

XAVIER UNIVERSITY
CINCINNATI, OHIO
BACCALAUREATE SOCIALWORK PROGRAM
FIELD INSTRUCTION MANUAL

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INTRODUCTION

This manual is designed to assist field instructors, students, and faculty in planning and implementing a structured learning experience for students engaged in field instruction in the Social Work Program at Xavier University. The primary goal of the program is to prepare students for beginning level generalist social work practice in social welfare agencies and organizations.

Field work exposes students to “real life” social work situations which offer opportunities to apply knowledge, values, and skills learned in the classroom. Senior students are expected to concentrate on the processes of assessment, planning, intervention, and practice evaluation during a total of 480 clock hours (240 each semester) in an assigned agency under the supervision of a field instructor at the site.

This manual delineates general policies, guidelines, and procedures concerning the field experience at Xavier.

The Social Work Program is accredited by the Council on Social Work Education.

OBJECTIVES OF THE SOCIAL WORK PROGRAM

Xavier University offers a Bachelor of Social Work degree (BSW) for students completing a major in social work. The objectives of the Social Work Program are to:

1. Graduate students with a beginning level of competency for generalist social work practice.
2. Inculcate students with a value base commensurate with the values and ethics of the social work profession, including an appreciation for diverse social, cultural, and ethnic patterns.
3. Prepare students to be informed, involved citizens aware of social issues and problems, and active participants in working toward solutions.
4. Prepare students for entry into graduate social work programs.

While all of these objectives are important, the central focus of the Xavier program is the preparation of students for beginning level generalist professional practice. The emphasis of generalist practice is dual: strengthening people's adaptive capacities and removing environmental obstacles to growth. Students should be able to demonstrate knowledge and skills including the processes of communication, problem and need definition, assessment and planning, gaining access to community resources, interventions with clients and with others on behalf of clients, and practice evaluation in addition to growth towards a professional identity within a framework that is consistent with the values and ethics of the profession. Students who successfully achieve the first three objectives outlined above should also be "ready" for graduate social work education, objective four, if that is their choice.

SOCIAL WORK CURRICULUM

Overview

The social work major is a four-year program with three components. The first two years are devoted primarily to the liberal arts base, while the last two years consist of required support courses outside the department and the social work curriculum. Successful synthesis and integration of these components lead to the achievement of the primary objective of the program for graduates: a beginning level of competency for generalist social work practice.

The liberal arts base serves as a fundamental educational experience by providing knowledge of theological, philosophical, scientific, cultural, and social thought. The major in social work extends this academic base through required support courses in related disciplines and courses in the social work department which fulfill the professional foundation requirements of human behavior in the social environment, social welfare policy and services, social work practice, research, diversity, populations at-risk, social-economic justice, and field instruction. Overall, the major is structured so that issues relevant to race, gender, and class are addressed in a context consistent with the values and ethics of the profession.

The courses which directly contribute to the professional foundation and constitute the curriculum design are outlined in the sequence that follows.

Freshman Year

1 st Semester	SOCI 101: Introduction to Sociology	3 credits
	BIOL 120: Life, Lecture (Biology)	2 credits
	BIOL 127: Life Lab	1 credit
2 nd Semester	BIOL 112: Life, Lecture	2 credits
	BIOL 125: Life Lab	1 credit
	PSYC 101: General Psychology	3 credits

Sophomore Year

1 st Semester	SOCW 167: Introduction to Social Work	3 credits
	SOCW 208: Economics of Society	3 credits
	SOCW 299: Child Welfare & Development	3 credits
2 nd Semester	SOCW 204: Contemporary Social Problems	3 credits
	SOCW 300: Life Cycle II: Adolescence-Adult	3 credits

Junior Year

1 st Semester	SOCW 315: Social Institutions as Systems	3 credits
	SOCW 318: Trends in Modern Society (Race Relations)	3 credits
	SOCW 352: Research Methodology	3 credits
2 nd Semester	SOCW 316: Social Policy and Contemporary Issues	3 credits
	SOCW 320: Pre-Placement Seminar	2 credits
	SOCW 315: Women/Men: Myth & Reality	3 credits
	SOCW 415: Theory and Methods of Social Work Practice I	3 credits
	MATH 116: Elementary Statistics	3 credits

Senior Year

1 st Semester	SOCW 416: Theory and Methods of Social Work Practice II	3 credits
	SOCW 417: Social Work Field Instruction	4 credits
	SOCW 419: Social Work Seminar	1 credit
	SOCW 424: Research Paper	1 credit
2 nd Semester	SOCW 418: Social Work Field Instruction	4 credits
	SOCW 420: Social Work Seminar	<u>1 credit</u>
		64 credits

In addition to these courses, there are nine (9) hours of required support courses chosen from the social and behavioral sciences.

EDUCATIONAL OUTCOMES OF FIELD INSTRUCTION

Students begin the field instruction process by completing Pre-placement Seminar (SOCW 320) in the spring semester prior to entering field (as a second semester junior). During this class, students are responsible for participating in the matching process of arranging field placement for the next fall and spring semester. Prior to entering the field, students must also have successfully completed Theory and Methods of Social Work Practice I (SOCW 415), which is the first of two theory and methods courses, and petitioned and been officially accepted into the program as outlined in the BSW Student Handbook.

During the first semester of the field placement, students are concurrently enrolled in Theory and Methods of Social Work Practice II (SOCW 416). These courses prepare students for direct practice with individuals, families, and groups from a systems-based ecological perspective. Social worker-client interactions and tasks during the beginning, ongoing, and ending phases of the helping process are particularly emphasized. Field Instruction includes four credit hours of Field Instruction (SOCW 417 & SOCW 418) plus one credit hour of Social Work Seminar (SOCW 419 & SOCW 420) each semester in the senior year. Students spend two days (16 hours) per week in one agency, to achieve a total of 480 clock hours by the end of Spring semester.

The BSW program educational outcomes listed below delineate the knowledge, skills, and values which students are expected to strengthen and demonstrate during the field experience. The Field Placement Learning Plan and Final Evaluation forms are designed to reflect those outcomes as applied the field experience.

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Understand the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
8. Analyze the impact of social policies on client systems, workers, and agencies.
9. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. Use supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

FIELD PLACEMENT ASSIGNMENT PROCESSES & EXPECTATIONS

The University

1. The social work program, through its field placement coordinator, has the major responsibility for evaluating agencies for field instruction, matching of students with field placement agencies, conducting orientations and training seminars for field instructors, overseeing the student evaluation process in field placement agencies, and final determination of semester grades (in consultation with field instructors). As part of this process, the field placement coordinator will meet with the field instructor and student at each field placement site at least once each semester.
2. The Pre-placement Seminar taken by juniors in the spring semester has two objectives. The main objective is to professionally prepare students by examining their practical topics that will facilitate their entry into their field placements. The second goal of the class is for students to participate in the matching process of arranging their field placements for their senior year.
3. Additionally, the social work program conducts a weekly seminar for students while they are in field placement. This course is structured to: facilitate connections between classroom and field work, synthesize field experiences with curriculum content, and promote professional behavior and thought.
4. Please direct questions regarding Xavier University's blanket student professional liability insurance to the field coordinator (see page 17).

The Agency

1. The main criteria for the selection of an agency for field instruction are the agency's willingness and capacity to provide the student with learning experiences which are compatible with knowledge, skills, and values taught in the classroom and consistent with the overall educational objectives of the Xavier Social Work Program.
2. Moreover, the agency must recognize that the **primary goal of field instruction is educational**. Any assistance the student might provide the agency in meeting service commitment is secondary. This educational goal is what sets the social work field student's role apart from that of a volunteer or temporary employee.
3. Key administrative and/or supervisory staff should have a commitment to baccalaureate social work education. Individual field instructor requirements:
 - a. Must have either the MSW or BSW degree.
 - b. At least two years of experience after the latter degree.
 - c. Must be available to supervise the learning experience.

4. It is expected that the student will be provided opportunities to develop his/her techniques and skills through the direct application of the generalist social work helping process, including provision of suitable work space and appropriate access to information.
5. Students are to be reimbursed for all expenses incurred while performing activities assigned by the agency. The rate of reimbursement paid for mileage when a personal auto is used is determined by the policy governing such matters within the host agency.
6. It is expected that the student will **begin direct client contacts within the first four weeks** of the placement at the latest except in setting requiring a longer orientation or training process.
7. **It is expected that the agency field instructor will have sufficient time to devote to student supervision. There should be a minimum of 1-1/2 hours a week of formal supervision time,** as well as time for informal on-the-spot discussions with the student. They may also be satisfied by 1 hour/week individual time with the field instructor and the other _ hour with another appropriate supervisor or in a group supervision setting.
8. Although it is ultimately the student's responsibility to make sure all required paperwork is completed and delivered the field placement coordinator in a timely manner, the field instructor is expected to facilitate this process. This includes the following (see attachments):
 - a. FIELD PLACEMENT CONFIRMATION & CONTACT INFORMATION FORM (see p. 34) and the COOPERATIVE AGREEMENTS (between Agency and Xavier University, see p. 31) – both forms are due during the Pre-placement Seminar and are to be reviewed and completed together by the student and field instructor.
 - b. LEARNING PLAN (see p. 41) and ETHICAL GUIDELINES (see p. 38) – both forms are due by the 3rd week of the first semester in placement and are to be reviewed and completed together by the student and field instructor.
 - c. WEEKLY STUDENT REPORTS (see p. 40) – this weekly activity log and time sheet is to be reviewed for accuracy and signed by the field instructor at the end of each week.
 - d. FINAL EVALUATION (see p. 49) – due during final exam week of each semester. The recommended process is: students and field instructors to complete the evaluation individually; then students and field instructors meet to compare and combine responses together; and then prepare the final draft together to be handed in to the field placement coordinator.
9. Finally, it is expected that the field instructor will attend field instruction orientation training seminars and meetings at Xavier University.

The Student

1. The selection and assignment process for the student begins with an APPLICATION FOR FIELD PLACEMENT (see p. 25), which is completed in Pre-placement Seminar. Copies of this application are shared with prospective agency field instructor(s) during the matching process which include interviews between prospective field instructor(s) and the student.
2. The student is responsible for arranging interviews at agencies after conferring with the Xavier Field Placement Coordinator about preferences, goals, and possibilities. A Field Placement Interview Checklist should be completed for each interview (see p. 29).
3. If, after the interviews are completed, the field instructor, the student, and the field placement coordinator agree that a proposed placement will be a match, the student is assigned to the agency by the Xavier Field Placement Coordinator. If a “match” does not occur, the process is repeated until a suitable placement is arranged.
4. The student in field instruction is expected to assume responsibility for the requisite time commitment to the field instruction agency, to adhere to the ethical standards of the profession, to prepare for and participate in supervision and training conferences with the field instructor, and to become familiar with the goals, policies, and procedures of the agency.
5. Students participating in field instruction will continue to follow the school calendar in matters pertaining to holidays and vacation.
6. Students who are ill or who for some other reason must be absent on a regularly scheduled day of the field experience are required to contact both the field instructor and field placement coordinator, prior to being absent, whenever possible. Days missed in the field must be made up per arrangement with the field instructor. Students with less than 240 hours of field per semester will receive an Incomplete for Field Instruction.
7. Students in the field are to be familiar with the NASW Code of Ethics and their behavior in the field must reflect their identification with these norms of behavior.
8. Students transporting agency clients in personal automobiles should work out insurance arrangements and liability with the field agency.

EVALUATION AND GRADING PROCESSES

At the beginning of each semester of field instruction, the student and the field instructor complete a LEARNING PLAN (see attachment for all forms). The first part of the Learning Plan includes an individualized section intended to reflect the students learning objectives specific to the placement setting and client system. The second part of the Learning Plan applies the student's individualized learning objectives to the educational outcomes of the social work program of Xavier University.

The Learning Plan, which is signed by the student and the field instructor, should be completed **before the end of the fourth week of the semester**. The field placement coordinator reviews each Learning Plan to assess consistency with the educational objectives and outcomes of the Xavier program. When the latter is achieved, the field coordinator's signature is added to the final plan.

The student's progress may be assessed at mid-term by the field instructor and the field coordinator. At the end of the semester, the Final Evaluation of the Field Placement Performance is completed by the field instructor. Inasmuch as the evaluation process is an important part of the student's overall learning experience, the result of the Final Evaluation is shared with the student by the field instructor. The student is encouraged to express his/her response to the evaluation and may do so in writing on the evaluation for if that is his/her choice.

Instruments used by Xavier University's Field Placement Coordinator in the final assessment of the field experience include the Learning Plan (completed by the student and the field instructor), Weekly Student Reports of field instruction activities and experiences (completed by the student), and the Final Evaluation including the field instructor's

recommended grade (completed by the field instructor). These instruments are reviewed along with any other information which the student and/or the field instructor wish to include. Final grade determination and recording is the responsibility of the field placement coordinator.

GUIDELINES FOR FIELD PLACEMENT CHANGES

Students normally remain in the same placement for the entire academic year, both fall and spring semester. Unusual circumstances, however, may arise that could necessitate a change in agency placements. These circumstances could reflect concerns that the learning experience is not meeting the need of the student and/or of the agency. A request for a change may be initiated by either the student, field instructor, or field coordinator. The process includes the following procedure:

1. The field coordinator is contacted by either the student or field instructor as soon as possible after any problem surfaces.
2. Every effort should be made by all concerned to resolve difficulties as continuity within the field placement and problem-resolution skills are a high priority.
3. In the event that a student is making the request, the student must notify the field coordinator verbally or in writing, and address the following:
 - a. Reasons for the request.
 - b. Ways in which the learning needs are not being met.
 - c. Attempts that have been made to resolve the problem(s).
4. In the event that a student's request for change is granted, a professional ending should be attempted including, at a minimum, a telephone call to the field instructor and/or a professional letter of resignation. Any specific commitments that have been made by the student should be honored, if possible, within a reasonable one or two week notice period. Any information needed for follow-up with regard to the student's projects should be available.
5. In the event that an agency field instructor is making the request, a conference of the student, field instructor, and assigned field coordinator should be set up immediately.
 - a. The field instructor should discuss the problem openly and directly with the student, including explaining the severity level of the problem.
 - b. It should be determined if the problem is:
 1. An environmental one, i.e., agency and/or field instructor related.
 2. A situational problem, i.e., interpersonal, illness, family problem.

3. Student performance, i.e., ethical or professional behavior, ability to successfully complete assigned tasks or develop social work skills.
 - c. A plan of action, including a specific time period for resolving the problem, should be developed.
 - d. A follow-up memo written by the field instructor or the field coordinator should summarize the meeting and spell out the plan. Copies should go to the student, field instructor, and field coordinator. A student signature stating that the student has read and understands the memo may be required.
 - e. At the end of the specified time period, the field instructor and student should meet to review the progress that has been made on resolution of the problem. Either party may request the presence of the field coordinator. If the problem is determined to be resolved, a written memo explaining this should be provided to all parties again.
 - f. If the problem has not been resolved, the field instructor or student should call the field coordinator to schedule an immediate agency visit. During that visit, all parties should review the situation. A new plan of action may be determined again, followed by a written memo documenting all decisions.
6. In the event that no appropriate resolution can be found and the agency requests termination of the field placement, the decision whether or not to place the student in another agency is made by the field coordinator after discussion with the Chair of the Department.
 - a. If the decision is made to place the student in another agency, requirements for a new placement will be determined by the field coordinator with consultation from the Chairperson.
 1. Agencies with experienced fieldwork instructors will be identified for the student to interview.
 2. The student will be involved in deciding what information from the previous placement will be shared with the prospective field instructors.
 3. Based on feedback from the student and prospective field instructors, the field coordinator may assign a new placement and, in consultation with the chairperson, will stipulate the requirements for the new placement, including required hours and any issues to be addressed in the student's new Learning Contract.

4. The assigned field coordinator will work closely with the student and the new field instructor to create the new Learning Contract and to monitor the progress in placement.
- b. If the decision is made not to place the student at another agency, the student as well as the student's academic advisor and chairperson is notified. The student may need to withdraw from a concurrent seminar class. Implications for retention in the program will be discussed by the department faculty.

Any change in placement offers an opportunity for reflection and planning. Students and field coordinators will discuss together the learning that has resulted from the first placement and identify goals that remain to be addressed in the new placement. The field coordinator is responsible for approval of new placements and stipulating the requirements for the student in the new placement, including required hours and any issues to be addressed in the student's new Learning Contract.

Given due cause, the field coordinator reserves the right to change a student's placement without adherence to the above guidelines.

NOTE: While every effort will be made to facilitate student placement changes in a timely manner, it is important to note the complexity of the process. The 240 field placement hours per semester must be accomplished before a semester grade can be submitted.

INSURANCE AGREEMENT

The Department of Social Work hereby certifies that the following liability insurance is in effect as of the date of this Agreement.

INSURER: Chicago Insurance Company

BROKER: Maginnis of Ohio

POLICY NO.: AHC-0890938

COVERAGE: Limits of Liability:
2,000,000/4,000,000

INSURED: Xavier University
Department of Social Work
Students in Field Instruction
(SOCW 417/418)

TERM: 1999-2000

SCHOOL: Xavier University
Department of Social Work
3800 Victory Parkway
Cincinnati, Ohio 45207-7372

FIELD INSTRUCTION SAFETY GUIDELINES

In any placement there may be some degree of uncertainty and potential physical or psychological risk. Thus, there is concern on the part of faculty and staff regarding student safety. Please take time to read this carefully. If you have any questions, please talk to the field coordinator. Xavier University's Department of Social Work encourages attention to safety in field instruction. Field instruction coordinators encourage the discussion of safety as a portion of orientation sessions for field students.

The following guidelines are provided for the agencies in which the student is placed. Students are responsible for understanding and following these safety guidelines as well as any agency specific safety policies or guidelines.

Students have the right to question any potentially unsafe assignment without repercussion from their field instructor or field coordinator. An obligation rests with the student, the field instructor, and the coordinators of field instruction to reach a common understanding regarding the safety of assignments. If no agreement can be reached, the ultimate decision rests with the field coordinator.

If the student believes that s/he has been given an unsafe assignment, the student is responsible for notifying their field instructor, and then contacting the coordinator **before proceeding**. Likewise, if a student initiates what may be an unsafe field activity, the field instructor must direct the student not to proceed with the assignment and notify the field coordinator regarding any lack of compliance.

In the event of any threat or injury to a student while in field placement, **immediately contact** the field instructor and field coordinator. If those persons are unavailable, contact the Chair of the Social Work Department.

Adapted from Michigan State University, School of Social Work, Field Instruction Manual, Revised 2/97, Safety Policy, p. 35.

NON-DISCRIMINATION POLICY STATEMENT

Xavier University is dedicated to equality of opportunity in all areas of education and employment, and its goal is to achieve a diverse, multi-racial community. Accordingly, Xavier University does not practice or condone discrimination, in any form, against students, employees, or applicants on the ground of race, color, national origin, religion, sex, age or handicap. The university commits itself to positive action to secure equal opportunity. Xavier University reserves the right to maintain its heritage and destiny as a Christian and Catholic witness in higher education.

Xavier University supports the protections available to members of its community under all applicable Federal laws including Title VI and VII of the Civil Rights Acts of 1964, as amended, Title IX of the Education amendments of 1972, Revenue Procedure (75-50) Department of Treasury, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246, as amended.

Social Work faculty do not condone or practice discrimination on the basis of sexual orientation.

A grievance procedure pertaining to discrimination can be obtained by contacting the Assistant Vice President, Human Resources, (513) 745-2071.

SEXUAL HARASSMENT POLICY

Xavier University reaffirms its commitment to providing an environment for work and study free from sexual harassment. Accordingly, sexual harassment of students, faculty or staff of the University, or retaliation against individuals who have initiated inquiry or complaints, will not be tolerated. Sexual harassment and attempted sexual duress are actions considered to be unprofessional conduct.

The University has the responsibility for confronting sexual harassment in its environment. Therefore, the University also will not tolerate sexually harassing conduct against any member of the University community on University premises or at any other location where members of the University community are together because of assigned or University sanctioned activities. Complaints of sexual harassment given to the University by students and employees regarding unwanted sexual acts by other Xavier students and employees, whether incidents occurred on or off-campus, are subject to this policy.

Sexual harassment of any member of the Xavier community is prohibited. Sexual harassment by supervisors and managers is prohibited. Sexual harassment by students against other students and employees against other employees is also prohibited. Further, independent contractors, vendors or others who do business with the University are expected to ensure compliance with this policy, and the University will take appropriate action against infractions.

To obtain a copy of Xavier University's complete Sexual Harassment policy, contact Human Resources at 513-745-3638 located on the first floor of Edgecliff Hall. In addition, the policy can be viewed on the Xavier University website at www.xu.edu/depts/hr/sh-contentpage.html.

In addition to the above stated University policy, with regard to students in the field the below noted procedure should be followed in the event of a sexual harassment incident:

- A. The student is to immediately report the allegation to their field instructor and field placement coordinator.
- B. The student is to review their options with the field instructor in accordance with the agency's specific sexual harassment policy. If the perpetrator is also a social worker, a report could be made to the State of Ohio's Counselor and Social Worker Board (614-466-0912).
- C. With regard to the student remaining at the placement site, this will be a joint decision made by the student, field instructor, and field placement coordinator. However, the field placement coordinator reserves the right to remove the student from the placement if determined necessary.

- D. In the event that the field instructor is the alleged perpetrator, the field placement coordinator will assist the student in utilizing the University's Sexual Harassment Policy. Additionally, the student will be placed in another agency and the field instructor will be removed from the list of potential field instructors. A student could remain at the placement if the agency replaces the field instructor and the student is free from repercussion.

Termination from Social Work Major: Policies & Procedures

The Social Work Department at Xavier University is interested in promoting professionalism in social work. The termination process of the department is designed to ensure that individuals who do not meet the expectations for entry level social work do not graduate with a social work degree.

Termination from the Social Work Major

Students may be terminated from the social work major for both academic and non-academic cause. Students may be terminated from the major for non-academic reasons any time after declaration of the major. To terminate a student from the major is a serious decision that is made collectively by the social work faculty. These reasons may include, but are not limited to:

Academic Reasons for Termination

1. Failure to meet or maintain academic grade point requirements as established by the University and the Department.
2. Failure to acquire full acceptance in the program.
3. Academic cheating and lying including plagiarism in any social work course.

Non-academic Reasons for Termination

Non-academic reasons for termination can be personal or professional. The termination process can be sudden, if a problem is of a serious nature (e.g. conviction of a felony).

In most cases of termination, the chairperson meets regularly with the student to alleviate a problem(s). A contract for change is developed with the student and monitored by the student's faculty advisor and the chairperson. Students completing contracts remain in the program. Those not completing contracts to alleviate problems are terminated from the program.

Students can be terminated from the social work major for any of the following non-academic reasons:

1. Attitudes or behaviors inconsistent with the NASW Code of Ethics.
2. Evidence of chemical dependency.
3. Mental/emotional difficulties that impair performance, interactions, and/or relationships with classmates, faculty, agency staff, and/or clients.

4. Evidence of criminal activity occurring during or prior to enrollment deemed by the Social Work Department to be incompatible with professional social work.
5. Unresolved personal issues which impair performance, interactions, and/or relationships with classmates, faculty, agency staff, and/or clients.
6. Personal goals inconsistent with entry into the profession.

Termination Process

Prior to termination, the student will be provided with verbal and written notification of an impending action. An interview with the chairperson will be scheduled with the student to discuss alternate options to terminate. If another option is viable, a contract will be negotiated between the chairperson and the student specifying steps to be taken toward resolution with a time limit for the accomplishment of the plan. A final interview with the chairperson will be scheduled to determine if the steps in the contract have been successfully accomplished. The chairperson may re-negotiate the contract as needed. Students who are terminated from the major are notified in writing of the decision. If a student believes that she/he has not been afforded due process, appeals should be directed to the College's Professional Review Committee.

ATTACHMENTS

1. Application for Field Placement
2. Shadowing Experience/Interview Checklist
3. Cooperative Agreement
4. Field Placement Confirmation & Contact Information Form
5. Ethical Guidelines
6. Weekly Student Reports
7. Field Placement Learning Plan
8. Final Evaluation of Field Placement Performance
9. Supervisor Evaluation Form
10. Acknowledgment Form

Circle One:

Student Copy

Field Instructor Copy

X.U. Copy

**XAVIER UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

3800 Victory Parkway
Cincinnati, Ohio 45207-7372
(513) 745-4262

APPLICATION FOR FIELD PLACEMENT

PERSONAL INFORMATION

NAME _____
Last First Middle

ADDRESS _____
Street City State Zip

TELEPHONE: Home _____ Work _____

Do you have a valid driver's license? Yes _____ No _____
What method of transportation will you use to get to field placement?

EDUCATIONAL BACKGROUND

Courses for social work major completed to date: (*currently enrolled)

___ Social Problems	___ Intro. To Social Work	___ Race Relations
___ Life Cycle II	___ Economics of Society	___ Intro. Sociology
___ Research Methods	___ Social Institutions	___ General Psych.
___ Social Policy	___ Pre-placement Seminar	___ Child Psych.
___ Women/Men	___ Theory Practice I (micro)	
___ _____	___ _____	___ _____

Courses for S.W. major to be taken concurrently with field placement:

___ Theory Practice II (macro)	___ Field Instruction I & II
___ Social Work Seminar I & II	___ Research Paper
___ _____	___ _____

WORK EXPERIENCE

Prior or current work experience beginning with the most recent employment.

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

Name and address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

VOLUNTEER OR INTERNSHIP EXPERIENCE

List any additional volunteer or internship experiences.

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

Name and Address of
Company & Type of Business From/To Describe the work you did

Telephone _____
Part-time _____ Full-time _____

What are your career goals, areas of special interest within the field?

Is there a particular agency(s) in which you are interested for your placement?

Date _____ Student Signature _____

Xavier University
 Department of Social Work
 Field Placement Shadowing Experience/Interview Checklist

Each practicum setting has different learning opportunities available for students. Compare and contrast these opportunities in relation to your own learning needs. Complete this checklist of factors to consider about each placement setting during or after each shadowing experience/pre-placement interview. Use this form as an original from which to make as many copies as you need. Please indicate by circling (shadowing/interview) if the form was used to document a shadowing experience or an interview.

Student: _____ Shadow/Interview Date: _____

1. Name of Agency: _____

Address: _____

2. Dept./Program: _____

Address: _____

3. Name of person shadowed/interviewed: _____

Title: _____ BSW: _____ (yr.) MSW _____ (yr.)

Name of years of post-degree practice experience: _____

Name of years of experience as a Field Instructor: _____

4. Description of Agency/Program in which student shadow/interviewed would be placed:

5. Availability of practice opportunities and experiences in the following areas:

Individual	_____	Policy	_____
Group	_____	Program Planning	_____
Marital	_____	Staff Development	_____
Family	_____	Research	_____
Community	_____	Evaluation	_____
Crisis	_____	Community Organizing	_____
Outpatient	_____	Prevention/Education	_____
Inpatient	_____	Residential	_____
Day Treatment	_____	Assessment	_____

6. Usual role of social workers/social work students in agency/program:

7. For **interviewing only**: This field placement requires (check all that apply):

- orientation/training sessions outside regular placement hours
 number of hours _____ when _____
- criminal records check
- special insurance coverage: type _____
- special health screening: type _____
- valid driver's license
- use of personal vehicle

Parking (availability & fees), telephones, office space for students:

Interviewing space: (if other than office)

8. Overall impression of agency atmosphere and behavioral norms:

9. For **shadowing only**: How has this shadowing experience benefited/not benefited you in your decision making process?

Circle One:

Student Copy

Field Instructor Copy

XU Copy

XAVIER UNIVERSITY
DEPARTMENT OF SOCIAL WORK
3800 Victory Parkway
Cincinnati, Ohio 45207-7372
(513) 745-4262

COOPERATIVE AGREEMENT

Xavier University agrees:

1. to assign students with adequate knowledge and skills to perform assigned social work tasks within the agency setting under direct supervision.
2. to retain a Field Placement Coordinator who will screen, recommend, and assign students on the basis of special interests and preferences insofar as the latter is possible.
3. to provide a pre-placement seminar for students that facilitates the agency selection process and entry into field placement.
4. to provide an in-field placement seminar for students in placement which will assist in the integration of classroom and field instruction.
5. to maintain a continuing liaison with field agencies and field instructors through periodic conferences at the agency and at the school regarding student progress and suitability of the placement; through group seminars with field instructors to strengthen continuity between classroom and field study; through being available for consultation with agency staff regarding the Xavier Program.
6. to assign a grade for the field instruction utilizing the field instructor's evaluation of the student's performance in the assessment process.

The Agency agrees:

1. to provide opportunities for a field experience in which students can learn the fundamentals of generalist social work practice, allowing suitable work space and appropriate access to clients and records such that effective assessment and interventive skills can be practiced and honed.
2. to provide a field instructor, preferably with an MSW degree but with at least a BSW degree and two years of experience after the degree, who will be available for a minimum of 1 hour a week of instructional supervision.

3. to participate in the assessment of students through the preparation of written evaluations, conferences with students, and conferences with the field placement coordinator.
4. to facilitate completion of required paperwork in a timely manner including:
 - a. WEEKLY STUDENT REPORTS – Weekly Activity Log and Time Sheet.
 - b. FIELD PLACEMENT CONTACT INFORMATION SHEET, COOPERATIVE AGREEMENT (between Agency and Xavier University), and LEARNING PLAN are due by the 3rd week of the semester along with the ETHICAL GUIDELINES (from textbook).
 - c. FINAL EVALUATION is due during exam week of the semester – the recommended process for this is for students and field instructors to complete the evaluation individually and then meet to compare, combine responses, and prepare the final draft to be handed in to the FIELD PLACEMENT COORDINATOR.
5. to reimburse students for all expenses incurred while performing activities assigned by the agency. The rate of reimbursement paid for mileage when a personal auto is used is determined by the policy governing such matters within the host agency.
6. to participate in seminars for field instructors at Xavier University.

The Student agrees:

1. to assume responsibility for the requisite time commitment to the field instruction agency, to adhere to the ethical standards of the profession, to prepare for and participate in supervision and training conferences with the field instructor, and to become familiar with the goals, policies, and procedures of the agency.
2. to follow the school calendar in matters pertaining to holidays and vacation.
3. to make every effort to contact both the field instructor and field placement coordinator, prior to being absent from a regularly scheduled day of the field experience. Days missed in the field must be made up per arrangement with the field instructor.
4. to be familiar with the NASW Code of Ethics and to exhibit behavior in the field that reflects their identification with these norms.
5. to work out insurance arrangements and liability with the field agency when transporting agency clients in personal automobiles.

This agreement represents a mutual commitment of the student, the university, and the agency to undergraduate social work education. The agreement shall be in effect subject to annual review and revision by the Department of Social Work at Xavier University and the Agency.

Student Name

Date

Agency Name and Address

Field Instructor & Title

Date

Field Placement Coordinator, XU

Date

[The student shall make two copies of the signed agreement (one for self and one for field instructor) and Xavier University shall retain the original.]

Circle One:

Student Copy

Field Instructor Copy

XU Copy

**XAVIER UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

3800 Victory Parkway
Cincinnati, Ohio 45207-7372
(513) 745-4262

FIELD PLACEMENT CONFIRMATION & CONTACT INFORMATION FORM

Date Completed: _____ For Semester: _____ Year: _____

Student Name: _____

School Address: _____

Summer Address: _____

School Phone: _____ **Work Phone:** _____ **Summer Phone:** _____

Field Placement Agency: _____

Department: _____

Address: _____

Street

City, State, Zip

Field Instructor's Name: _____

Field Instructor's Title: _____ **Phone:** _____

Other Contact Person: _____ Phone: _____

Student's Placement Phone: 1) _____ 2) _____

Student's Field Schedule: Day/Hours Supervision Time: _____
Sun ____ Mon ____ Tues ____ Wed ____ Thurs ____ Fri ____ Sat ____

XU Field Coordinator: Shelagh Larkin, MSW, LISW **Phone:** 513-745-4233

Note: Students are responsible for maintaining current records.

**XAVIER UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

FIELD PLACEMENT CONFIRMATION & INFORMATION FORM

Name of Student Assigned, Semester/Year

AGENCY NAME: _____ PHONE: _____

AGENCY DESCRIPTION (MAJOR PROGRAMS, CLIENTELE) _____

DIRECTOR: _____ PHONE: _____

AGENCY CONTACT PERSON: _____ PHONE: _____

PROGRAM WHERE STUDENT WILL BE PLACED: _____

PROGRAM HEAD: _____ PHONE: _____

PROGRAM CONTACT PERSON: _____ PHONE: _____

PROGRAM DESCRIPTION: _____

PROGRAM ADDRESS: _____

Note: Students are responsible for maintaining current records.

FIELD INSTRUCTOR INFORMATION – TO BE FILLED OUT BY THE PERSON WHO WILL PROVIDE DIRECT AND PRIMARY INSTRUCTION OF THE STUDENT (1_ HRS/WEEK DIRECT SUPERVISION, CASE ASSIGNMENTS AND REVIEW, DIRECT OBSERVATION OF STUDENT’S WORK, COMPLETE WEEKLY STUDENT REPORTS/LEARNING PLANS/EVALUATION FORMS, ETC.).

NAME: _____ PHONE: _____

TITLE: _____

PROGRAM: _____

YEARS IN SERVICE W/PROGRAM: _____ W/AGENCY: _____

THE FIELD INSTRUCTOR IS REQUIRED TO HAVE B.S.W. OR M.S.W.:
B.S.W. M.S.W. (circle highest degree)

UNIVERSITY: _____ YEAR: _____

FIELD INSTRUCTOR IS REQUIRED TO HAVE 2 YEARS POST-DEGREE PRACTICE EXPERIENCE: NUMBER OF YEARS _____

YEARS EXPERIENCE IN SUPERVISION OF EMPLOYEES AND/OR STUDENTS: _____

PLEASE DESCRIBE PROFESSIONAL SOCIAL WORK EXPERIENCE _____

PLEASE DESCRIBE TEACHING/SUPERVISION/FIELD INSTRUCTION EXPERIENCES:

NASW MEMBER: ____yes ____ no ACSW: ____ yes ____ no
CURRENT LICENSURE: _____ state _____ License #
CURRENT CERTIFICATIONS: _____

Note: Students are responsible for maintaining current records.

ETHICAL GUIDELINES

Students who are in the field are expected to adhere to the same ethical standards set forth for professionally licenses social workers. This is important to protect not only the student and the clients with which the student has contact but also the field instructor, placing agency and university. Students are also expected to learn the broader ethical guidelines set forth by NASW, and their respective agency. If a student has any questions with regard to ethical standards of behavior they are to contact their field supervisor or coordinator. For the purposes of the field placement, students are expected to at a minimum agree to follow these principles:

1. *Confidentiality.* The identity of clients, information that would reveal the identity of clients, cannot be revealed without the specific permission of the client usually in the form of written consent. The only limits to this are when a client may be a danger to himself or another and in cases of suspected child abuse. In such situations there may be legal requirements to notify responsible agencies. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Students must familiarize themselves with and follow confidentiality procedures of their placements and the laws of the state. Case material presented in class must also be disguised to ensure confidentiality.
2. *Recognition of Qualifications and Limitations:* Students must recognize the limitations of their training and abilities and not attempt to exceed that in their work with clients. It is important that students be able to recognize when a situation is beyond their knowledge or ability. When such a situation arises, the student must seek the assistance of their field instructor or coordinator.
3. *Identification as Student:* Students must identify themselves as students to their clients, in reports, and in professional activities. They will not misrepresent their training, qualifications, or status. Interns who are at a placement for a limited time will notify their clients of this limitation and consider it in their work with clients.
4. *Record Keeping:* Students will maintain accurate and timely records as determined by their agency.
5. *Dual Relationships:* Students should not work with clients they know in another capacity. “Dual Relationships” can inhibit the effectiveness of a student’s work and could jeopardize both the client and the student. For example, it would not be ethical to work with a client with whom you are friends, or a family member or someone you know in the community in another way such as a neighbor, fellow student or a member of your church.

6. *Prohibition Regarding Sexual Conduct or Harassment:* A student must never become involved in a sexual or romantic relationship of any kind with a client at their placement agency. Students will also refrain from sexual harassment and respect the sensitivity of others regarding sexual matters.
7. *Self-Awareness and Monitoring.* Students will monitor their emotional and physical well-being and should be aware of any conditions that might negatively affect their clients or placement agencies. If such situations arise, students should inform their field instructor and coordinator.
8. *Ethics Discussion with Supervisor.* Each student must discuss the ethical standards of their placement with their supervisor before working with clients. Space has been provided at the end of this form to include any additional guidelines required by the placement agency.

By signing below the student agrees to follow the guidelines listed below as well as those of the NASW, and your placement agency.

Student Signature: _____

Date: _____

Field Instructor: _____

Date: _____

Field Coordinator: _____

Date: _____