

**SCHOOL OF SOCIAL WORK
UNIVERSITY OF CINCINNATI**

**BSW PROGRAM
FIELD INSTRUCTION MANUAL**

**SCHOOL OF SOCIAL WORK OFFICE
ONE EDWARDS CENTER ROOM 4130
(513) 556 – 4615**

Mailing Address:

**School of Social Work
University of Cincinnati
P.O. Box 210108
Cincinnati, OH 45221- 0108**

Web Address:

<http://www.uc.edu/socialwork>

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INTRODUCTION

The Baccalaureate Social Work Program (BSW) of the University of Cincinnati School of Social Work is a two-year program encompassing the junior and senior years. The major objective of the Baccalaureate Program is to prepare students for entry-level professional social work practice that includes providing direct services to clients. As part of a multi-purpose, large, urban university, the program attempts to attract students from diverse backgrounds, and to prepare these students for competent practice as generalists in social welfare institutions that provide a range of services to diverse populations. The field placement experience is a crucial part of the student's total educational experience within the BSW Program.

This manual has been prepared to facilitate communication and encourage collaboration between the students, the School, and the social welfare agencies. It outlines the main field placement principles and policies that are used in the University of Cincinnati School of Social Work BSW Program.

BSW PROGRAM GOALS AND OBJECTIVES

The School of Social Work must accomplish certain learning goals and objectives in order to meet the standards for quality social work education. Obviously, the field placement is an essential part of any BSW educational experience. We count on our field placements to help us achieve the required program goals and objectives. The placement helps the student understand how classroom knowledge becomes translated into practice skill. The field placement sites have the vital task of working with the student to assimilate a range of knowledge (i.e., knowledge of social work values and ethics, human diversity, social and economic justice, human behavior and the social environment, social welfare policy, and social work practice) as part of the preparation for entry-level professional social work practice.

The following section is an outline of the BSW Program goals and objectives for the entire BSW Program, including both classroom and field. The BSW Field Coordinator will provide a field-learning contract each quarter of the senior year that gives the specific information about the learning that is to occur in the field placement for that particular quarter. This section is intended to give an orientation to what we are trying to achieve overall in the BSW Program.

BSW PROGRAM GOALS

The primary educational goal of the Baccalaureate Social Work program is to prepare **entry-level professional social work practitioners** with the knowledge, values, and skills required for generalist practice.

An entry-level social worker should be able to assess problem situations holistically and decide which system(s) is the appropriate unit of attention, and to intervene at different system levels (e.g., individual, family, group, organization, community).

Concomitant program educational goals include:

- ❑ to promote continuing professional development
- ❑ to promote an understanding of and appreciation for human diversity
- ❑ to promote social and economic justice for populations-at-risk

The Baccalaureate Social Work program has formulated a set of basic learning objectives that prepare the entry-level baccalaureate social worker for professional generalist practice. These objectives represent the educational outcomes that the BSW Program is designed to achieve.

BSW PROGRAM OBJECTIVES

- demonstrate the ability to use critical thinking skills in practice
- understand social work values and ethics and to incorporate these values and ethics into professional practice
- understand and appreciate human diversity and apply this understanding to social work practice
- demonstrate the professional use of self
- recognize and understand inequalities, oppression, privilege, and discrimination in American society and to use generalist practice to advance social and economic justice
- understand and work with populations at high risk for discrimination, economic deprivation, and oppression
- understand the history of the social work profession and its current structures
- apply knowledge and skills for generalist practice with individuals, families, small groups, communities, and organizations
- understand the transactions among people and social systems from an ecological/systems perspective
- analyze current social policy and understand its role in facilitating or impeding people's well being
- understand how scientific methods are used to build knowledge, how to use that knowledge in practice, and how to evaluate their own practice
- demonstrate the differential use of communication skills with a variety of clients, colleagues, and members of the community
- use supervision appropriate to generalist practice
- demonstrate the ability to work effectively in a social service organization, critically assess service delivery, and pursue change in social service organizations and systems

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The BSW Program Faculty developed the following definition of Generalist social work practice.

Generalist social work practice entails a comprehensive and integrated approach to addressing basic human needs. This approach relies on practitioner competence in making wide-ranging assessments of social situations based on a holistic conception of persons-in-environment. Primarily informed by an ecological systems perspective, generalist practice is not limited to work with any one preferred level of human system – individuals, family, group, community, or organization. Nor is generalist practice limited to any one given practice method or mode of change strategy. While in some instances the generalist practitioner may possess the necessary competence not only to intervene independently as a change agent, in other instances the generalist will call upon practitioners with special skills. In any event, an important contribution of the generalist practitioner is the ability to make sound assessments (not predetermined in scope by specialty) and to know when to intervene autonomously, when to become involved as a member of a team, and when to defer or refer to a more specialized practitioner.

This definition flows from the BSW Program Faculty's belief that competent generalist practice is theory/research based, designed to restore/enhance client system functioning through the critical selection of germane intervention approaches. Interventions must be individualized for the client system and might include case advocacy, community education, case management, social policy reform, prevention planning, resource identification/development, and case or program evaluation.

Problem-solving and the ecological perspective are conceptual frameworks that guide generalist social work practice. Irrespective of the role assumed by the generalist social work practitioner, the steps in the helping process remain constant. Specifically, identification of the problem or issues facing the client system, an assessment that considers client system strengths, identification of resources and resource gaps, examination of possible solutions, delineation of tasks, implementation strategy, and evaluation of the intervention.

FIELD PLACEMENT SETTINGS

All students are placed in one agency for 16 hours a week (160 hours per quarter) for three quarters of the senior year. In this placement, students carry out entry level professional direct service activities. The agency field instructor is asked to assign generalist practice tasks that will allow the student to meet the School's learning objectives that are outlined in the criteria for senior field evaluation (see Appendix A)

CRITERIA FOR SETTINGS

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 BSW 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 a BSW or MSW degree from a CSWE accredited program and minimum of two years of practice experience after the degree.
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 field instruction for BSW students, for a period of three academic quarters.
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 is 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, (CSWE) and by the School of Social Work. The process of selecting

field instructors is conducted jointly by the agency and the School. Prospective field instructors must:

1. Have a BSW or MSW degree from a CSWE accredited school of social work and a minimum of two years of post-degree 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 BSW students, for a period of three 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 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.

PLACEMENTS AT SITE OF EMPLOYMENT

Placements at the agency where the student is employed must be arranged and approved by the field coordinator.

To help minimize role confusion and to insure 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 the normal employment tasks and assignments, thus providing the student with a distinct and different set of learning opportunities and experiences
- 6) Specific days or blocks of time must be designated for fieldwork.

All requests for placements at an agency where the student is employed must be submitted in writing to the field coordinator by spring quarter. They will be reviewed by the field coordinator.

PAID PLACEMENTS

Under no circumstances will a student receive fieldwork credit for his or her regular employment. Students may be paid as employees for specially arranged field placement if this is offered by the agency. The employment/field placement offer must be approved by the BSW Field Coordinator and be clearly separated from regular employment at the same agency. The agency must sign a letter of understanding specifying that the School of Social Work will have final responsibility for the student duties, amount of time spent on tasks, and direction of the student learning during the field placement portion of the employment. The School will endeavor to match the agency's needs with the student's learning needs, but student learning must be the primary consideration.

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

In some agencies, students receiving stipends may be required to devote more than the usual 16 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 fieldwork hours.

APPLICATION AND ELIGIBILITY FOR A BSW FIELD PLACEMENT

During the Winter Quarter, BSW juniors are required to complete a Personal and Professional Background Outline form which is located at the School of Social Work web site under BSW Field Work Forms. Also, the BSW Field Coordinator will arrange to meet with the juniors during the winter quarter. The process for arranging a placement will be discussed during this meeting.

In order to enter field in the senior year, students must have senior standing and be in good academic standing. That is, all required junior year courses must be completed. Students will not be allowed to take Field Learning unless they have an overall grade point average of at least 2.5.

Students must have 16 hours per week available during the senior year to attend the field placement.

At the end of Spring Quarter of the junior year, the BSW field coordinator will provide a list of all students who have arranged a field placement to the BSW Program Chair. The Program Chair will review all student records and will complete the Certification for Senior Field Instruction form for the student's file (see Appendix E). If a student is not eligible to enter field, the Program Chair will notify both the student and the BSW Field Coordinator.

SELECTION OF SETTINGS FOR STUDENTS

The BSW Field Coordinator develops all field placement sites. Students are not to contact agencies to arrange field placements. If a particular agency is of interest to the student, the student is encouraged to inform the BSW Field Coordinator about that interest.

During the Spring Quarter of the junior year, the BSW Field Coordinator places a notebook with descriptions of all agencies available for BSW placements in the main School of Social Work office. Students are asked to review the agency descriptions and then submit a list of four (4) agencies where they would like to interview to the BSW Field Coordinator. Students are informed about the date for submitting the requests for agency interviews in a memo from the BSW Field Coordinator. The BSW Field Coordinator goes through the following process:

- 1) Reviews all requests for agency interviews;
- 2) Assigns students to agencies for interviews;
- 3) Writes to the field instructors to provide the names of students who have permission to interview;
- 4) Gives permission in writing to the student to contact three (3) agencies to make appointments for an interview in order to determine the BSW field placement site.

The Student is responsible for making appointments at the agencies for interviews. More specific instructions are provided to the student each year about the details of finalizing the placement. In general, each year the student is responsible for getting the BSW Senior School Field Placement Formal Confirmation form and the U.C. Agency Memorandum of Agreement to the field instructor to be completed. These completed forms are to be returned to the BSW Field Coordinator by the eighth week of the spring quarter.

BACKGROUND CHECKS FOR SOCIAL WORK STUDENTS

Many placement sites require that the social work student complete a criminal background check in order to qualify for assignment to that particular placement. Students can expect to be asked the following types of questions. 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? Certain agencies will not be free to offer a field placement to students who have had some of these experiences.

As part of applying for the field placement, BSW students are required to complete a Personal and Professional Background Outline and a Personal Information Form. The Personal Information Form asks specifically about prior disciplinary action and/or legal convictions. If there is something of this nature in the student's background, that student should be sure to inform the BSW Field Coordinator. During the winter quarter, the

student should make arrangements to meet with the BSW Field Coordinator to discuss the details of the offense and how the offense might affect placement options. A meeting with the BSW Field Coordinator is crucial for the student who has a conviction in his/her background. The BSW Field Coordinator will need to be well informed in order to make workable field placement arrangements for that student.

For future reference, in Ohio all applications for licensure received on or after 3/24/08 will require a criminal records check prior to approval. For more details see the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board web site (<http://cswmft.ohio.gov/>).

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 on-going 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. Consult with the agency, to identify staff to serve as field instructors.
5. Determine field placement openings. Disseminate information on field placement openings to students.
6. Orient students to the structure, process, requirements, and expectations of the field instruction program.
7. Arrange for the placement of students in the field. Select or match students and agencies for pre-placement interviews, based on the learning available in the agency. Whenever possible, consideration will be given to student's interest and preferences.
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 quarterly evaluations are due at the School. Send the appropriate evaluation forms to the field instructors.
13. Determine and submit the final field grades, taking into account the recommendations of the field instructors.
14. Establish and maintain on-going mechanisms for monitoring student and agency performance.
15. 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.
16. Establish and maintain clearly defined procedures for handling unsatisfactory student performance with the field.
17. Work closely with the student and field instructor to minimize or resolve any problems which may arise in relation to the student's performance in the field.
18. Initiate and conduct an academic review immediately following any students receipt of a failing grade in the field.
19. Develop and disseminate information regarding the field instruction program. Provide agencies and field instructors with up-to-date calendar, and field evaluation forms.
20. Inform agencies and field instructors of any changes in, or additions to, existing field instruction policies and procedures.
21. 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.
22. Provide opportunities for field instructors to review, and have input into, curriculum planning and development.

AGENCY

1. Enter into an annual memorandum of agreement with the School of Social Work (See Appendix D).
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).
7. Allow students access to those agency documents and client records which are 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 field coordinator 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 quarter 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.
4. Meet with the student on a weekly basis to provide instruction, guidance, and feedback. A minimum of 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 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 on-going 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 quarter. Send the completed and signed evaluation forms to the field coordinator by the dates indicated on the field instruction calendar.
9. Meet with the faculty liaison, who will schedule two on-site visits during the three quarters of field placement.
10. Attend orientation meetings, workshops, and training.
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, 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 field work 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. Maintain an updated driver's license and automobile insurance if fieldwork responsibilities include the transportation of clients or others.
7. Provide own transportation to and from the field placement agency. Reimbursement for expenses incurred in the course of completing fieldwork tasks and assignments will be provided by the agency.
8. Devote 16 hours 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.
9. Prepare in collaboration with the field instructor, a written educational contract at the beginning of each quarter 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.
10. Be prepared for supervisory conferences. Submit materials and proposed agenda items in advance. Participate actively in supervision.
11. Complete all required fieldwork tasks, assignments, reports, and recordings fully and on time.
12. 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.
13. Monitor and evaluate own field performance on an on-going basis.
14. Participate actively in the formal evaluation process conducted at the end of each quarter 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.
15. Attend conferences with the field instructor and faculty during the three quarters of the field placement.

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

FACULTY LIAISON

To facilitate the field instruction program, the School of Social Work designates members of the faculty to serve as liaisons for student placements. Liaisons will make on site visits during the autumn and winter quarters of field instruction. In the spring quarter, liaisons will contact field instructors and students by phone. Additional visits or telephone conferences may be scheduled, as needed, at the discretion of the field instructor, student, or faculty liaison. Faculty maintain the same agency-student liaison responsibilities throughout the field placement.

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 these assignments and courses.
3. Facilitate field teaching and student learning. Provide support and guidance for the student's role as learner and the field instructor's role as teacher.
4. Read the quarterly educational contracts. 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 quarterly evaluations and recommend grades.
8. Initiate contacts with the field instructor to schedule agency visits and telephone conferences.
9. Address promptly any issues or concerns that a student 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 coordinator 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 coordinator 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 coordinator of any anticipated changes affecting the designated field instructor (e.g., promotion, transfer, resignation).
14. Notify the field coordinator of any existing or anticipated problems with respect to the student's ability to fulfill fieldwork responsibilities or complete the field instruction program.

FIELD PLACEMENT POLICIES

HOURS

Students are required to spend 16 hours each week in their field placement agencies. This works out to 160 hours each quarter. The field instruction calendar, revised annually, indicates when each quarter begins and ends.

In general, students are neither expected, nor required, to spend more than 16 hours a week in their field placement agencies on a regular basis. Putting in more than 16 hours a week on an occasional basis is acceptable and, in fact, may be advisable at times so that the student can take advantage of important learning opportunities (such as a fund-raising event, training sessions, or staff meeting). 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 School strongly discourages students from accumulating large numbers of "overtime" hours to then be taken off at one time later on. This usually interferes with the student's learning and field placement responsibilities.

It is required that students keep a running log of the hours they spend in their field placement agencies. This helps students and field instructors keep track of fieldwork hours and avoid any possible misunderstandings later on.

In special circumstances, students may be required or requested to spend more than 16 hours a week in their field placement agencies on a regular basis. Students who receive a stipend from their field placement agency may be required, by the agency, to put in additional fieldwork hours on a regular basis. The School supports the student's choice of a stipend placement, but does not award additional credit hours for the 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 16 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

Students must attend required classes at the School of Social Work on Wednesdays. Also most students will be taking electives on other days. Students should attend the placement at times when they are most likely to have the opportunity to participate in meaningful learning activities. There are no requirements for specific days and times. Field placement hours may be scheduled at times that are most convenient for the field instructor and the student. The student should have a clearly established schedule at the agency. Generally, the student should be scheduled to attend the

placement for either eight hour or four-hour blocks of time. Questions about scheduling may be discussed with the faculty liaison.

HOLIDAYS & INCLEMENT WEATHER ON FIELD PLACEMENT DAYS

Students are expected to report to the field placement agency on holidays if the agency is open. If the agency is closed either for a holiday or due to inclement weather on a day that the student ordinarily reports to the field placement, the student may be excused for up to 16 hours per year. The student may claim holiday or inclement weather hours only on days that they are scheduled to report to the field placement. The student may be excused for only the number of hours they are scheduled to attend (e.g., if the student usually attends for 4 hours on Mondays, that student may be excused for 4 hours if a holiday falls on a Monday). Once the 16 hour limit is reached, additional hours must be made up within the same quarter until the requisite number of hours is reached for the quarter (160 hours). Thanksgiving holidays are an exception to this rule. Students may **not** count the Thanksgiving holidays as field placement hours.

Students are entitled to observe their own religious holidays, but must make up the required hours if the holiday falls on a fieldwork day when the agency is open.

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 in advance or if they have made arrangements with their field instructors to make up the required hours.

LIABILITY INSURANCE

All students in the University of Cincinnati, School of Social Work have coverage under the University of Cincinnati's Medical Professional Insurance Program for professional liability while engaged in field placement under the direction of 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 requested to sign a release of information form prior to entering field in order to comply with the state board requirements.

ACADEMIC INTEGRITY AND PROFESSIONAL CODE OF CONDUCT REQUIREMENTS

Academic Integrity and Professional Code of Conduct - The University of Cincinnati School of Social Work (UC/SSW) provides BSW 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 that consistent with: (1) the policies of the University, as described in the University of Cincinnati Student Code of Conduct; (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.naswdc.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).

NASW Code of Ethics -BSW social workers are expected to adhere to professional conduct spelled out by the National Association of Social Workers' (NASW) Code of Ethics (NASW, 1999). 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>) 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).

Academic Honesty - Academic honesty is an important standard of the University community. It is expected of every student. The following discussion of academic dishonesty provides examples and is not meant to be inclusive of all possible situations involving academic dishonesty.

Academic Dishonesty - Academic dishonesty may take a variety of forms. The most common are cheating on examinations and plagiarism as outlined in the SCOC.

Aiding and Abetting Academic Misconduct:

- Knowingly helping, procuring or encouraging another person to engage in academic misconduct.

Cheating:

Any dishonesty or deception in fulfilling an academic requirement such as:

- Use and/or possession of unauthorized material or technology during an examination . (any written or oral work submitted for evaluation and/or grade) such as type cassettes, notes, tests, calculators or computer programs.

- Obtaining assistance with or answers to examination questions from another person with or without that person's knowledge.
- Furnishing assistance with or answers to examination questions to another person.
- Possessing, using, distributing or selling unauthorized copies of an examination or computer program.
- Representing as one's own an examination taken by another person .
- Taking an examination in place of another person.
- Obtaining unauthorized access to the computer files of another person or agency and/or altering or destroying those files.

Fabrication:

The falsification of any information or citation in an academic exercise.

Plagiarism:

- Submitting another's published or unpublished work in whole, in part or in paraphrase, as one's own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographical reference. Submitting as one's own original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
- Submitting as one's own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.
- Representing someone else's work as one's own. Examples include:
 - Quoting text or another works on an exam, term paper, or homework without citing source when requested by the instructor to present your own work.
 - Handing in a paper purchased from a term paper service.
 - Retyping a friend's paper and handing it in as your own.

In more specific terms, the following are also considered serious breaches of academic honesty for which severe sanctions may be imposed:

- The unauthorized procurement, providing, or acceptance of any materials containing answers to any examination or assignment to another person.
- Allowing another person to complete your examination, in whole or in part.

- Knowingly plagiarizing or copying work of another person and submitting it as your own without proper citation or attribution.
- Making unauthorized grade changes or tampering with grades in any way.
- Obtaining Unauthorized Information:
 - Copying graded homework assignment from another student.
 - Working together on a take-home test or homework when not specifically permitted by the instructor.
 - Looking at another student’s paper during an examination.
 - Looking at your notes during an examination when not permitted.
 - Submitting the same paper for two (2) different course requirements without prior permission from the instructors involved.
- Tendering of Information:
 - Giving your work to another student to be copied.
 - Giving someone answers to exam questions while the exam is being given.
 - After having taken an exam, informing another person in a later section of questions that appear on the exam.
 - Giving or selling a term paper *to another student*.

Conspiracy:

- Planning with one or more fellow students to commit any form of academic dishonesty together.
- Giving your term paper to another student who you suspect will plagiarize it.

Sanctions for Violation of the Student Code of Conduct (SCOC) Academic Misconduct Policies - The professor at all times maintains sole authority over grade assignments. The following sanctions for violations of the SCOC Academic Misconduct Policies may be imposed:

- University Disciplinary Academic Action:
Includes, but not limited to, altering a grade or assigning a failing grade for the assignment, examination, or course.
- University Disciplinary Reprimand:

Notifies the student in writing that his/her behavior is unacceptable and that any other violation may warrant further sanctions.

- University Disciplinary Probation:

Imposes specific restrictions or places extra requirements on the student for a specified period. These may vary with each case and may include action not academically restrictive in nature, such as restriction from participation in college activities or other requirements. Disciplinary action should be consistent with the philosophy for providing constructive learning experiences as a part of the probation. A student may be required to meet periodically with designated persons. Any further misconduct on the student's part during the period of probation may result in disciplinary suspension or dismissal.

- University Disciplinary Suspension:

Prohibits the student from attending the University. University Suspension prohibits the student from being present on specified University owned, leased, or controlled property without permission of the sanctioning administrator or his or her designee for a specified period of time. The sanctioning administrator shall determine the effective beginning and ending date of the suspension. Students placed on University Disciplinary Suspension must comply with all suspension requirements. A student seeking to attend the University after the conclusion of his or her suspension shall first request re-enrollment from the Office of University Judicial Affairs. Request for re-enrollment after one quarter of the suspension termination will require the student to apply for readmission to his/her college/school.

- University Disciplinary Dismissal:

Permanently prohibits the student from attending classes in that college/school or permanently prohibits the student from re-enrolling at the University.

- Other Disciplinary Educational Sanctions:

Sanction designed to develop the student's behavior. This includes, but is not limited to, service to the college and restrictions on the right of access to the college or University.

Unprofessional 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 are 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:

Harassing or being abusive towards students, faculty, staff, practicum agency staff,

- 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.
- 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;

ACADEMIC REQUIREMENTS

The academic standards established by UC/SSW consist of both academic performance and professional 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 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 a program. It is expected that students will also demonstrate professional competency and an understanding of and a commitment to the values and ethics of the social work profession.

It should be noted that the first stage of academic and nonacademic problem-solving begins at the faculty/student level. The original jurisdiction of any case involving academic and nonacademic misconduct shall be with the instructor in whose course the alleged misconduct occurred. (University Student Code of Conduct, Section B-3a)

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.

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

Communication Skills

All UC/SSW student 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 him/herself 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. .

ACADEMIC AND NON-ACADEMIC MISCONDUCT - PROCEDURES

There are two distinct entities that are charged with review and actions regarding issues of misconduct. They are the School of Social Work Academic Affairs Committee and the School of Social Work, College Hearing Panel. The following are the structural and role definitions of these entities. (Procedural steps and clarifications for these entities can be obtained online at <http://www.uc.edu/Trustees/Rules/RuleDetail.asp?ID=184> .

The School of Social Work, Academic Affairs Committee will review and act on all cases involving academic and professional misconduct that are not defined in the University Student Code of Conduct, but are defined and/or identified in academic and professional policies of the School and/or the NASW Code of Ethics. The Academic Affairs Committee shall be charged with the responsibility of investigating alleged academic and professional misconduct and, when appropriate, recommending sanctions according to the severity of the misconduct. Definitions of disciplinary sanctions include, but are not limited to the following: Academic Action (grade modifications); Disciplinary report (written reprimand); probation; suspension; School dismissal The Academic Affairs Committee will consist of three faculty members, with one member serving as chair of the Committee.

Cases involving academic misconduct, as defined in the University Student Code of conduct, such as plagiarism, cheating, aiding and abetting academic misconduct, and fabrication shall be referred to the School of Social Work, College Hearing Panel. The Hearing Panel will consist of: the hearing chair, one representative selected by the college faculty and one representative selected by the appropriate undergraduate or graduate student (MSW or BSW) organization of the School. The School's Hearing Committee shall be charged with the responsibility of investigating and recommending appropriate sanction/s to the Dean, concerning alleged academic misconduct. An outcome of "in violation" is reported to the University Office of Judicial Affairs.

Academic Misconduct -There are two types of Academic Misconduct: Academic Misconduct as defined in the University Student Code of conduct and professional misconduct:

1. Academic Misconduct as defined in the University Student Code of conduct includes, but are not limited to behaviors such as plagiarism, cheating, aiding and abetting academic misconduct, and fabrication
2. Professional Misconduct as defined by the UC/SSW includes ethical infringements occurring in the classroom or field placement that are in violation of the National Association of Social Workers Code of Ethics (www.naswdc.org); UC/SSW Academic Integrity and Professional Code of Conduct; and/or the University of Cincinnati Student Code of Conduct. Allegations of professional misconduct will be referred to the Academic Affairs Committee for deliberation.

Handling Academic and Professional Misconduct

Students are expected to support the values of the University of Cincinnati and honor the principles of a 'Just Community,' as defined by the University

<http://www.uc.edu/justcommunity/>) Violations of the Student Code of Conduct, the Law, field placement procedures and the NASW Code of Ethics will be resolved by adhering to the procedures outlined in the Student Code of Conduct and/or the UC/SSW Academic Integrity and Professional Code of Conduct .

Allegations of academic and professional misconduct will be reviewed and evaluated by the Academic Affairs Committee and discussed with the student as outlined in the Student Code of Conduct. The student will receive a written summary of this discussion, the decision reached and recommended sanction. The student may appeal all decisions following the guidelines listed in the Student Code of Conduct.

Disciplinary sanctions for academic and professional misconduct

In accordance with the University Student Code of Conduct, “sanctions shall be imposed according to the severity of the misconduct. Multiple sanctions may be imposed should the behavior call for the imposition of a more severe penalty.” (section B, 4). Sanctions for academic misconduct may include, but are not limited to the following:

- **Academic action:**
Includes altering a grade or assigning a failing grade for the assignment, examination or course.
- **Disciplinary report:**
Notifies the student in writing that the misconduct and sanction will be recorded in a disciplinary file and if the misconduct recurs may be taken into consideration in determining further sanctions
- **Probation:**
A student will be placed on academic probation when her/his grade point average falls below 2.5 or when two (2) incompletes have been accumulated. The student will be notified and given one (1) quarter to bring the GPA to 2.5 and/or reduce the number of “I” grades to one (1) or less. If the student has not achieved good standing by the end of one (1) quarter on probation, an academic review conference will be held by the Academic Affairs Committee to determine the appropriate action. The student may be asked to reduce her/his load to part time, or may be suspended from the program.

UC/SSW may also impose probationary restrictions or extra requirements on students who have committed professional misconduct. Probationary actions may vary with each case, but remain consistent with the philosophy of providing constructive learning experiences as part of the probation. Any further misconduct on the student’s part during the period of probation may result in disciplinary suspension or dismissal.

- **Suspension:**
A suspended student cannot register in the School of Social Work for at least one academic year beginning with the next Autumn quarter. Once the suspension period has elapsed, a student may re-apply to the School. If readmitted, the student will return to the School on academic probation.
- **Dismissal – Academic Problems:**
Dismissal results when a formally suspended student returns to the School of Social Work and fails to return to good standing by the end of the Winter quarter. Students who have been dismissed will not be considered for readmission.

Non-academic misconduct

All instances of nonacademic conduct within the University, as defined in Section A of the University Student Code of Conduct (i.e., vandalism, aiding and abetting misconduct, dishonesty and misrepresentation, harassment, drugs or narcotics, failure to comply with sanctions, etc) shall be reported to the University Office of Judicial Affairs. (See University Student Code of Conduct online at <http://www.uc.edu/Trustees/Rules/RuleDetail.asp?ID=184>).

Professional judgment involving ethical violations that occur outside of the University will be defined as non-academic misconduct and will be referred to the University Judicial Affairs for appropriate review.

Sanctions for nonacademic misconduct, including ethical violations, shall be imposed according to the severity of the misconduct. Multiple sanctions may be imposed should the behavior call for the imposition of a more severe penalty. In all cases, the University reserves the right to require counseling and testing of students as deemed appropriate. The University may impose interim restrictions.

EVALUATION PROCESS

The evaluation of the student’s performance in field learning should be an on-going process which occurs throughout each quarter of the senior year. The field instructor provides most feedback to the student as the learning progresses. The faculty liaison may also have input for the purpose of helping the student to achieve the learning objectives required by the School.

At the end of each quarter in the senior year, the BSW Field Coordinator provides a Senior Field Evaluation form to be completed by the field instructor and discussed with the student. If the student, field instructor, or the liaison has questions or concerns about the evaluation, the liaison may be involved in some discussion about the written evaluation. The liaison is responsible for “pulling together” all data derived from the evaluation process. The BSW Field Coordinator is responsible for translating all of the evaluation information into a pass (P) or fail (F) grade.

EDUCATIONAL OUTCOMES

The Senior Field Evaluation is designed to measure the development of a student's overall level of practice competency and to assess to attainment of competency within each area of the School's educational outcomes. For the first quarter, the field evaluation assesses the student's ability to observe how classroom knowledge relates to agency experiences and to show competence in beginning practice skills. In the second quarter, the student is expected to apply knowledge from all areas of the School's learning objectives to further develop the required practice skills. In the third quarter, the student must demonstrate an ability to consistently and autonomously integrate knowledge, values and specific skills into effective social work practice (see Appendix A for Criteria for Senior Field Evaluation).

At the beginning of each quarter of the placement, students are expected to develop learning contracts built around the School's learning objectives that address required areas of competency. At the end of each quarter, the student provides an illustration of specific learning experiences through which skills specified in the contract were obtained. In this fashion, students demonstrate that they understand the specifics of a given educational outcome by illustrating it with elements from their own practice.

The field instructor then evaluates the student's level of development of these skills and the student's ability to integrate specific skill into overall practice competence. The evaluation form outlines the learning objectives which provide the basis for assignment of the grade each quarter.

The evaluation process not only assesses the student's performance in the field, but also measures the competency of that student to practice as an entry level professional social worker. The evaluation is tied to a student's field activities and to the student's achievement of the educational outcomes.

TERMINATION/REPLACEMENT

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 field instruction program, (2) the student's performance does not meet acceptable standards, (3) the student and field instructor are unable to develop or maintain an effective and collaborative working relationship, (4) 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 (5) the designated field instructor is unable to continue serving as field instructor and the agency is unable to provide another qualified field instructor.

The field instructor and student should notify the faculty liaison and the BSW Field Coordinator as soon as it becomes evident that the placement might need to be terminated. The field instructor, student, and faculty liaison should convene to discuss

the reasons for the termination and to verify that all possible efforts have been made to work through the underlying problems or issues. The BSW Field Coordinator will be available to offer guidance and consultation and will participate in this conference as requested.

A written document identifying the reasons for the termination should be developed by the field liaison. The student, the field instructor, and the BSW Field Coordinator are to receive copies of this document. The student and faculty liaison will then meet with the BSW Field Coordinator to determine the next steps. All replacements will be approved and arranged by the BSW Field Coordinator, in consultation with the student and the faculty liaison.

Under no circumstances should the student stop reporting to the field site assigned until he or she has written permission from the field liaison. This will result in a failing grade for that quarter of field instruction. More than one change of placement will require an automatic review by the faculty, after which a decision regarding the student's status in the program will be made.

PROCEDURES FOR HANDLING UNSATISFACTORY PROGRESS OR PERFORMANCE

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 if the field instructor and/or student request that the liaison attend.
 - The field instructor should provide specific, detailed information about the nature and severity of the problem to the student. The student must have precise, clear information about the problem in order to work 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 may 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 to the student that describes the problem and the plan for resolving the problem. The field instructor and the faculty liaison should receive copies of the memo. The memo may be written by the field instructor or the faculty liaison.
 - The liaison and/or the field instructor may at their discretion 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.

- If the faculty liaison has not been directly involved up to this point, 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 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 problem still remains unresolved, the student will probably receive a failing grade for the field. A failing grade will trigger an automatic review by the faculty, after which a decision will be made regarding next steps.

APPENDIX A

CRITERIA FOR SENIOR FIELD EVALUATION

UNIVERSITY OF CINCINNATI SCHOOL OF SOCIAL WORK
CRITERIA FOR SENIOR FIELD EVALUATION

A. The Student and Learning

1. The student demonstrates a commitment to self-assessment and learning.

First Quarter: The student demonstrates an awareness of his or her own values and ethics and begins to verbalize a commitment to “life long” learning.

Second Quarter: The student is able to demonstrate knowledge of how his or her values and ethics affect practice; the student begins to use new knowledge in practice.

Third Quarter: The student continues to use new knowledge in practice and is able to discuss ways that his/her values affect practice.

2. The student has an understanding of and is able to apply an ecological systems perspective to practice.

First Quarter: The student demonstrates an understanding of the ecological systems perspective as it applies to micro, mezzo, and macro systems.

Second and Third Quarters: The student is able to apply the ecological systems perspective to practice with micro, mezzo, and, macro systems.

3. The student is able to work with and under the direction of the supervisor.

First Quarter: The student arrives on time for and is prepared for supervisory conferences. The student recognizes the need for and begins to ask questions.

Second Quarter: The student comes to supervisory conferences with an agenda, is able to ask for advice, and begins to question or confront the supervisor. The student begins to take initiative for decision-making.

Third Quarter: The student demonstrates the ability to use supervision to increase knowledge and skills. The student is able to disagree with and appropriately challenge the supervisor. The student is able to function independently by using his/her own judgment in decision-making.

4. The student understands how research methods are used to build knowledge, how to use that knowledge in practice, and how to evaluate their own practice.

First Quarter: The student is able to identify and review research findings that apply to field placement agency services. The student becomes aware of researchable issues in the agency.

Second and Third Quarters: The student demonstrates an understanding of the use of research methods for assessing his/her own practice, client outcomes, and agency issues. The student continues to use relevant research findings to guide practice.

B. The Student and the Agency

1. The student demonstrates an ability to function within the agency's policies, procedures, and programs.

First Quarter: The student is able to understand and analyze existing agency policies, procedures, and programs.

Second Quarter: The student is able to make effective use of existing agency policies, procedures, and programs and can identify the need for change.

Third Quarter: The student is able to analyze current agency policies and procedures. The student demonstrates an understanding of how the policies and procedures facilitate or impede people's well being.

2. The student demonstrates effective written and verbal communications in organizations.

First Quarter: The student is able to identify examples of formal communication systems within the agency.

Second Quarter: The student is able to make use of formal communication systems. The student can identify informal communication channels in the agency.

Third Quarter: The student is able to use informal communication channels to obtain and provide information. The student knows how to use informal communication in an ethical manner in order to get work done. The student demonstrates the ability to select the appropriate communication channel (formal or informal).

3. The student demonstrates an understanding of the lines of authority in the agency.

First Quarter: The student develops an awareness of the agency's organizational structure.

Second Quarter: The student is able to identify informal power dynamics in the agency.

Third Quarter: The student begins to use the understanding of agency power dynamics and the understanding of formal and informal agency structures to impact work with clients.

4. The student makes use of knowledge of the service delivery system to achieve intervention objectives for clients, including providing information to clients and making referrals to other agencies.

First Quarter: The student demonstrates that he/she has knowledge of the service delivery systems that are most relevant to the client population served by the agency.

Second Quarter: The student makes use of the service delivery system by providing appropriate information to clients and by referring clients to other agencies.

Third Quarter: The student demonstrates the ability to advocate for clients' needs when working with the service delivery system.

5. The student is able to collaborate effectively.

First Quarter: The student demonstrates an ability to share information with colleagues and is sensitive to the different opinions of co-workers.

Second Quarter: The student is able to discuss differences in opinions professionally with co-workers, demonstrate respect for diverse opinions and approaches, and contribute to teamwork conducted on the client's behalf.

Third Quarter: The student continues to develop skills in teamwork. The student understands when professional collaboration is indicated to serve client needs.

C. The Student and Society

1. The student demonstrates knowledge of and commitment to social work values, ethics, and social justice.

First Quarter: The student has knowledge of the *NASW Code of Ethics* and the relevant state code.

Second Quarter: The student is able to demonstrate the ability to use the *NASW Code of Ethics* and the relevant state code to guide practice.

Third Quarter: The student recognizes and understands inequalities, oppression, privilege, and discrimination in American society and uses generalist practice to advance social and economic justice.

2. The student understands human diversity and is able to use that understanding in practice.

First Quarter: The student is able to recognize differences between self and others, including colleagues and clients. The student is able to recognize issues that stem from diversity and discuss how these issues affect practice.

Second Quarter: The student is able to use his/her understanding of diversity in developing helping relationships and in working collaboratively with clients.

Third Quarter: The student understands the strengths of diverse groups, communities, and organizations. The student is able to call upon the strengths and resources of these diverse groups, communities, and organizations to help clients when indicated.

D. The Student and the Client

1. The student is able to use theory in practice.

First Quarter: The student is able to articulate a beginning understanding of application of theories in the assessment of clients, including communication theory, role theory, and theories of human growth and development. The student is able to articulate a beginning understanding of theories that inform practice such as cognitive/behavioral theory.

Second Quarter: The student consistently uses theories such as communication theory, role theory, and theories of human growth and development when conducting an assessment. The student understands the use of practice theories, such as cognitive/ behavioral theory, for carrying out interventions.

Third Quarter: The student demonstrates a consistent, conscious use of practice theory, such as cognitive/behavioral theory, in carrying out interventions.

2. The student demonstrates the professional use of self in practice.

First Quarter: The student demonstrates an understanding of the meaning of the professional use of self in practice.

Second Quarter: The student begins to demonstrate a professional use of self in the field placement setting.

Third Quarter: The student is able to demonstrate a consistent, conscious, purposeful use of self in practice.

3. The student is able to communicate effectively with clients at the micro, mezzo, and macro levels of practice.

First Quarter: The student is able to ask for information, summarize client statements, demonstrate an awareness of non-verbal communication, and structure the interview.

Second Quarter: The student can identify feelings, interpret non-verbal cues, rephrase, ask for clarification and respond reflectively during client contact.

Third Quarter: The student is able to relate and communicate effectively with clients and client systems. The student is able to explore feelings, further interpret non-verbal cues, and is able to demonstrate a consistent, conscious, purposeful use of listening.

4. The student shows evidence of being supportive and helpful in involving clients in goal identification and intervention planning.

First Quarter: The student shows evidence of being supportive and helpful in interactions with clients.

Second Quarter: The student shows evidence of being supportive and helpful in involving clients in goal identification and intervention planning using a problem-solving framework.

Third Quarter: The student shows evidence of being supportive and helpful in involving clients in goal identification and intervention planning using a problem-solving framework. The student demonstrates an understanding of how goal setting with clients is impacted by agency requirements.

APPENDIX B

List of BSW Field Forms

The following BSW Field Forms may be obtained at the UC School of Social Work web site at www.uc.edu/socialwork . On the home page go to Program Forms. Next go to BSW Field Forms.

- **Application for BSW of MSW Placement at Place of Employment**
- **BSW Personal and Professional Background Outline**
- **BSW Personal Interests and Information**
- **BSW Field Placement Confirmation**
- **BSW Field Instruction Memorandum of Agreement**
- **BSW FERPA Release of Information**
- **BSW Field Learning Contract – Fall**
- **BSW Field Learning Contract – Winter**
- **BSW Field Learning Contract – Spring**
- **BSW Log of Hours**