Major emphases is on select classical organizational theories and administrative principles and how these principles can be used to effectively plan, organize, direct and control social service programs.

• **Human Development** – theories of organizational behavior including administrative roles and functions; the organizational environment; and the impact of structure and management performance systems.

• **Policies and Programs** – including policy practice and intervention, fundamental administrative practice models, financial management and human resource planning, implementation, and forecasting strategies, basic principles of program planning, design, implementation and evaluation, technology resources and data-gathering techniques available for evaluating programs and policies, grant development and the impact of social welfare policies in program administration.

• **Human Diversity** – including understanding and respecting human diversity in administrative practice, creating organizational climates sensitive to diversity among client group, staff and supervisor; and planning, implementing and evaluating program strategies that reflect sensitivity to human diversity.

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**Appendix II**

**Notice of Non-Discrimination**

The University of Cincinnati does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities. The university responds promptly and effectively to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community. UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members and visitors full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines.

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status:

**Tamie Grunow**
**Senior Associate Vice President and Chief Human Resources Officer**
**Section 504, ADA, Age Act Coordinator**
340 University Hall, 51 Goodman Drive
Cincinnati, OH 45221-0039
Phone: 513-556-6381
Email: tamie.grunow@uc.edu
The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression:

**Karla Phillips**, Interim Title IX Coordinator
3115 Edwards 1
45 Corry Blvd
Cincinnati, OH  45221
Office line:  (513) 556-3349
Fax:            (513) 556-6587
Email:          karla.phillips@uc.edu

**Sexual Harassment**
The University of Cincinnati is committed to a professional and academic environment free of illegal discrimination. Illegal discrimination, including sexual harassment will not be tolerated. It is the responsibility of the university administration, faculty, staff, and students to ensure an environment free of harassment and discrimination.

The policy of the University of Cincinnati prohibits members of the university community from engaging in conduct that may constitute sexual harassment. The university community includes: management personnel; staff members; faculty members; students; and customers, vendors, or contractors associated with the university. Anyone who violates this policy is subject to disciplinary action, which may include suspension or termination.

For more information, including information on how to file a complaint, access the UC Human Resources website or use this link:

http://www.uc.edu/hr/equal_opportunity/sexualharassment.html

**Appendix III**

**Council on Social Work Education Statement on Internships, Department of Labor Regulations and Social Work Field Education**

http://www.cswe.org/File.aspx?id=68965

** Appendix IV**

**Confidentiality and Title IX and Clery Act Reporting Requirements for Faculty**
Title IX is a federal civil rights law that prohibits discrimination on the basis of actual or perceived sex, gender, gender identity, gender expression or sexual orientation. Title IX also covers sexual violence, dating or domestic violence and stalking. Faculty at the University of Cincinnati are required to report known or suspected Title IX violations; because their scope of practice is as educators, all School of Social Work faculty must comply with this requirement.

If a student discloses such an issue—whether it occurred on or off campus-- the faculty member will forward that information to the Title IX office within 24 hours of the disclosure. The Title IX office will follow up with the student about how the University can take steps to address the impact on her/him and the community and make the student aware of her/his rights and resources. Students are not required to talk with the Title IX office. They should know that generally the University will honor a request for confidentiality in Title IX matters; however, this is not guaranteed in all instances.

For more information about Title IX and a list of University resources for confidential assistance, please access the Title IX webpage that addresses confidentiality: https://www.uc.edu/titleix/confidentiality.html
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act also mandates that certain employees, including some faculty, report information about criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, domestic violence, dating violence,
stalking and hate crimes to a designated authority at the UC Department of Public Safety. Students should be aware that if they disclose such information it will be reported as required by law. For more information about the Clery Act: [http://www.uc.edu/publicsafety/staying-safe/safety-notices.html](http://www.uc.edu/publicsafety/staying-safe/safety-notices.html)

**Appendix V**

**College of Allied Health Sciences Weather Related Protocol**

When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule 3361:10-55-01 and declare an emergency closing.

The College of Allied Health Sciences will observe the university emergency closing protocol for all on-campus classes. During a university emergency weather closing, all college offices will be closed. CAHS CETIS will be available online 8:30am-5:00pm to monitor the CETIS Help Desk email account as well as the online ticketing system. If you need assistance from CETIS during the closure, please send an email to cetishelp@uc.edu.

Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.

**Students currently enrolled in off-campus clinical practicums, field experience, and internships should refer to their individual program’s student handbook to determine if they are expected to report to their placement site during the closure. (This information can be found in this MSW Field Manual on pp. 26-27.)**

**Appendix VI**

**University Resources for MSW students**

<table>
<thead>
<tr>
<th>For questions about...</th>
<th>Your faculty adviser (posted)</th>
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</thead>
<tbody>
<tr>
<td>Registration</td>
<td></td>
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<tr>
<td>Financial Aid</td>
<td>Student financial aid office, <a href="http://www.financialaid.uc.edu">www.financialaid.uc.edu</a></td>
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<tr>
<td>Transcripts</td>
<td>Registrar’s office, <a href="http://www.uc.edu/registrar/record_services/transcript_ordering.html">http://www.uc.edu/registrar/record_services/transcript_ordering.html</a></td>
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<tr>
<td>Academic difficulties</td>
<td>Your faculty adviser (posted)</td>
</tr>
<tr>
<td>Blackboard, Canopy questions or issues</td>
<td><a href="http://www.uc.edu/provost/priorities/elearning/canopy/b2s.html">http://www.uc.edu/provost/priorities/elearning/canopy/b2s.html</a></td>
</tr>
<tr>
<td>Career paths, prospects, etc.</td>
<td>Your faculty adviser (posted), Career Development Center @ <a href="https://www.uc.edu/career.html">https://www.uc.edu/career.html</a></td>
</tr>
<tr>
<td>Field placement process</td>
<td>Professor Lisa Zimmer, Director of Field Education, 513-556-4626 or <a href="mailto:lisa.zimmer@uc.edu">lisa.zimmer@uc.edu</a></td>
</tr>
<tr>
<td>Field policies</td>
<td>In this order: 1. Field manual, 2. Your field liaison/seminar leader; 3. Professor Lisa Zimmer, Director of Field Education, 513-556-4626, <a href="mailto:lisa.zimmer@uc.edu">lisa.zimmer@uc.edu</a></td>
</tr>
<tr>
<td>Field issues</td>
<td>In this order: 1. Field instructor, 2. Your field liaison/seminar leader, 3. Professor Lisa Zimmer, Director of Field Education, 556-4626, <a href="mailto:lisa.zimmer@uc.edu">lisa.zimmer@uc.edu</a></td>
</tr>
<tr>
<td>Field forms</td>
<td>Check Blackboard field course, then Jeanne Ruggieri, field coordinator, 556-4606, <a href="mailto:ruggieje@ucmail.uc.edu">ruggieje@ucmail.uc.edu</a></td>
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<tr>
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<tr>
<td>Field evaluations</td>
<td>Jeanne Ruggieri, field coordinator, 556-4606, <a href="mailto:ruggieje@ucmail.uc.edu">ruggieje@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>Your grade in a course</td>
<td>The course instructor</td>
</tr>
<tr>
<td>University Graduate Assistantships/Scholarships</td>
<td>Karen Kreyenhagen, <a href="mailto:kreyenkm@ucmail.uc.edu">kreyenkm@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>Professor Xan Boone, <a href="mailto:boonexn@ucmail.uc.edu">boonexn@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>UPP (child welfare) program</td>
<td>Professor Xan Boone, <a href="mailto:boonexn@ucmail.uc.edu">boonexn@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>MSW Child and family concentration</td>
<td>Professor Xan Boone, <a href="mailto:boonexn@ucmail.uc.edu">boonexn@ucmail.uc.edu</a></td>
</tr>
<tr>
<td>MSW Health and aging concentration</td>
<td>Dr. Ruth Anne Van Loon, <a href="mailto:vanloora@ucmail.uc.edu">vanloora@ucmail.uc.edu</a></td>
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<tr>
<td>MSW Mental health concentration</td>
<td>Dr. Cathy Kerr, <a href="mailto:kerrc@ucmail.uc.edu">kerrc@ucmail.uc.edu</a></td>
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<tr>
<td>MSW Administrative concentration</td>
<td>Dr. Ruth Anne Van Loon, <a href="mailto:vanloora@ucmail.uc.edu">vanloora@ucmail.uc.edu</a></td>
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<tr>
<td>School social work certificate</td>
<td>Dr. Carol Wheeler-Strother, <a href="mailto:wheelec@ucmail.uc.edu">wheelec@ucmail.uc.edu</a></td>
</tr>
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<td>Email addresses/contact info for students and faculty</td>
<td>UC webpage, “Directories”</td>
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<td>On campus, confidential counseling</td>
<td><a href="http://www.uc.edu/counseling.html">http://www.uc.edu/counseling.html</a></td>
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<td>24 hour hotline: 513-556-0648</td>
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<td>NightRide</td>
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<tr>
<td><strong>UC Police (Clifton campus)</strong></td>
<td>513-556-1111</td>
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<td><strong>Shuttle services</strong></td>
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<td><strong>Writing difficulties</strong></td>
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</table>

**Appendix VII**

**Orientation checklist (electronic copy is posted with learning contracts on Blackboard)**

Items on this checklist should be completed by the learning contract deadline and turned in with the learning contract.

- Student has been oriented to all Agency policies and procedures relevant to the student’s initial work in field placement (including but not limited to policies about Agency Code of Conduct, dress code, mileage reimbursement, non-discrimination, sexual harassment, ADA and OSHA).
- Student has been oriented to emergency and safety procedures and protocols at the Agency.
- Student has been oriented to HIPAA and to expectations around confidentiality of client information at the Agency.
- Student has been oriented to Agency policies, procedures and expectations about personal use of email, internet and phone while at the Agency.
- Student has been oriented to Agency policies, procedures and expectations around use of social media regarding Agency business, client care matters, etc.
- Student has been oriented to Agency policies and procedures related to mandated reporting.
- Student has been oriented to documentation expectations and standards at the Agency.
- Student has been oriented to field instructor’s expectations about preparation for supervision.
- Student and field instructor have agreed upon a schedule for weekly supervision.
- Student has field instructor contact information.
- Field instructor has student and field liaison contact information.
- Student has been oriented to call off procedures at Agency. (Note that student also is expected to follow School of Social Work call off procedures as outlined in the MSW Field Manual.)
- Student has shared all course syllabi for this semester with field instructor.
- Student and field instructor have established a schedule for field hours this semester that meets field requirements and have discussed expectations about required meeting attendance, meals and breaks during fieldwork.

My signature below signifies that the above items have been completed.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
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<tbody>
<tr>
<td>Field instructor</td>
<td>Date</td>
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Agency Name: ________________________________