



**XAVIER UNIVERSITY**  
**CINCINNATI, OHIO**  
**BACCALAUREATE SOCIAL WORK PROGRAM**  
**FIELD EDUCATION MANUAL**

Department of Social Work  
College of Professional Sciences

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## **INTRODUCTION**

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

Field education exposes students to “real life” social work situations that offer opportunities to apply the knowledge, values, and skills learned in the classroom to the practice experiences of field. Senior students are required to develop and demonstrate the expected competencies necessary for generalist practice.

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

### **Mission/Vision**

The department of Social Work has adopted the following vision and mission statements. They are:

#### *Department’s Vision Statement*

The vision of Xavier University's program in social work in the College of Professional Sciences is to be a leader in social justice oriented undergraduate social work education locally and nationally through innovative educational partnerships and a strong adherence to diversity and the values of Jesuit and social work education.

#### *Department’s Mission Statement*

Xavier University's Department of Social Work seeks to educate in order to empower students for beginning level generalist practice through collaboration and community engagement with individuals, families, groups, organizations and communities. The department fosters an academic environment of critical thinking with specific attention to diversity, social justice, and the values and ethics of the social work profession.

Using a generalist framework as the foundation, Xavier’s program provides content about social work practice with client systems of various sizes and types, both as clients and targets for change. The definition of generalist practice adopted by Xavier’s social work department in 2017 is noted below:

## Defining Generalist Practice

“The application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes.

- First, generalist practice emphasizes client empowerment.
- Second, involves working effectively within an organizational structure.
- Third, it requires the assumption of a wide range of professional roles.
- Fourth, generalist practice involves the application of critical thinking skills to the planned change process.” (p. 7).

Kirst-Ashman, K., Hull, G. (2009). *Understanding Generalist Practice*. Pacific Grove, CA: Brooks/Cole Publishers.

## ABOUT THE SOCIAL WORK PROGRAM

Social work at Xavier is a four-year undergraduate program grounded in the liberal arts which grants the student a bachelor of social work degree (BSW). Students graduate with the knowledge, values, and skills necessary to practice as a generalist social worker.

To be an effective generalist practitioner, the student must acquire knowledge of social work, and develop his or her skills as a practitioner under professional supervision. A program overview is below.

- A minimum of 120 credit hours is required to graduate from Xavier University and to obtain a Bachelor of Social Work degree.
- Social work students primarily complete their university core curriculum requirements during freshman and sophomore years. This includes some core courses that are specifically required for the social work major such as certain biology, psychology, sociology and statistics courses.
- Xavier’s liberal arts core curriculum includes 48 required credit hours from the disciplines of math, science, history, foreign language, philosophy, theology, fine arts, and diversity. Students must also complete fifteen (15) credit hours in FLAG requirements. NOTE: Xavier’s liberal arts core curriculum courses may double count for the FLAG requirements, and thus may not add to the total number of credit hours required in the core curriculum.
- Most required social work courses for the major are upper-level courses taken during the junior and senior years. Social work students invest 53 credit hours or more in required coursework, including 8 of field instruction, plus 9 credits of social work electives.
- During both semesters of the senior year, students are engaged in a supervised field

placement 16 hours per week. The department Field Director guides students through an extensive matching process during spring semester of the junior year to choose their senior placement site. As the signature pedagogy of BSW programs, field placement and field education serve as the central vehicle through which students integrate the classroom curriculum with supervised practice experiences and real client systems and are socialized into the profession

- In many states, one of which is Ohio, students graduating with a BSW can take the licensure exam towards becoming a Licensed Social Worker. In Ohio, students may apply to take the state licensure exam one month prior to expected graduation date. Licensure requirements vary by state. To determine the licensure requirement for each state, [www.aswb.org](http://www.aswb.org) provides links to state requirements.
- Social workers who have graduated from an accredited BSW program like Xavier's may be eligible for advanced standing admission to graduate-level (MSW) programs. Through advanced standing, social work students can often complete their graduate degree in only one year.
- In 2008, the department received the Curriculum Development Institute (CDI) grant from CSWE's Gero-Ed Center to infuse the foundation curriculum with content on older adults in order to prepare students with the knowledge, values and skills to meet the workforce needs of our rapidly aging society. This will continue to keep our students current with the Baby Boomers who began turning 65 in 2010. As well, the fastest growing age group has become older adults, 85 years of age and up.
- Students are expected to develop and demonstrate competence in the expected core competencies articulated by CSWE, EPAS (2015). They are as follows:

## **CSWE 2015 EPAS CORE COMPETENCIES**

As of July 2015, the Council on Social Work Education (CSWE) identifies 9 core competencies and 31 practice behaviors in which students must demonstrate competence in order to become a professional social worker. <http://www.cswe.org/File.aspx?id=81660>:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

## **ACCREDITATION AND LICENSING**

The Baccalaureate Social Work Program at Xavier University is accredited by the Council on Social Work Education (<http://www.cswe.org/CSWE/accreditation/>). Graduates of an accredited program may receive the benefits of advanced standing in graduate programs and have advantages in employment opportunities. The State of Ohio has a licensing law for social workers that enables graduates with a Bachelor in Social Work to take the Ohio licensing exam for licensed social workers (LSW).

## **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. See the General Course Framework below.



## SOCIAL WORK GENERAL COURSE FRAMEWORK

General Framework for Full-Time Four Year Program.

*Italics indicate BSW required courses taught outside the department*

**RED = social work requirements**

<u>Fall Semester</u>		<u>Spring Semester</u>	
<b>Freshman Year</b>			
<b>SOCW 167 Survey of Society in SW</b>	3	<b>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</b>	3
ENGL Composition 100 or Rhetoric 115	3	Historical Perspectives	3
Second Language I	3	Second Language II	3
PHIL 100 Intro to Philosophy	3	THEO 111 Theological Foundations	3
CORE 101 1 <sup>st</sup> Year Co-Curricular Program	0	CORE 102 1 <sup>st</sup> Yr. Co-Curr Program	0
CORE 100 (First Year Seminar)	3	Creative Perspectives Elective	3
	15 CR		15 CR
<b>Sophomore</b>			
<b>SOCW 299 Child Welfare &amp; Development</b> <sup>1</sup>	3	<b>SOCW 300 Adolescence-Older Adult</b>	3
<b>SOCW 206 Intro Gender &amp; Diversity St</b> <sup>2</sup>	3	<b>SOCW 208 Economics of Society</b>	3
Philosophy Perspective: PHIL 200	3	Scientific Perspectives Elective	3
<b>BIOL 102 Life: Human Biology</b> <sup>3</sup>	2	Humanities Elective	3
<b>BIOL 132 Life: Human Biology Lab</b>	1	Oral Communications Flag	3
ENGL 205 Lit & Moral Imagination	3		
	15 CR		15 CR
<b>Junior</b>			
<b>PSYC 101 General Psychology or SOCI 101 Intro to Sociology</b>	3	<b>Social Work Elective #2</b>	3
<b>SOCW 392 Practice I: Individuals</b>	3	<b>SOCW 316 Social Policy</b> <sup>4</sup>	3
<b>SOCW 320 Comm Skills Seminar</b>	1	<b>SOCW 393 Practice II: Group &amp; Fam</b>	3
<b>Social Work Elective #1</b>	3	<b>MATH 116 Elem Stats</b> <sup>5</sup>	3
<b>Upper Level Diversity Course</b> (choose from 318 or 325)	3	Quantitative Reasoning Flag	3
<b>SOCW 315 Values, Poverty, &amp; Society</b> <sup>6</sup>	3		3
	16 CR		15 CR
<b>Senior</b>			
<b>SOCW 423 Research Methodology</b>	3	<b>SOCW 424 Research Paper</b>	1
<b>SOCW 394 Practice III: Comm &amp; Org</b>	3	<b>Social Work Elective #3</b>	3
<b>SOCW 417 Social Work Field Instruction</b>	4	<b>SOCW 418 Social Work Field Instruction</b>	4
<b>SOCW 419 Social Work Seminar</b>	2	<b>SOCW 420 Social Work Seminar</b>	2
General Elective	3	<b>SOCW 404 Religion, Ethics, &amp; Prof Prac</b> <sup>7</sup>	3
		General Elective	3
	15 CR		16 CR
<b>TOTAL CREDITS = 122</b>			

<sup>1</sup> SOCW 299 fulfills the Social Science Elective Requirement

<sup>2</sup> SOCW 206 fulfills the Diversity Curriculum Requirement (DCR) Flag

<sup>3</sup> BIOL 102 w/132 fulfills the Natural Science Elective Requirement

<sup>4</sup> SOCW 316 fulfills the Writing Intensive Flag Requirement

<sup>5</sup> MATH 116 fulfills Mathematical Perspectives Elective Requirement

<sup>6</sup> SOCW 315 fulfills Ethics, Religion, & Society (ERS Focus) Elective Requirement

<sup>7</sup> SOCW 404 (or THEO 404) fulfills Theological Perspectives Elective Requirement

## **FIELD EDUCATION PROGRAM**

Field Education at Xavier is central to the mission of Jesuit education in two ways. First, it is grounded in experience. Xavier's mission is realized in the field placement work that students do in agencies while concurrently engaging in reflection through senior seminar. Secondly, field education utilizes reflection, similar to Jesuit discernment, to consider the development of the "whole person" and professional. The Council on Social Work Education 2015 Educational Policies and Accreditation Standards (EPAS) designates field education as the "signature pedagogy" of the profession (p.12). The goal of field education is the integration of curriculum with the field placement practice experiences of the agency in order to prepare students to graduate as generalist practitioners.

Considered the academic capstone experience, field is where students enter into an organization or agency and work directly with client systems under the supervision of a social worker, performing the roles of a social worker. The field program at Xavier utilizes the "generalist field education approach" (Larkin, 2013) which is defined as,

a field experience that is grounded in, integrates, and impacts curriculum; takes place in organizations under the supervision of a field instructor; and requires students to engage in multilevel field tasks and the foundational roles of social work; and emphasizes ethical practice, diversity and social justice, critical thinking, and the application of the planned change process with specific emphasis on multilevel assessment, planning and implementation." (p.3)

Thus, field education is a challenging and exciting part of the curriculum, and one that takes deep consideration for two important reasons. First, it is a significant portion of the curriculum, taking up 12 credit hours of the senior year (8 for field placement and 4 for the concurrent seminar course). Secondly, the experiential aspects of students engaged with field placement clients and colleagues require different thinking and practice skills from that of a traditional course.

Therefore, in addition to meeting the petitioning requirements noted below, students entering field placement must have successfully completed the communications skills seminar and at least one practice course.

The field education program identifies five field competencies each of which have specific learning objectives and are linked to the core competencies identified in the EPAS (CSWE, 2015). They are as follows, student will

- 1) demonstrate professional and ethical behavior as a social worker in field (Competency 1 Demonstrate Ethical and Professional Behavior);
- 2) engage diversity and difference in practice to advance human rights and social, economic, and environmental justice (Competency 2 Engage Diversity and Difference in Practice; Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice);
- 3) integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field (Educational Policy(EP)2.2.Signature Pedagogy- Field Education; EP 2.0 Generalist Practice; Competency 4: Engage in Practice Informed Research and Research Informed Practice; Competency 5: Engage in Policy Practice; Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities );
- 4) demonstrate effective communication skills in field (Competency 1 Demonstrate Ethical and Professional Behavior; Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities); and
- 5) utilize the planned change process with individuals, families, groups, organizations, and communities to meet client system goals in field (Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations; Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) (Larkin, 2013)

Students begin the field education curriculum by attending a mandatory orientation training in the spring semester prior to entering field (as a second semester junior). During this orientation,

students are introduced to the field program, petition process, and matching. Prior to entering the field, students must successfully complete at least one practice course, Practice I- Individuals or Practice II- Families and Groups, which are two of the four required practice courses, petition for full acceptance, and be officially accepted into the program as outlined in the BSW Student Handbook. In addition, students are required to review the field manual and sign a form indicating they have done so and will follow the policies and procedures outlined in the manual. During the fall and spring semesters of the field placement, students are concurrently enrolled in Practice III- Communities and Organizations and Practice IV- Religion, Ethics and Professional Practice, which completes the four course practice sequence. The practice courses prepare students for generalist practice with individuals, families, groups, organizations and communities from a systems-based ecological perspective with a focus on religion and professional ethical practice. Social worker-client system interactions and tasks during the beginning, ongoing, and ending phases of the planned change process are particularly emphasized.

The field education program consists of two primary courses Field Instruction (SOCW 417 & SOCW 418- 4 credits each) and Social Work Seminar (SOCW 419- & SOCW 420- 2 credits each) for a total of 12 credit hours. For the most part, students spend two days (16 hours) per week in one agency, to achieve a total of approximately 464 clock hours by the end of the senior year, although they have the option to design their work schedule according to the learning opportunities of the placement agency.

## **FIELD PLACEMENT ASSIGNMENT PROCESSES & EXPECTATIONS**

### **The University**

1. The social work program, through its Director for Field Education, 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 Director for Field Education conducts a face-to-face meeting with the field instructor and student at each field placement site during the fall semester and via a conference call in the spring. Additional contact is maintained through email and phone contact; additional in person meetings can also be conducted if requested by either the student, field instructor, or field director.
2. 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 fieldwork, synthesize field experiences with curriculum content, and promote professional behavior and thought.
  3. Please direct questions regarding Xavier University's blanket student professional liability insurance to the Director for Field Education.

### **The Agency**

1. The main criteria for the selection of an agency for field instruction is 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 preparing generalist practitioners.
2. Moreover, the agency must recognize that the **primary goal of field education 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 BSW or MSW degree.
  - b. At least two years of experience after the highest degree.
  - c. Must be available to supervise the learning experience.
4. It is expected that the student 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. If the agency does not reimburse students for expenses, this needs to be made clear to the student during the matching process and during field. Students have the right to discuss their ability to engage in activities that will incur additional costs.

6. Students are not authorized by the University to transport clients in their personal vehicles.
7. It is expected that the student will **begin direct client contact within the first four weeks** of the placement at the latest.
8. **It is expected that the agency field instructor will have sufficient time to devote to student supervision. There should be a minimum of 1 hour a week of formal supervision time**, as well as time for informal on-the-spot discussions with the student. This may also be satisfied by dividing the time with the field instructor and with another appropriate supervisor or in a group supervision setting. In addition, field instructors will utilize forms and activities offered by the Director for Field Education to assist in the structure, monitoring and evaluation of supervision.
9. Although it is ultimately the student's responsibility to make sure all required paperwork is completed and delivered to the Director for Field Education in a timely manner, the field instructor is expected to facilitate this process. This includes the following (see attachments):
  - a. FIELD AGENCY INFORMATION FORM and the COOPERATIVE AGREEMENT (between Agency and Xavier University) – both forms are due prior to the student entering the field.
  - b. XAVIER UNIVERSITY Assumption of Risk and Release for Professional Fieldwork Experience
  - c. LEARNING PLAN, ETHICAL GUIDELINES, and SAFETY INVENTORY – forms are due the 5<sup>th</sup> week of placement and are to be reviewed and completed together by the student and field instructor.
  - d. WEEKLY STUDENT REPORT – 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, and includes the Field Instructor identifying the day and time of supervision for that particular week.
  - e. FINAL EVALUATION – due at the end of each semester. The recommended process is: student and field instructor is to complete the evaluation individually; then meet to compare and combine responses together; and then prepare the final draft together to be handed in to the field director. The final draft needs to include the recommended grade and is signed by both the Field Instructor and the student.
10. Finally, it is expected that the field instructor will attend the mandatory field instruction training/orientation and any scheduled meetings/trainings at Xavier University during the academic year.

11. Most agencies require background checks on students who are seeking a placement. The information could include driving status, aliases, criminal history (misdemeanors and felonies), and any personal protection orders held against the student. Students who have a criminal conviction need to be aware that this may prevent them from being placed at a particular agency. In addition, this may prevent them from becoming licensed. Students are responsible to complete all paperwork required by the agency.
12. If the placement is at the student's place of employment, see the requirements below.

### **The Student**

1. The selection and assignment process for the student begins with an APPLICATION FOR FIELD and a resume, which are completed in the spring of the junior year. Copies of these are shared by the student with prospective agency field instructor(s) during the interview process.
2. The student is responsible for arranging interviews at agencies after conferring with the Director for Field Education about preferences, goals, and opportunities. An Agency Contact Form should be completed for each interview.
3. If, after the interviews are completed, the field instructor, the student, and the Director for Field Education agree that a proposed placement will be a match, the student is assigned to the agency by the Director of Field Education. If a "match" does not occur, the process is repeated until a suitable placement is arranged.
4. If a student has a documented disability that could impact learning or ability to meet the expectations of the agency, the student must bring this to the attention of the Director for Field Education who will facilitate a discussion of possible accommodations.
5. 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 as outlined in the NASW Code of Ethics, to prepare for and participate in supervision with the field instructor, and become familiar with and abide by the goals, policies, and procedures of the agency.
6. Students participating in field instruction will continue to follow the school calendar in matters pertaining to holidays and university days off.
7. 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 director, 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 the required hours of field per semester (see semester syllabus) will receive an Incomplete for Field Instruction.

8. 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.
9. The development of a student's self-awareness and use of self is a critical skill for effective social work practice. Thus, as students enter field they need to consider any personal issues that might impact the placement process or field experience. Although students are under no obligation to share this information, they are encouraged to do so when they think it may be relevant. Open communication between the student, Director for Field Education, department faculty, and field instructors is critical to ensure a quality field education program. Personal information is defined as any information of a personal nature that could have a direct impact on field education regarding either placement or the ability to service clients.

During the placement process, students are encouraged to identify and share any relevant personal information that could impact field education. Once disclosed, together with the Director for Field Education, the student and Director of Field Education will decide what information needs to be shared with prospective sites.

During field, should any relevant personal issues arise for a student, the student is encouraged again to discuss this with the Director for Field Education and together the student and Director for Field Education will decide what needs to be shared with the field instructor.

It is important to note that in the event of a serious personal issue, the Director for Field Education reserves the right to temporarily remove the student from field while the student addresses the issue. In consultation with the chairperson, once the personal issue has been resolved, the student can be cleared, in consultation with the site, to return to field.

10. Students are not authorized by the University to transport clients in their personal vehicles.

### **EVALUATION AND GRADING PROCESSES**

At the beginning of each semester of field instruction, the student and the field instructor complete a LEARNING PLAN. The Learning Plan includes proscribed and individualized learning objectives specific to the placement setting, role of the student in the agency, client system served and student interests. These objectives reflect the educational outcomes of the social work program of Xavier University.



The Learning Plan, which is signed by the student and the field instructor, is to be handed in during the **fifth week of the semester**. The student is to complete a draft of the learning objectives during the **third week**. The Director for Field Education reviews the final Learning Plan to assess consistency with the educational objectives and outcomes of the Xavier program, and to ensure that the students is participating in the tasks necessary to develop as a generalist practitioner. When the latter is achieved, the Director for Field Education's signature is added to the final plan.

The student's progress will be discussed at mid-term by the student and field instructor during field supervision. At the end of the semester, the Final Evaluation of Field is completed by the field instructor and the field instructor provides a recommended grade. The student is asked to respond to the evaluation and do so in writing on the evaluation form.

Instruments used by Xavier University's Director for Field Education in the final assessment and grading of the field experience include the Learning Plan, Weekly Student Reports of field instruction activities and experiences (completed by the student), the ethical guidelines and safety forms, the Final Evaluation, including the field instructor's recommended grade (completed by the field instructor), a Portfolio, and supervisor evaluation. The final grade determination and recording is the responsibility of the Director for Field Education.

### **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 needs of the student and/or of the agency. A request for change may be initiated

by the student, field instructor, Field Liaison, or Director for Field Education. The process includes the following procedure:

1. The Director for Field Education is contacted by 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 professional conflict resolution skills are a high priority.
3. In the event that a student is making the request, the student must notify the Director for Field Education 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 Director of Field Education 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. If need be, a follow-up memo written by the field instructor or the Director of Field Education should summarize the meeting and spell out the plan. Copies should go to the student, field instructor, and Director of Field Education. 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 Director of Field Education 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 Director for Field Education in consultation with the Chairperson.
    - 1. Agencies with experienced field instructors will be identified to interview the student.
    - 2. The student will be involved in deciding what information, if any, from the previous placement will be shared with the prospective field instructors.
    - 3. Based on feedback from the student and prospective field instructors, the Director for Field Education 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 Director for Field Education 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 the Director for Field Education 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 Director for Field Education is responsible for approval of a new placement 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 Director for Field Education reserves the right to change a student's placement without adherence to the above guidelines. It is important to note that 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 field placement hours per semester, as determined in the syllabus, 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. If this information is not sufficient for your agency, you may request a copy of the student's bill where you will see a line item of the malpractice insurance and cost.

INSURER:	Cincinnati Insurance Company
PRODUCER:	John J. & Thomas R. Schiff & Co.
POLICY NO.:	CAP5878087
COVERAGE:	Limits of Liability: 2,000,000/4,000,000
INSURED:	Xavier University Department of Social Work Students in Field Instruction (SOCW 417/418)
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 Director for Field Education. Xavier University's Department of Social Work encourages attention to safety in field instruction. A discussion of safety is a part of the orientation session where the student and field instructor will complete a detailed safety inventory.

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 the Director for Field Education. An obligation rests with the student, the field instructor, and the Director for Field Education to reach a common understanding regarding the safety of assignments. If no agreement can be reached, the ultimate decision rests with the Director for Field Education.

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 Director for Field Education **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 Director for Field Education 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 the Director for Field Education. If those persons are unavailable, contact the Chair of the Social Work Department.

Safety in field education takes into consideration three primary areas, physical safety, psychological safety and professional safety. Physical safety encompasses all aspect of physical well-being from safe travel to and from the placement site, to ensuring the student is free from physical injury while conducting field tasks. Psychological safety considers issues of vicarious trauma or compassion fatigue or the potential emotional or psychological strain that can come from exposure to client systems and stress management and burnout prevention through appropriate self-care and lastly, Professional safety which is a precursor to legal liability. Although students are technically exempt, they still are required to follow ethical guidelines that include maintaining confidentiality, practicing within the scope of their role, identifying themselves as a student and ensuring they are receiving supervision and engaging in tacks and activities which are sanctioned by their field instructor. All of these areas are covered in more detail in field orientation and senior seminar course.

It is the policy of the university, and the Department, that a student is not to transport clients in her or his own car. Furthermore, a student is not to give out his or her personal cell phone number to a client.

### **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 does not condone or practice discrimination on the basis of sexual orientation.

A grievance procedure pertaining to discrimination can be obtained by contacting the Associate Vice President, Human Resources, (513) 745-3992.

### **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. In addition, students are prohibited from engaging in sexual harassment of their clients.

To obtain a copy of Xavier University's complete Sexual Harassment policy, contact Human Resources at 513-745-3638 located in the Alumni Building. In addition, the policy can be viewed on the Xavier University website at <http://www.xavier.edu/titleix/Sexual-Harassment1.cfm>.

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 the Director for Field Education.
- 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 the Director for Field Education. However, the Director for Field Education 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 Director for Field Education 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.
- E. In the event that the student is the alleged perpetrator, the student's actions could result in the student being asked to leave the placement site. In addition, the student may be asked to leave the program.



## **TERMINATION FROM SOCIAL WORK: 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 practice do not graduate with a social work degree. Given that the BSW is a licensable undergraduate degree, the focus of the termination policy is first and foremost on counseling a student out. The department values all of our students, and also has an ethical obligation to protect future client systems.

### **Termination from the Social Work Major**

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.

- Prior to termination, the student will be provided with verbal and written notification of an impending action.
- An interview with the Chairperson and/or Director for Field Education will be scheduled with the student to discuss alternate options to terminations.
- If an option other than termination 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 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.

Students may be terminated from the social work major for both academic and/or professional performance issues. Students may be terminated from the major 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:

1. Failure to meet or maintain academic grade point requirements as established by the Department and University.
2. Academic dishonesty or plagiarism in any social work course.
3. Failure to meet academic requirements of the program.
4. Violation of the NASW Code of Ethics.

### **FIELD EDUCATION IN THE PLACE OF EMPLOYMENT**

The policy for field placement at the work site for BSW students, full-time or part-time, is as follows:

- Field work in the place of employment may be requested by a student for the field placement.
- Field work may be located in the student's place of employment if the student has been employed by the agency for at least one year and suitable assignments can be arranged.
- Suitability of assignments for work site placements is determined by the Director for Field Education. The most important criteria is that the student engage in tasks different from their current job and that the student be supervised by a field instructor who does not serve as their employment based supervisor.
- At any time, the Director for Field Education may discontinue a work site placement if the School's criteria are not being met. However, the student and field instructor will be made aware of the issues of concern and given a chance to resolve them.

- At any time, the agency may discontinue a work site placement if there are circumstances that prohibit the student from achieving his or her educational goals, or if the student's employment is terminated.

### **Process**

The process involved in the student initiation of a request for a work site placement and the program's determination of the eligibility of work site as a placement are as follows:

1. During the process of interviewing the student must make their wishes known to the Director for Field Education that they would like to have their place of employment considered for their placement site. The Director for Field Education will begin the process of determining if the agency can meet the requirements for field education. The student is still required to interview at their place of employment if it meets the criteria as well as 2 additional sites and meet with the Director for Field Education to make a decision.
2. The student must complete the Application for Field Placement at Place of Employment and review the policy, process, and criteria in the Field Education in the Place of Employment section of the field manual.
3. The Director for Field Education will begin the process of determining the feasibility of the work site placement when the student returns the completed placement material.
4. If the work site is approved for placement of the student, the Director for Field Education will develop an agreement with the work site, which will include clarifying details about the field instructor and specific learning assignments.
5. A student may not apply for a work site placement after she or he has been assigned a field placement, or has participated in a field placement assignment for all or part of a term or an academic year.
6. The School has the right and responsibility to determine the eligibility of the work site as a field placement. This decision is final and not subject to appeal.

## CRITERIA

The following identify the criteria that must be met in order for a student to do their field placement at their work site. The student is encouraged to review this prior to beginning the process. The Director for Field Education has the final authority to approve or disqualify a site.

1. The work site must meet the current standards for a placement site.
2. The agency must be large enough, with multiple programs in different geographic locations in order to provide the student with a fieldwork experience that is in a unit or program and location which is different from the student's employment assignment. The fieldwork experience must be educationally focused to meet the School's learning objectives, and must be a different set of tasks, with different clients from those related to the student's role as an employee.
3. The field instructor must have a BSW/MSW degree and two years of post-highest degree experience and been employed by the agency for at least one year.
4. The field instructor must have expertise in the areas involved in the field experience.
5. A field instructor who is a member of the agency staff must be assigned. The field instructor must meet the approval of the Director for Field Education. The field instructor should be one who does not present a conflict of interest or the appearance of a conflict of interest such as being a friend or a colleague of the student. An instance where the student is the executive director of the agency or is in a supervisory relationship with staff presents a conflict of interest.
6. The field instructor must be different from the work supervisor. The field instructor may not have supervised the student in the past.
7. Proposed field instruction assignments must differ significantly from present or previous employment experiences in the agency. There must be a differentiation between fieldwork time and job time: time spent in the field experience must be done in documented blocks of time that are differentiated from the job time.
8. The field experience must match the goals and objectives for the field experience.
9. Appropriate agency personnel must sign the student form, "Application for Field Placement at Place of Employment."
10. Appropriate personnel must complete and return with signatures all agency material related to "Field Placement at Place of Employment."

## ATTACHMENTS

1. Application for Field
2. Application for Field Placement in Place of Employment
3. Agency Contact Form
4. Cooperative Agreement
5. Field Agency Information Form
6. Ethical Guidelines
7. Weekly Student Reports
8. Field Instruction Safety Form
9. Field Education Learning Plan
10. Evaluation of Field Education
11. Supervisor Evaluation Form
12. Assumption of Risk and Release Form
13. Acknowledgement 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**

**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?

\_\_\_\_\_ E-mail: \_\_\_\_\_

**EDUCATIONAL BACKGROUND**

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Survey of Society in Social Work | <input type="checkbox"/> Race Relations               | <input type="checkbox"/> Child Welfare    |
| <input type="checkbox"/> Adols- Older Adult               | <input type="checkbox"/> Economics of Society         | <input type="checkbox"/> Intro. Sociology |
| <input type="checkbox"/> Research Methods                 | <input type="checkbox"/> Poverty, Values              | <input type="checkbox"/> General Psych.   |
| <input type="checkbox"/> Social Policy                    | <input type="checkbox"/> Communication Skills Seminar | <input type="checkbox"/> Women/Men        |
| <input type="checkbox"/> Practice I- Individuals          | <input type="checkbox"/> Practice II- Groups          |   |

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

- |  |  |
|--|--|
| <input type="checkbox"/> Practice III- Communities and Organizations | <input type="checkbox"/> Field Instruction I & II                    |
| <input type="checkbox"/> Social Work Seminar I & II                  | <input type="checkbox"/> Research Paper                              |
| <input type="checkbox"/> Research Methods                            | <input type="checkbox"/> Religion, Ethics, and Professional Practice |

**PAID WORK EXPERIENCE**

Indicate prior or current work experience beginning with the most recent employment.

<b>Name and Address of Company &amp; Type of Business</b>	<b>From/To</b>	<b>Describe the work you did</b>

<b>Telephone</b>	<b>Part or Full Time</b>	<b>Other info:</b>

<b>Name and Address of Company &amp; Type of Business</b>	<b>From/To</b>	<b>Describe the work you did</b>

<b>Telephone</b>	<b>Part or Full Time</b>	<b>Other info:</b>

<b>Name and Address of Company &amp; Type of Business</b>	<b>From/To</b>	<b>Describe the work you did</b>

<b>Telephone</b>	<b>Part or Full Time</b>	<b>Other info:</b>

**SERVICE, INTERNSHIP, VOLUNTEER EXPERIENCE**

<b>Name and Address of Company &amp; Type of Business</b>	<b>From/To</b>	<b>Describe the work you did</b>

<b>Telephone</b>	<b>Part or Full Time</b>	<b>Other info:</b>

<b>Name and Address of Company &amp; Type of Business</b>	<b>From/To</b>	<b>Describe the work you did</b>

<b>Telephone</b>	<b>Part or Full Time</b>	<b>Other info:</b>

<b>Name and Address of Company &amp; Type of Business</b>	<b>From/To</b>	<b>Describe the work you did</b>

<b>Telephone</b>	<b>Part or Full Time</b>	<b>Other info:</b>



What are your current areas of interest within the field? Please specify populations, services or settings.

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

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Other Information Important to list:

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Date \_\_\_\_\_

Student Signature \_\_\_\_\_

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 IN PLACE OF EMPLOYMENT**

STUDENT'S NAME

\_\_\_\_\_

Last First Middle

TELEPHONE: Home \_\_\_\_\_ Cell \_\_\_\_\_

STUDENT'S CURRENT PLACE OF EMPLOYMENT

Agency: \_\_\_\_\_

Program: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Street City State Zip

TELEPHONE: Work \_\_\_\_\_

Current Job Duties: (please attach a current job description)

\_\_\_\_\_

Current Supervisors Name: \_\_\_\_\_ Phone # \_\_\_\_\_

PROPOSED PLACEMENT SITE

Primary Job Responsibilities: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Degree: \_\_\_\_\_

Years of Experience post highest degree: \_\_\_\_\_

**Signatures:**

Students: \_\_\_\_\_ Date: \_\_\_\_\_

Current Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Proposed Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

**Request Approved/Denied:**

Director for Field Education: \_\_\_\_\_ Date: \_\_\_\_\_

Xavier University  
 Department of Social Work  
 Agency Contact Form

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 agency contact. This form is to be used for two purposes/experiences: (a) shadowing; and (b) interviewing. Thus, 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.

Shadow

Interview

Student: \_\_\_\_\_ Contact Date: \_\_\_\_\_

1. Name of Agency: \_\_\_\_\_

Address: \_\_\_\_\_

2. Dept./Program: \_\_\_\_\_

Address: \_\_\_\_\_

3. Name of person shadowed/interviewed: \_\_\_\_\_

Title: \_\_\_\_\_ BSW: \_\_\_\_\_ (yr.) MSW \_\_\_\_\_ (yr.)

Number of years of post-degree practice experience: \_\_\_\_\_

Number 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 Director for Field Education 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 intervention 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 REPORT – Weekly Activity Log and Time Sheet.
  - b. FIELD AGENCY INFORMATION FORM, COOPERATIVE AGREEMENT (between Agency and Xavier University), LEARNING PLAN ,ETHICAL GUIDELINES, AND SAFETY INVENTORY..
  - c. FINAL EVALUATION is to be completed at the end 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 DIRECTOR FOR FIELD EDUCATION.
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 attend mandatory orientation training, and any additional trainings throughout the semester 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 the Director of Field Education 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.

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

\_\_\_\_\_  
Director for Field Education, 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 EDUCATION AGENCY 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:** \_\_\_\_\_

Email: \_\_\_\_\_

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 \_\_\_\_

**Director for Field Education:** Shelagh Larkin, MSW, LISW **Phone:** 513-745-4233

Note: Students are responsible for maintaining current records.



AGENCY NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

AGENCY DESCRIPTION (MAJOR PROGRAMS, CLIENTELE) \_\_\_\_\_

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DIRECTOR: \_\_\_\_\_ PHONE: \_\_\_\_\_

AGENCY CONTACT PERSON: \_\_\_\_\_ PHONE: \_\_\_\_\_

PROGRAM WHERE STUDENT WILL BE PLACED: \_\_\_\_\_

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PROGRAM HEAD: \_\_\_\_\_ PHONE: \_\_\_\_\_

PROGRAM CONTACT PERSON: \_\_\_\_\_ PHONE: \_\_\_\_\_

PROGRAM DESCRIPTION: \_\_\_\_\_

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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 HR/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.

FIELD INSTRUCTION ARRANGEMENTS (This section is to be completed by student and field instructor in a joint meeting.)

ARE YOU PLANNING TO STAY AT THE AGENCY FOR ONE YEAR? \_\_\_\_ YES \_\_\_\_ NO

IF THERE ARE ANY OTHER STAFF MEMBERS INVOLVED IN STUDENT'S INSTRUCTION, PLEASE IDENTIFY THEM, THEIR CREDENTIALS AND HOW THEY WILL INTERACT WITH THE STUDENT. \_\_\_\_\_  
\_\_\_\_\_

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

THIS FIELD PLACEMENT WILL BE CONDUCTED BEGINNING MONTH/YEAR \_\_\_\_\_

On \_\_\_\_\_ from \_\_\_\_\_  
    (day of week) (time)

on \_\_\_\_\_ from \_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_

Signatures: I have reviewed and agree with the contents of this form:

AGENCY DIRECTOR \_\_\_\_\_ DATE \_\_\_\_\_

FIELD INSTRUCTOR \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

PLEASE MAKE THREE COPIES OF THIS FORM: AGENCY STUDENT XU  
AFTER THE COMPLETED FORM HAS BEEN TURNED IN TO THE DIRECTOR OF  
FIELD EDUCATION, A FINAL CONFIRMATION PHONE CALL WILL BE MADE BY THE  
DIRECTOR OF FIELD EDUCATION TO THE FIELD INSTRUCTOR.

THESE FIELD PLACEMENT ARRANGEMENTS HAVE BEEN CONFIRMED BY XAVIER  
UNIVERSITY ON \_\_\_\_\_, WITH \_\_\_\_\_

DIRECTOR FOR FIELD EDUCATION \_\_\_\_\_  
DATE \_\_\_\_\_

## ETHICAL GUIDELINES

Students who are in the field are expected to adhere to the same ethical standards set forth for professionally licensed social workers. This is important to protect not only the student and the clients with whom 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.

With regard to course assignments and discussion, you must maintain confidentiality. This will be maintained by not providing any identifying information, i.e. name, address, social security number, case number, date of birth, etc... as well as case or client information that could inadvertently disclose the identity of a client or client system. Similarly, when using a pseudonym, use an \* to clearly state that it is a made up name. The sharing of client information between you the student, the field education coordinator, and other seminar students is understood as a necessary part of the learning process. However, this does not extend to roommates, other courses, family, or social work students outside of seminar.

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: \_\_\_\_\_

Director for Field Education: \_\_\_\_\_

Date: \_\_\_\_\_

WEEKLY STUDENT REPORT

Report for Week of \_\_\_\_\_ to \_\_\_\_\_

Maintaining confidentiality, report briefly the activities in which you have been engaged (such as client interviews; case recordings; letters; conferences with supervisor, staff, or consultants; special meetings; case studies; etc.) during this report week. Also, include any meals or breaks and record your hours worked to the **quarter hour**. It is mandatory to record supervision time next to the SV.

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

Day 1: Date:

Day 2: Date:

Day 3: Date:

Time In:	Time In:	Time In:
SV:	SV:	SV:
Meal/Break:	Meal/Break:	Meal/Break:
Time Out:	Time Out:	Time Out:
Total Hrs./Day:	Total Hrs./Day:	Total Hrs./Day:

Total Hours Day 1: \_\_\_\_\_

Hours Carried Forward: \_\_\_\_\_

Codes: NL = No Lunch

Total Hours Day 2: \_\_\_\_\_

Total Hours for Week: \_\_\_\_\_

WL = Working Lunch (inc. activity)

Total Hours Day 3: \_\_\_\_\_

TOTAL HOURS TO DATE  
FOR SEMESTER \_\_\_\_\_

SV = Supervision

STM = Staff Meeting

TR = Travel (only if approved by coor.)

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**To be completed by the Field Instructor:**

I have reviewed this Weekly Student Report and it is accurate to the best of my knowledge.

Supervision Date/Time: \_\_\_\_\_ If none, indicate why (use reverse side of form).

Field Instructor Signature \_\_\_\_\_

Date \_\_\_\_\_

**XAVIER UNIVERSITY  
SOCIAL WORK FIELD PLACEMENT  
SUPERVISOR EVALUATION FORM**

This form is designed to give the student an opportunity to provide feedback to the Director for Field Education about the field instructor and supervision they received during their internship. This information may be useful in general discussions with supervisors, and will help the Director of Field Evaluation evaluate the learning opportunities at various internship sites. However, no specific information that is shared by a student will be given to their field instructor. This form is not intended to be completed with your field instructor.

Please answer each question and provide specific feedback.

Placement Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_ Semester/Year \_\_\_\_\_

Task Supervisor (if applicable) \_\_\_\_\_

For those students who had a task supervisor, please provide feedback that includes referencing your task supervisor as well as your field instructor. You can use a simple coding system of FI or TS next to your comments.

**Directions: For each the following statements first rate them on a 1-5 likert scale in terms of your level of participation/completion of the task with 1=not at all participated/completed- 5=completely participated/completed and second rate how critical the task was to your learning 1= not at all critical to my learning- 5 absolutely critical to my learning, then add comments)**

**I. Supervision Plan**

- a. I had a set supervision time? 1. \_\_\_\_\_ 2. \_\_\_\_\_  
If yes, what was it? \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

- b. My supervisor and I followed the supervision plan. 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- c. I attended additional requested supervision time when needed.  
1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

- d. Please describe what it is you did in supervision. Include typical topics of discussion, training, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Orientation/Training (skip for Spring Semester)**

- a. My supervisor gave me a tour of the internship site? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. My supervisor introduced me to the staff when I began the internship?  
1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- c. My supervisor discussed procedural matters, agency policy, etc., when I began the internship? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- d. My supervisor discussed ethical and legal issues when I began the internship?  
1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- e. My supervisor discussed my title? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- f. My supervisor discussed safety? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. Activities at the Internship**

- a. I engage in shadowing activities at my site? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. I attended agency meetings other than supervision or informal conversations?

1. \_\_\_\_\_ 2. \_\_\_\_\_  
What were they? \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

c. I read records, reports, etc...? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

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d. I wrote case notes, assessments, reports, correspondence 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

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e. I engaged in micro level tasks. 1. \_\_\_\_\_ 2. \_\_\_\_\_

List tasks: \_\_\_\_\_

Comments: \_\_\_\_\_

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f. I engaged in mezzo level tasks. 1. \_\_\_\_\_ 2. \_\_\_\_\_

List tasks: \_\_\_\_\_

Comments: \_\_\_\_\_

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g. I engaged in macro level tasks. 1. \_\_\_\_\_ 2. \_\_\_\_\_

List tasks: \_\_\_\_\_

Comments: \_\_\_\_\_

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h. Overall, I participated in the activities I had hoped to at the agency?

1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

i. Overall, I participated in activities I did not initially think I would participate in.

1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

j. What additional activities would have been useful to you during the internship?

\_\_\_\_\_

\_\_\_\_\_

#### **IV. Activities of Supervision**

a. My field instructor reviewed my case notes or material so as to review my interactions with clients? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. I observed my field instructor/designee provide services to clients?

1. \_\_\_\_\_ 2. \_\_\_\_\_

What? \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

c. I provided services myself under the direct observation of my field instructor/designee? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

d. My field instructor and I discussed agency issues? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e. My field instructor provided instruction on specific topics or skills?  
1. \_\_\_\_\_ 2. \_\_\_\_\_ Topics: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

f. My field instructor reviewed my work, assessments, case notes, or other records I wrote? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

g. My field instructor discussed with me my personal impressions, reactions and adjustment to the placement? 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

h. My supervisor and I discuss our supervisory relationship. 1. \_\_\_\_\_ 2. \_\_\_\_\_

Comments: \_\_\_\_\_

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i. My supervisor provided me with specific feedback (i.e. strengths, weaknesses, etc.)? 1. \_\_\_\_\_ 2. \_\_\_\_\_

What type: \_\_\_\_\_

Comments: \_\_\_\_\_

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1. Overall, describe the ways in which you feel supervision was most helpful to you during your internship.

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2. If there was anything about supervision that was not helpful or least helpful, please explain.

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3. In what ways do you think supervision could have been more beneficial to you?

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4. Any additional comments:

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**XAVIER UNIVERSITY  
ASSUMPTION OF RISK AND RELEASE AGREEMENT  
Student Professional Field Experience**

*Please type or print clearly:*

Name: \_\_\_\_\_

Banner ID: \_\_\_\_\_

Entities [*name of companies or organizations providing the professional field experience*]:  
\_\_\_\_\_

Department [the department at Xavier]: \_\_\_\_\_

Academic Year: 20\_\_\_\_-20\_\_\_\_

Location(s) [*off-campus locations of the professional field experience*]: \_\_\_\_\_  
\_\_\_\_\_

Date(s) of Experience: \_\_\_\_\_

I. **Participation Acknowledgement.** I am participating in the professional field experience with the Entities as part of my educational experience in the Department at Xavier during the Academic Year listed above (the “Experience”). I acknowledge that the last page of this Agreement lists the classes that include professional field experiences. I assert that I am enrolled in one or more of the classes listed for this Department, and I understand that Experiences in those classes will be covered by this Agreement. I understand that these Experiences will be conducted at the various off- campus Locations listed above. I understand that these Experiences may include but are not limited to the following kinds and types of Experiences: assessments, classroom observations, clinical work, internships, interventions, labs, modules, practicums, research, role transitions, and service learning.

II. **The Location(s).** I understand that unstable or unexpected conditions in the Location(s) may require changes in the planned Experience or might cause inconvenience or harm to me. I further understand that Xavier University (“Xavier”) does not own, operate, or control the Location(s). I recognize that certain aspects of the cultural climate of the Location(s) may be materially different from that of my own culture or that of the Xavier Community. I further recognize that any experiences or

other activities in the Location(s) may be very different than exist in the Xavier Community.

- III. **Assumption of Risks.** I realize that there may be inherent risks to my health or wellbeing as a result of my participation in this Experience, which Xavier cannot anticipate, change or improve. Such risks include but are not limited to any risk inherent in this type of Experience, inexperience, or unfamiliarity with this type of Experience or its requirements, unfamiliarity with the Location(s), travel to, from and around the Location(s), unfamiliarity with laws, culture or customs, unfamiliarity with work environment conditions or requirements, riot, violence, terrorism, exposure to sickness or disease, allergic reaction, contaminated food or water, unfamiliar climate, complications from weather conditions, inadequate or unavailable healthcare facilities or assistance, inadequate, faulty, inappropriate or lack of training or instruction, inadequate, faulty, inappropriate or lack of equipment, accident, or mistake. I recognize that these risks may result in inconvenience, loss, injury, or damage to me, including personal injury, up to and including my death, or damage or loss of my personal property.
- IV. **Rules, Procedures, and Requirements.** By signing this Assumption of Risk and Release (the “Agreement”), I understand that through my participation in this Experience, I will represent Xavier to the people and community with whom I am working. I promise to abide by all rules, procedures, and requirements while participating in this Experience, including rules and procedures set forth in the Student Handbook or Faculty Handbook, available online at [www.xavier.edu/policy](http://www.xavier.edu/policy), and all other Xavier policies and procedures, including the Harassment Code. I understand that the Student Handbook, Faculty Handbook, and all other Xavier procedures continue to apply even if I am participating in an off-campus Experience I further promise to exercise common sense and good judgment, and to conduct myself at all times in a manner that is appropriate to this Experience. I promise to abide by the participating Xavier faculty member or employee’s discretion regarding any particular interpretation of any of these terms and promises, and I promise to follow the participating Xavier faculty member or employee’s directions at all times (if applicable). I understand that by breaking any of these promises, or for any other reason deemed appropriate by Xavier or its representatives, that my participation in this Experience may be immediately terminated and/or I may forfeit some or all of the academic credit, payment, or other compensation to be earned as a result of my participation, if any.
- V. **Emergency Medical Care.** I recognize that occasionally an individual participating in this type of Experience may face a health emergency requiring local hospitalization or emergency treatment. As a result, I authorize Xavier, through its representatives, to secure emergency medical care, hospitalization, surgical treatment, or dental treatment for me during my participation in this Experience. However, I understand that Xavier is under no duty to secure such care or assist me in any other way in the event of such a health emergency. I further understand that Xavier is in no way responsible for any



costs or other damages arising from my participation in this Experience, or resulting from any assistance provided or not provided under this paragraph.

VI. **Emergency Contact Information.** In the event of a health emergency, I authorize Xavier, through its representatives, to contact the person(s) designated below.

<i>First Emergency Contact:</i>		<i>Second Emergency Contact:</i>	
Name:	_____	Name:	_____
Relationship:	_____	Relationship:	_____
Address:	_____	Address:	_____
Phone Number:	_____ - _____ - _____	Phone Number:	_____ - _____ - _____
Other Number:	_____ - _____ - _____	Other Number:	_____ - _____ - _____
E-mail:	_____	E-mail:	_____

VII. **Health History.** I certify that I have accurately provided my health history information below.

I have the following health problems, drug allergies and/or reactions that Xavier needs to be aware of in the event of an emergency [*write "none" if not applicable*]:

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VIII. **Medical Insurance Coverage.** By signing this Agreement, I acknowledge that I have the medical insurance coverage as may be required by the particular Experiences, or that I am not covered by medical insurance because the Experiences do not require such coverage. I acknowledge that Xavier University is not responsible for any costs associated with any emergency health treatment, and that this applies regardless of whether I do or do not have medical insurance coverage. I further acknowledge that Xavier University is not required to pay for any evacuation, reunion, or repatriation of remains costs that arise out of my participation in the Experiences.

- IX. **Student Professional Liability Insurance.** I acknowledge that Xavier carries student professional liability insurance that may provide some coverage to me as I participate in these Experiences.
- X. **FERPA Release.** I acknowledge that I have certain privacy rights as a Xavier student under the Family Educational Rights and Privacy Act found at 20 U.S.C. § 1232g (“FERPA”). In accordance with FERPA, by signing below, I consent to the release of my education records maintained by Xavier to the Entities, which are necessary for or relevant to my participation in this Experience, in Xavier’s sole discretion. Additionally, I give my consent for Xavier to discuss these education records and matters related thereto with the Entities.
- XI. **Waiver of Liability.** I understand and agree that Xavier does not assume responsibility or liability for and has not made, does not make, and cannot make any representations whatsoever regarding my personal health and safety or that of my property while participating in this Experience. I release Xavier from all claims, including negligence, that may arise from my participation in this Experience, whether foreseen or unforeseen, known or unknown, and I assume full responsibility for any injuries, damages, or losses that may arise out of my participation in this Experience, up to and including my death.
- XII. **Acknowledgment.** In consideration of Xavier’s financial or other support of this Experience, and because I am voluntarily participating in this Experience, I acknowledge and agree that I assume all risks associated with participating in this Experience and agree to the terms set out in this Agreement. I understand that I may discontinue my participation at any time.

In this Agreement, “Xavier University” means Xavier University, all past and present directors, trustees, officers, employees, agents, insurers, attorneys, and any other party associated with Xavier University, including but not limited to any Xavier University faculty members or employees that were involved in the planning of, making arrangements for or conducting of this Experience. This Agreement shall be construed in accordance with the laws of the State of Ohio. Should any portion of this Agreement be held invalid, the remaining portion shall not be affected and shall continue to be valid and enforceable. I acknowledge that this Agreement shall bind me as well as my family members, heirs, executors, administrators, personal representatives, dependents, successors and assigns.

**I acknowledge that I have read the instructions for completing this Agreement. I certify that I have read and understand this Agreement, and I freely sign it, acknowledging the significance and consequences of doing so. I also acknowledge that I have had all my questions answered to my satisfaction regarding this Experience and this Agreement.**

By signing below, I assert that I am at least 18 years of age. If I am not yet 18 years of age, I understand that my parent or legal guardian must also sign below before I may participate in this Experience.

I am 18 years of age or older.

I am *not* 18 years of age or older.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Banner ID

**If under 18, parent or guardian MUST complete this section:**

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

FIELD EDUCATION MANUAL  
ACKNOWLEDGMENT FORM

This manual contains current guidelines and policies of the University and the Department. The University and the Department reserve the right to revise these policies and guidelines with or without prior notice, and to depart from the policies and guidelines in individual circumstances where it is deemed advisable to do so. The provisions of this manual do not constitute a contract between the student and the University or the Department.

By signing this form, I hereby acknowledge receipt of the Field Instruction Manual of the Social Work Department at Xavier University. I also acknowledge that it is my responsibility to read this Manual and abide by its contents.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director for Field Education's Signature

\_\_\_\_\_  
Date