Chapter 1: Introduction
Section 1: The College of Social Work

The Vision
Embrace Difference. Seek Justice. Be the Change.

The Mission
The College of Social Work, through excellence in teaching, research, and service, prepares leaders who enhance individual and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. The college fosters social change through collaboration with individuals, families, communities, and other change agents to build strengths and resolve complex individual and social problems. As an internationally recognized college, we build and apply knowledge that positively impacts Ohio, the nation, and the world.

Guiding Values
- Dignity and worth of the person
- Importance of human relationships
- Building knowledge through open inquiry
- Competence
- Integrity
- Social Justice
- Service

Goals of the College of Social Work
Our mission and vision statement inform three over-arching program goals. The goals address our commitment to education, scholarship, and service programs that value diversity, engagement, collaboration, and the conduct of research for change. Toward that end we seek to:

1. Recruit and train a diverse student population to practice social work in a manner that enhances individual and community well-being, values difference, and promotes leadership in attaining social and economic justice.

2. Engage in scholarship that addresses complex individual and social problems and expands a knowledge base of research-informed strategies that positively impact society.

3. Maintain collaborative and engaged relationships with our communities and promote a shared exchange of ideas and efforts that enhance the profession and the larger society.

The College of Social Work is accredited by the Council on Social Work Education (CSWE). Please view the following link for more information about the accreditation: [www.cswe.org](http://www.cswe.org).
Section 2: Embrace Difference. Seek Justice. Be the Change.

The college’s mission, vision, goals, and curriculum principles demonstrate a commitment to helping students master the core competencies and practice behaviors inherent in social work practice. The curriculum is designed to provide the knowledge, skills, and values that will allow our graduates to practice with individuals, families, groups, organizations, and communities, and to become leaders for change in their communities.

The primary mission of the College of Social Work is to prepare future social work leaders and practitioners. Courses cover basic and advanced concepts from upholding the values and ethics required for social work practice to gaining skills in advanced practice methods and evaluation. A critical perspective is emphasized throughout the curriculum, as students are challenged to question and analyze social policy, human behavior, social research, and theoretical frameworks. Additionally, the college emphasizes the values of celebrating difference, promoting social and economic justice, and serving vulnerable populations.

Celebrating difference is promoted in the classroom and the field practicum as a way to help students acquire knowledge and skills pertaining to diversity. The curriculum reflects an understanding of global diversity, and the diversity of Central Ohio and provides students the knowledge and skills to respond effectively. For example, our undergraduates are required to complete an introductory diversity course and then a required major course which emphasizes practice with Somali, Appalachian, and Hispanic clients as these populations are prevalent in the Central Ohio area. For students at all educational levels, field placements highlight exposure to diversity with respect to race, ethnicity, age, gender, sexual orientation, and socioeconomic level.

Advocating for human rights and promoting social and economic justice for vulnerable populations is a primary component of practice and part of the college’s mission. Students are challenges to identify and examine societal oppression and practices that perpetuate the struggles of vulnerable populations and to advocate for change. Each year in the program, students must complete Human Rights Activities (HRA) comprised of hours devoted to advocacy and volunteer efforts. The college’s mission also highlights the premise of building on client strengths to resolve complex individual and social problems. This perspective is woven throughout the curriculum. These components of the program emphasize the core competencies associated with advancing human rights, fostering social and economic justice, and engaging in policy practice to advance social and economic well-being.

The college embraces the concept that practitioners must have the competence to intervene with multiple client systems and at multiple levels. This is noted in the mission’s focus on preparing graduates who enhance individual and community well-being and foster social change through collaboration with individuals, families, communities, and other change agents.

Our curriculum emphasizes the integration of micro and macro practice. To effectively foster social change, practitioners must be able to identify evidence-based methods, assess their applicability to the client populations they serve, and evaluate the effectiveness of their interventions/services. The undergraduate and graduate program requires a research sequence to challenge students to understand, synthesize and employ empirical and theoretical information to inform social work practice.
Section 3: Curriculum Principles

- Hands-On & Immediately Relevant
  A clear connection exists between the course work and practice in the community. Each course has hands-on opportunities and students leave every curriculum sequence with an understanding of its importance in their future practice.

- Conducts Student Assessment That Confirms Mastery
  Our approach to assessing students confirms that each individual has mastered the competencies defined for that class.

- Addresses Diversity in its Global & Local Context
  The curriculum reflects an understanding of global diversity and the unique diversity of the Columbus and Central Ohio area and provides students the knowledge and skills to respond effectively.

- Produces “Shovel Ready” Graduates
  Students leave prepared to practice, with excellent skills in all facets of their area of practice. We engage the practice community in an evolving definition of shovel ready.

- Recognizes The Integration of Micro & Macro Practice
  The effective practitioner has skills to practice with individuals and families, but also communities and organizations. Students have the opportunity to develop advanced skills in both areas.

- Stays Connected with the Practice Community
  A progressive and dynamic curriculum includes an awareness of trends in the community and is prepared to adapt to, and more importantly, to influence those trends.

- Teaches Evidence-informed Practice
  Students can critically evaluate interventions, their application to unique client populations, and assess their own interventions.

- Creates Practitioners Prepared for Advocacy & Leadership
  Our students leave with skills, and a commitment, to seek change at micro and macro levels.

- Recognizes the Ubiquity of Addiction
  Addiction disorders are often the defining characteristic of the intractable client in many practice settings. The curriculum prepares students to understand and respond to addiction.

- Produces Graduates Committed to the Profession
  Our students embrace the values of the profession, take pride in their identity as social workers, and work for the advancement of the social work profession.
Section 4: Core Competencies

Courses in both the undergraduate and graduate levels are designed to ensure that graduates achieve competence in the following areas defined by the CSWE 2015 Educational and Policy Standards:

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.

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.

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 social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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.

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.

7. Assess with 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.

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.

9. Evaluate 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.

Additionally, each practicum level has corresponding practice behaviors which operationalize the competencies.
Section 5: Field Education Overview

The Ohio State University College of Social Work embraces field education as the signature pedagogy of the profession. This competency-based education is critical to the successful development of the social work practitioner. The field practicum is the portion of the student's educational program which takes place in a human service setting under the instruction of an experienced professional social worker. The activity of the practitioner is directed to a purpose and guided by values, knowledge, and interventive approaches which are collectively unique, acknowledged by, and identified with the social work profession. Practica objectives and outcomes are approved by the faculty with requirements for determining the level of practice which is considered essential for competent performance.

It is expected that students will engage in actual practice; that the field instructors will have social work degrees and the required practice experience; and that the primary intent of the practicum experience will be learning by students which enhances the proficiency with which they practice as social workers.

The field practicum assists student in:

- Improving self-awareness
- Identifying personal strengths and limitations
- Sorting out and defining career interests
- Learning to practice within the framework of social work values and ethics
- Examining one’s suitability as a social worker

Students usually describe their field practicum as the most useful, significant, and powerful learning experience of their social work education. The field placement allows concepts, theories, and principles learned in the classroom to come to life.

Generalist/Foundation Practicum

The field placement for Bachelor of Science of Social Work (BSSW) and first year Master of Social Work (MSW) students focuses on generalist skills. This requires students to be knowledgeable about, and develop skills to intervene, at micro, mezzo, and macro levels. Example skills for these students include:

<table>
<thead>
<tr>
<th>Interviewing</th>
<th>Group facilitation</th>
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<tbody>
<tr>
<td>Case planning</td>
<td>Advocacy</td>
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<tr>
<td>Resource referral &amp; development</td>
<td>Community Work</td>
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<td>Case management</td>
<td>Research</td>
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<td>Supportive counseling / Problem solving</td>
<td>Use of supervision</td>
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<td>Psychosocial assessments to identify client needs (not diagnostic)</td>
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Advanced Practicum

Second year MSW and Advanced Standing (ASAP) students undertake an advanced field placement. Each student chooses a placement focus either at the micro or macro level.

Advanced Micro-practice Practicum

1. The field practicum focuses on intervention with individuals, couples, families, and groups.
2. Students develop an understanding of items such as human behavior and psychopathology, human diversity, interpersonal relationships & family dynamics, mental disorders, chemical dependency, interpersonal violence, consequences of illness and injury, and evaluation of practice.
3. Interventions include assessment and diagnosis, crisis intervention, and brief and long-term psychotherapies.
Advanced Macro-practice Practicum

1. The field practicum focuses on competency in social work administration with entities such as governmental bodies, private social welfare organizations, and/or communities.

2. Students learn to analyze social problems, design programs, plan services, evaluate programs, and become familiar with resource acquisition and management strategies.
Chapter 2: Roles & Responsibilities
Section 1: Field Offices & Staff

Director

The director of field education has administrative responsibility for the field practicum in the College of Social Work. The area of responsibility includes planning and monitoring for all BSSW and MSW students inclusive of the Columbus campus and the extended campuses at Lima, Mansfield, Marion, and Newark. The director is programmatically responsible to the BSSW and MSW program directors. The director provides administrative support and consultation regarding practicum issues to all College of Social Work faculty. Final responsibility for the field practicum curriculum rests with the Educational Policy Committee of the college.

At the Columbus campus, several field education coordinators have primary responsibility for practicum students and report to the director. An additional individual serves as the field placement coordinator. The Lima, Mansfield, Marion, and Newark campuses each have field staff to serve the functions of placement coordinator and field education coordinator(s).

The director and the field office staff maintain membership in the college's curriculum area groups (CAG) which are responsible for the field practicum as an educational component of the curricula. CAG members facilitate the ongoing evaluation of the content of the practicum courses; the integration of theory and practice; and the essential involvement of the faculty. The director develops and maintains important linkages for the college within the university and broader human service community. Initial approaches related to field practicum exploration have led to community service, research, training/teaching, and funding opportunities for faculty, students, and agency personnel. The Office of Field Education provides important linkages through the exchange of information.

Postal address and faxes are on this page. Continue through the section to see individual staff contact information including phone and email.

Field Office Contact Information - by Campus

The Ohio State University, Columbus Campus
College of Social Work
400 Stillman Hall, 1947 College Rd.
Columbus, OH 43210
Phone: (614) 292-7686

The Ohio State University, Lima Campus
Social Work Program
PS 135, 4240 Campus Drive
Lima, OH 45804
Phone: (419) 995-8399

The Ohio State University, Mansfield Campus
Department of Social Work
104C Riedl Hall, 1760 University Drive Mansfield, OH 44906
Phone: (419) 755-4262

The Ohio State University, Marion Campus
Department of Social Work
306 Morrill Hall, 1465 Mt. Vernon Avenue Marion, OH 43302
Phone: (740) 725-6185

The Ohio State University, Newark Campus
Social Work Program Office 1179 University Dr.
Newark, OH 43055
Phone: (740) 364-9523
Anna Stewart MSW, LISW-S
Interim Director of Field Education
stewart.1372@osu.edu
Office: (614) 292-5832

Columbus Campus
Joseph M. Bowman, MSW, LSW
Field Education Coordinator, Liaison
bowman.1011@osu.edu
Office: (614) 292-5417

Chrissy Gilbert MSW, LISW-S
Field Education Coordinator, Liaison & Lecturer
gilbert.170@osu.edu
Office: (614) 292-6510

Jennifer Kreinbrink, MSW, LSW
Field Education Coordinator, Liaison
kreinbrink.18@osu.edu
Office: (614) 292-0183

Marisa Sheldon, MSW, LISW
Field Placement Coordinator
sheldon.127@osu.edu
Office: (614) 292-5228

Karen Rediger, MSSA, LISW-S
Field Education Coordinator, Liaison
rediger.4@osu.edu
Office: (614) 688-2783

Linda Helm, MSW, Ph.D., LISW-S, ACSW
Title IV-E Child Welfare Training Program Manager
Helm.28@osu.edu
Office: (614) 688-3290

Brittany Ward, MSW, LSW
Community Engagement Program Coordinator
ward.787@osu.edu
Office: (614) 688-1487
Lima Campus
Maryann Kromer
BSSW Program Coordinator
kromer.12@osu.edu
Office: (419) 995-8654

Mansfield Campus
Mary Jo Hawk, MSSW, LSW
Social Work Programs Manager
hawk.27@osu.edu
Office: (419) 755-4262

Marion Campus
Teri Kinsway, MSW, LISW-S
Social Work Program Manager & Field Education Coordinator School-based Placements
kinsway.1@osu.edu
Office: (740) 725-6185

Newark Campus
Jennifer Seas, MSW, LISW-S
Social Work Program Manager
seas.49@osu.edu
Office: (740) 364-9523

Penny Carroll, MSW, LSW
Field Education Coordinator, Liaison & Lecturer
carroll.461@osu.edu
Office (740) 755-7777
Section 2: Role Descriptions

A valuable and successful student field experience requires the involvement of many people including the student, those at the field agency, and the College of Social Work. This section defines the titles used when referring to participants in the field practicum. The remainder of this Field Manual uses these roles when discussing various field-related responsibilities.

Field Placement Coordinator: A college-based staff member assigned to locate field placement opportunities for students. The field placement coordinator contacts the education coordinator and/or field instructors to determine if the specific agency is willing to accept social work students.

Education Coordinator: An agency-based individual designated by the agency executive who represents the agency as the central administrative contact and assumes the following responsibilities:

- Prepares, updates, and processes all evaluations of setting documents including the affiliation agreement.
- Determines the number and rank of students to be requested.
- Facilitates the pre-placement screening process.
- Confirms the acceptance or rejection of referred students.
- Recommends potential field instructors.
- Channels communication from the college to field instructors and actively participates in problem-solving and mediation between students and field instructors.
- Informs director of field education of all changes impacting students.
- Oversees the orientation of students to the entire agency.
- Updates relevant agency information in the Field Database.

Field Instructor: A social work practitioner employed by an agency who serves as the student’s field supervisor on a voluntary (unpaid) basis. This individual is responsible for the education of the student(s) while the student(s) is at their agency. (See Section 3 for more details.)

Task Instructor: An agency-based individual who does not hold a practice degree in social work (BSSW or MSW) but may be responsible for social work related activities at the agency. This individual would fulfill a secondary role to be responsible for learning objectives, evaluations, and overseeing other activities related to student field experience. For example, a Licensed Professional Clinical Counselor (LPCC) at a mental health agency could provide task instruction but could not be a field instructor.

Co-Instructor: An approved experienced social worker (with an MSW degree) who co-instructs and serves as primary field instructor with the task instructor to ensure that the requirements for social work supervision are met. The use of co-instruction has historically been significant in the development of non-traditional settings and allows for the use of the practicum site in the absence of an experienced BSSW or MSW degreed practitioner in a potential or approved setting.

Field Liaison: A college-based faculty/staff member or contracted community professional assigned to assist students and field instructors in obtaining and maintaining quality learning experiences in field practicum. (See Section 5 for more details.)

Academic Advisor: A professional in the BSSW or MSW Program Office responsible for assisting students with academic and curriculum advisement, developing educational plans, interpreting university rules and procedures, monitoring performance, and providing communication between students, faculty, and administration.
Section 3: Field & Task Instructor Responsibilities

1. Confirm field start date and agency pre-placement requirements, such as background check and immunizations, with student prior to the beginning of placement. Visit the Field Education website to review all forms and the Field Calendar.

2. Become familiar with Field Practicum Course Syllabus and Learning Agreement Evaluation and review when developing the Learning Agreement with the student.

3. Assist student in designing, negotiating, and implementing a wide range of field learning experiences in line with:
   3.b. Expectations of the Field Practicum Course Syllabus.
   3.c. Student individual needs and objectives.

4. Help student become familiar with and utilize resources within the agency as well as the larger social welfare system.

5. Meet with the student for at least one hour weekly of planned supervision to engage in continuing mutual educational assessment.

6. Submit all required documentation:
   6.a. Learning Agreement/Evaluation: The Learning Agreement details the educational goals for the student’s learning within the field placement. Completed by the student and the field (and task) instructor.
   6.b. Supervision Log: The Supervision Log allows the student to record what was discussed in weekly supervision. Completed by the student and signed by the field (and task) instructor.
   6.c. Time Sheet: The Time Sheet allows the student to record hours in field. Completed by the student and signed by the field (and task) instructor.

7. Recommend an appropriate, well-documented grade on the evaluation by deadlines set in the Field Calendar.

8. Communicate on a continuing basis with field liaison regarding student’s performance and meet with field liaison in agency at least once per semester.

9. Develop a relationship with student that will provide a climate of reciprocal learning.

10. Encourage maximum student activity and creativity within educationally sound limits.

11. Provide student with access to self or support staff.

12. Act as a primary role model of a professional practitioner.
Section 4: Student Responsibilities

General Responsibilities

1. Adheres to the policies and procedures of the college, including the Field Code of Conduct.
2. Follows all pre-placement instructions in a timely fashion including completion of the Field Practicum Questionnaire, pre-placement interview, and confirmation process.
3. Assumes responsibility for completing the required hours of the practicum.
4. Adheres to the policies and procedures of the agency. Students are subject to the agency’s employee and/or intern policies and should clarify expectations with the field instructor. Examples areas include, but are not limited to:
   4.a. dress code;
   4.b. attendance and absences;
   4.c. use of car for agency business;
   4.d. health requirements;
   4.e. practicum expenses; and,
   4.f. confidentiality.
5. Notifies the field instructor of all absences and arranges to make up the time to the satisfaction of the field instructor.
6. Assumes responsibility for sharing information with the field instructor regarding the field calendar, course syllabus, field policy, and field forms.
7. Assumes responsibility for making the field instructor and field liaison aware of potential difficulties.
8. Completes required forms including the Time Sheet, Supervision Log, and Learning Agreement in a timely fashion following due dates on the Field Calendar.
9. Informs the Office of Field Education of all changes related to the practicum such as changes in field instructor or major deviations in the approved schedule.
10. Advocates for self in pursuit of learning including preparation for conferences with the field instructor and preparation of the Learning Agreement.
11. Uses the field instructor as a base for channeling contacts with other areas of the setting.
12. Engages in appropriate termination activities with clients and setting when the practicum ends.
13. Secures own transportation to and from practicum.
Field Code of Conduct

Purpose
The Field Code of Conduct is established to foster and protect the learning objectives of the field practicum and the field placement process for College of Social Work students. Integrity and professionalism are key characteristics necessary to obtain the most value from the practicum and to respect the contribution and partnership of field agencies. This Code incorporates both the requirements of student conduct at the university and of the profession’s Code of Ethics. This Code applies to all students engaging in the placement process and field education.

General Conduct

- Students are responsible for adhering to both The Ohio State University Student Code of Conduct and the NASW Code of Ethics.
- Students should not engage in activities contrary to the Mission of The College of Social Work and/or their field placement agency.

Field Policies & Procedures

- Students are expected to demonstrate an understanding of field policies and procedures as defined in the Field Manual.
- Students are not permitted to arrange their own field placements. Placements must be arranged by the field placement coordinator.
- Students should view each field practicum as a learning experience with the opportunity to gain transferable skills to any future career interest.
- Students are encouraged to be thoughtful about their field placement referrals. Prior to declining a placement, students must meet with the field placement coordinator.

- When issues in a student placement arise, the student is responsible for reporting those concerns in a timely and appropriate manner. Students are also expected to utilize appropriate channels of communication when addressing problematic situations in field. See the Problems in Placement section in the Field Manual for more information on effectively communicating concerns.
- Students are not permitted to terminate their field placements without first sharing their concerns with the field liaison and receiving approval from the director of field education. Should the student terminate placement without following appropriate channels, the hours collected prior to the self-terminated placement may be forfeited and are subject to approval by the field office.

Appropriate Professional Conduct

- Students are subject to employee policies, procedures, and disciplinary action of their field placement agency.
- Students should commit to engaging in appropriate self-care and seek out supportive services for issues that may negatively impact their field placement performance.
- Students should assess and appropriately adapt to the varying degrees of professional social work environments.
- Per the OSU Student Code of Conduct, the use, storage, or possession of dangerous weapons is considered misconduct. The Student Code of Conduct applies to field placement settings. The code defines this misconduct as: storage, or possession of dangerous weapons, devices, or substances including, but not limited to, firearms, ammunition or fireworks, unless authorized by an appropriate university official or permitted by a university policy, even if otherwise permitted by law. Use or misuse of weapons, devices, or substances in a manner that causes or threatens serious harm to the safety or security of others (pg. 3). Therefore, bringing a weapon to the field placement site (including in the student’s own car in the field placement’s parking area) is strictly prohibited, even if the student has a concealed carry permit. Students who violate this prohibition will be terminated from placement and referred for other disciplinary action(s).
As applicable, students should check with their field agency about the agency’s policy around personal protection tools (i.e. pepper spray) and abide by those policies.

Failure to adhere to this Field Code of Conduct may result in an unsuccessful placement (as defined in the Field Manual) and/or other disciplinary action(s) including a Performance Review by the College of Social Work.

(Field Code of Conduct Revised: December 2014)
Section 5: Field Liaison Responsibilities

Educational Coordination Roles

1. Conducts site visits with the student and field instructor to ensure that the student is meeting the learning objectives for the field practicum.
2. Serves as consultant to the field instructor in the evaluation of student performance.
3. Serves as a communication link between the field instructor and the academic advisor with information about the student's ongoing practicum performance.
4. Serves as consultant in the resolution of field practicum issues.
5. Clarifies and reinforces the educational role of the field instructor.
6. Contributes to the development of new knowledge in field practicum.
7. Assists in implementing the course objectives.
8. Identifies problems and issues related to concurrency between classroom and field practicum content and works toward resolution.

Administrative Coordination Roles

1. Participates, studies, evaluates, and makes recommendations to the director regarding acceptance of agencies, field practicum settings, and field instructors.
2. May serve as co-instructor in field practicum settings in the absence of a trained social worker.
3. Encourages and maintains an open flow of communication between the field practicum setting and the classroom for transmission and integration of knowledge and resolution of problems and issues.
4. Participates in maintaining current agency details by reporting changes to the director.
5. Assures that the evaluation and grade for each student has been received and submitted in a timely fashion.
Chapter 3: Program Overview
Section 1: BSSW (Bachelor of Science in Social Work)

The BSSW degree is the first level of professional education for entry into the profession. Baccalaureate students attain a beginning level of generalist practice proficiency which enables them, with supervision, to provide direct services to clients, including the organization and provision of resources on a client's behalf. The program consists of two components: the pre-professional requirements (liberal arts), scheduled in the freshman and sophomore years; and the professional major (social work), usually completed in the junior and senior years in the college.

Courses

Specific courses have been designed to facilitate integration of practice experience with theory, knowledge, and values:

- Engagement & Interviewing: SW 3501
- Foundations of Generalist Practice: SW 3502

These courses emphasize social work generalist practice theory and roles in support of field placement settings. They provide an introduction to core practice skills: interviewing, assessment, intervention, and documentation, through extensive use of discussion, role-play, and demonstration with the help of audio-visual media.

Field Practicum & Field Seminar

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<tr>
<th>FIELD PRACTICE (SW 4189)</th>
<th>FIELD SEMINAR (SW 4188.01)</th>
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<tbody>
<tr>
<td>Semesters*</td>
<td>2 consecutive (AU, SP)</td>
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<tr>
<td>Credits</td>
<td>5/semester, 10 total</td>
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<td>1/semester, 2 total</td>
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*See Section 4 for information about total hours

The field practicum affords students the opportunity to provide direct and indirect services to populations served by human service organizations approved by the College of Social Work. Students learn professional conduct in actual practice situations under social work supervision.

The purpose of the field seminar is to foster social work core competencies and reinforce field practicum learning by discussing and furthering appreciation of a variety of social work issues. The seminar is organized in the form of a group examining the nature, structure, function, and scope of social work practice. Seminars meet for two hours, every other week, throughout the academic year. The course uses discussion, lecture, and case methods for instruction.

Note: Any deviations from this need to be reflected on an approved education plan and approved by the field office.

Underlying Assumptions

The framework for the BSSW field practicum is based on several educational assumptions:

- Field practicum is an essential element of the BSSW program.
- Field instructors have undergraduate or graduate degrees and social work experience.
- Practice experience should be fully integrated with theory, knowledge, and values of the foundational curriculum.
- Responsibility for integration is shared with students, field instructors, and faculty.
- Within the foundational content, this integration can best be achieved by adding to the practicum experience a biweekly seminar led by field education coordinators and designed to link class and practicum experiences.
- Field practicum seminar provides a supportive arena for shared learning.
Section 2: MSW (Master of Social Work)

The MSW curriculum ensures that graduates have the competencies and skills to successfully practice in a variety of settings. Students can tailor their educational experience through an extensive list of course options for working with various populations and problems, and in many types of social work settings. Graduates are prepared to function in either direct practice or administrative and policy-making roles. Students acquire competence as practitioners, planners, policy makers, and researchers and are prepared to deliver and evaluate micro- and macro-level interventions.

Courses

Foundation Courses. All MSW students complete a series of foundation courses designed to address the core competencies and practice behaviors that are essential for all social workers.

Areas of Emphasis. In the second year, each student chooses one of four areas of emphasis for advanced study. The courses provide content on theories, policies, and best practices that inform each area of emphasis. Students are required to complete two courses in their selected area of emphasis. Areas of emphasis are:

- Aging & Health
- Mental Health & Substance Abuse
- Child & Youth Services
- Community & Social Justice.

Advanced Practice Methods. These courses help students acquire the practice behaviors needed for successful social work practice at the micro and macro levels. These courses emphasize the “how to” skills required for effective social work practice.

Practice or Program Evaluation. Students complete two courses either in practice or program evaluation. The first course in the sequence introduces knowledge and skills required to complete evaluations, and the second course gives the student the opportunity to conduct practice or program evaluation projects.

Field Practicum & Field Seminar

<table>
<thead>
<tr>
<th></th>
<th>MSWI</th>
<th>MSWII/ASAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARING FOR FIELD</td>
<td>(SW 6188)</td>
<td>FIELD PRACTICE</td>
</tr>
<tr>
<td>(SW 6189)</td>
<td></td>
<td>FIELD PRACTICE (SW 7189)</td>
</tr>
<tr>
<td>Semesters*</td>
<td>Autumn</td>
<td>Spring</td>
</tr>
<tr>
<td>Credits</td>
<td>1 total</td>
<td>2 total</td>
</tr>
<tr>
<td></td>
<td>2 consecutive (AU, SP)</td>
<td>4/semester, 8 total</td>
</tr>
</tbody>
</table>

*See Section 4 for information about total hours

MSWI students take a 1 credit hour course in the autumn semester with the purpose of preparing students for successful and meaningful field education experiences. Students learn expectations of professional and ethical behavior, safety measures, how to screen and access public benefits for clients, and an emphasis on professional communication in an era of technology. The MSWI field practicum then occurs in spring semester and provides a generalist introduction to social work practice.

The MSWII/ASAP field practicum spans the academic year. In this advanced field practicum, students develop specific skills and knowledge in a particular area of emphasis. The field placement coincides with the student’s area of emphasis.

Note: Any deviations from this need to be reflected on an approved education plan and approved by the field office.

Elective courses: These supplement the core and advanced curriculum. Students can use these electives to support special tracks including School Social Work and Child Welfare.

Please see the college’s website for a link to the MSW course descriptions.

Evaluation Projects

The Council on Social Work Education (CSWE) requires all graduates to have the ability to evaluate the outcomes of their
practice. The MSW program offers a series of courses which focuses on mastering the skills needed to engage in evidence-based social work practice. In the autumn semester, MSWII students take a course to learn evaluation skills. In SWK 7401, Evaluating Social Work Practice, students learn the skills needed to conduct practice/program evaluation.

The second course in the sequence, during spring semester, gives students the opportunity to apply their evaluation skills (SWK 7402 Applied Practice Evaluation). Students conduct the evaluation as part of their field practicum and then prepare a report describing the results of their evaluation.

Students will demonstrate the ability to:

- Conduct a literature review of current best practices.
- Identify a problem area and the desired outcomes.
- Employ measures to assess progress toward the identified goals.
- Analyze outcome data and summarize results.
- Use information to discuss the implications for social work practice.

Note: These types of evaluation activities are not “research,” and, as such, do not require IRB approval.

Examples of potential evaluation projects are shown in the table below:

<table>
<thead>
<tr>
<th>PRACTICE EVALUATION</th>
<th>PROGRAM EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the iPhone reminder app increase Mr. Smith’s rate of compliance of taking medications?</td>
<td>Did implementing the Choose Your Partner Carefully program result in fewer child abuse allegations involving mothers’ boyfriends?</td>
</tr>
<tr>
<td>Did anger management training reduce the frequency and severity of mother-son arguments in the Jones family?</td>
<td>Did school-wide attendance improve after starting the parents’ support group?</td>
</tr>
</tbody>
</table>
Section 3: Human Rights Activity (HRA) Policy

The College of Social Work at The Ohio State University requires all students to complete human rights activities (HRA) during the time they are enrolled in field education. The purpose of HRA is to engage the student in advocacy outside of the field placement, as well as to allow students the opportunity to provide volunteer services to those most in need. When we talk about advocacy we mean advocacy on a macro level addressing issues for entire populations. When we talk about volunteering, we mean working on a more individual level to help individuals in need.

Below are the criteria for these activities:

1. BSSW, MSWII, and ASAP students are required to complete 16 hours of human rights activities by the end of their field experience.

2. MSWI students are required to complete 8 hours of human rights activities by the end of their field experience.

3. These activities must be outside of the field agency and not related to the day-to-day activities of the student’s field placement. These hours count as part of the student’s total required field hours and should be recorded on the field Time Sheet.

4. Students must get approval from their field instructor prior to the activity in which they wish to participate. The student should discuss the event in supervision, record it in the Supervision Log, and document it in a weekly reflection.

5. It is the student’s responsibility to identify activities in which to participate. The College of Social Work has some opportunities listed on their website at [http://csw.osu.edu/field-education/human-rights-activities/](http://csw.osu.edu/field-education/human-rights-activities/).

Steve David, MSWI student, talks about advocating for social justice issues by writing letters to the editor. Also view this video on YouTube: [http://youtu.be/NzKWxiqM-PQ](http://youtu.be/NzKWxiqM-PQ)
6. Sample human rights activities include, but are not limited to:

<table>
<thead>
<tr>
<th>ADVOCACY ACTIVITIES</th>
<th>VOLUNTEER ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in Advocacy Day</td>
<td>Mentoring or tutoring a youth</td>
</tr>
<tr>
<td>Organizing &amp; participating in a letter-writing campaign to your legislators</td>
<td>Community organization event, such as a neighborhood clean-up project</td>
</tr>
<tr>
<td>Participating on a human services levy campaign</td>
<td>Volunteering at a food pantry or soup kitchen</td>
</tr>
<tr>
<td>Researching &amp; writing a letter to the editor</td>
<td>Organizing a food drive</td>
</tr>
<tr>
<td>Participating in non-profit organization walks (e.g., Walk to End Alzheimer’s)</td>
<td>Volunteering at a non-profit walk to check in walkers/runners, distribute flyers, etc.</td>
</tr>
</tbody>
</table>

7. Trainings and workshops DO NOT count toward human rights activities. These activities are included in the Learning Agreement separate from HRA. Exception: If a student would like to participate in advocacy based on a training they attended, the time spent only on the advocacy work will be counted as HRA, but not the training time.

7.a. From time to time the field office will send notification (via email) of those activities that can be used for field hours. This simply means that the student can receive credit for field hours which can be listed on the Time Sheet, but will not meet the requirement for human rights.

8. Working on political campaigns or for partisan events DOES NOT count as human rights activities. All activities, both volunteer and advocacy, must be consistent with educational policies as well as NASW policy and practice statements.

Video 2: Human Rights Activity Example, MSW Student

Teresa Tackett, BSSW student, discusses creating an activity to collect items for those in need.

Also view this video on YouTube: [http://youtu.be/G-eKbTyHNLE](http://youtu.be/G-eKbTyHNLE)

The Office of Field Education will provide additional information regarding human rights activities during orientation and other trainings, but is always available for further questions or clarification.
Section 4: Hours Policy

The College of Social Work requires all students to complete field practicum hours. The field instructor and student are responsible for tracking field hours by utilizing the Time Sheet which is located in the Field Database. Students must request prior approval for all absences, and any time missed must be made up to the satisfaction of the field instructor, field liaison, and College of Social Work requirements. Exceptions can be made for emergency absences. Students should discuss with their field instructors.

Hours Requirements

The following table contains the requirements for hours in field agency placement at each student rank:

<table>
<thead>
<tr>
<th></th>
<th>BSSW</th>
<th>MSWI</th>
<th>MSWII/ASAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters in Field Place</td>
<td>AU &amp; SP</td>
<td>SP</td>
<td>AU &amp; SP</td>
</tr>
<tr>
<td>Total Hours in Agency</td>
<td>420</td>
<td>224</td>
<td>672</td>
</tr>
<tr>
<td>Hours per Semester</td>
<td>210</td>
<td>224</td>
<td>336</td>
</tr>
<tr>
<td>Hours per Week</td>
<td>15</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Credits per Semester</td>
<td>5</td>
<td>1 (AU*) &amp; 2 (SP)</td>
<td>4</td>
</tr>
<tr>
<td>Grading System</td>
<td>Satisfactory or Unsatisfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*MSWI students are required to enroll in the Preparing for Field course in AU semester for 1 credit hour

Practicum Days

Students are expected to confirm scheduled practicum days prior to the start of each semester with their field agency. Students should schedule at least 4 hour blocks of time each day in field placement. In addition, students must spend a minimum of 12 hours a week in placement. Field practicum is scheduled around final exams. (Practicum assignments may not be scheduled at the same time that the student is scheduled to take a final exam.)

Deviations in Scheduling

The College of Social Work curricula structure is concurrent. Students are expected to complete the program according to the hours and semesters listed above. Scheduling changes cannot be made without the advance approval of the field director and the respective undergraduate or graduate Program Office. Typically, BSSW and MSWII/ASAP students enter field autumn semester according to course requirements. Spring semester is usually not an option for entry to the field. MSWI students enter field in the spring semester.

Special Conditions

The university is closed and the agency is open on a scheduled field placement day: Students are not required to attend field on days when the university is closed.

- If the student chooses to go into the field placement, the student will receive credit for the field hours worked. (i.e., if the student worked 4 hours on this day, the student will receive credit for 4 field hours only).

- If the student chooses NOT to go into the field placement, the student will not collect field hours.

The university is closed and the agency is closed on a scheduled field placement day: Students are not permitted to automatically collect field hours. A student will need to coordinate the make-up day(s) with his/her field instructor.

- This condition should be applied to holidays, and planned closures when applicable.

Holidays: If the agency sends staff home early for a holiday, the student will receive credit for the remainder of the scheduled field hours for that day (i.e., if the student was scheduled to work 8 hours
on this day, but was sent home at the 6th hour, the student will receive credit for 8 field hours).

Winter & Spring Break: Students are not required to attend field during the winter and spring breaks.

- If the student chooses to go in to the field placement, the student will receive credit for the field hours worked. (i.e., if the student worked 4 hours on this day, the student will receive credit for 4 field hours only).
- The additional hours may be banked for use on another day as determined between the student and the field instructor.

Weather Conditions or Other Reasons:

- If the agency or university is closed due to weather conditions or other reasons, the student will receive credit for regularly scheduled hours. For non-resident students, please follow your agency policy related to inclement weather and/or emergency closures.
- If the student is sent home due to inclement weather, the student will receive credit for the hours the student was scheduled to complete only (i.e., if the student was scheduled to work 8 hours on this day but was sent home at the 6th hour, the student will receive credit for 8 field hours).

Statement on Jury Duty: The College of Social Work at The Ohio State University requires all students to complete field practicum hours. Any hours not completed during a given semester, must be completed before the student can be assessed a field grade. It is important to note that field hours are not waived if the student is on jury duty. Because of this, students are encouraged to request an excuse or a postponement from jury duty, when possible. By request, the student’s program office can provide a letter to the court confirming the student’s full time or part time enrollment in the BSSW or MSW program. Students should request the letter, at minimum, two weeks prior to jury duty, to allow processing time.

The Office of Field Education will provide additional information regarding field placement hours during orientation and other trainings, but is always available for further questions or clarification.
Chapter 4: Field Placement
Section 1: Field Placement Process

This section walks through the steps necessary to be placed at a field agency. Students should familiarize themselves with the process in order to know when they must take action in the placement process. The graphic above displays the 7 steps in the placement process with the primary individuals responsible for each step. These steps are described throughout this section.

The following video provides an overview of the field placement process as well as some other information about field placement.

Be aware that students interested in an international placement must start this process at least TWO semesters prior to the anticipated start of the international placement. The international placement process differs from the traditional placement process on some ways. See Chapter 7 for more information about the International Placement Policy.

This section refers to many of the individuals and roles involved in the placement process including those at field placement sites and those at the College of Social Work. For a review of these roles please see Chapter 2.

Note: This describes the process used by the Columbus campus including online. Other campuses may use slightly different processes. Contact staff at a specific campus with any questions.

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Step 1: Meet Practicum Eligibility Requirements

Students are eligible for field placement at each academic level when they have successfully completed the prerequisites for placement.
For the BSSW field placement (4189), the requirements are senior standing and completion of SWK 3502 with a minimum of grade C or higher.

For the first year MSW field placement (SWK 6189), students must have successfully passed SWK 6501 and SWK 6188.

For the second year MSW Field Placement (SWK 7189), students must have successfully passed SWK 6189 and be enrolled in SWK 7401 and 7402.

For the ASAP (Advanced Standing) Field Placement (SWK 7189), students must have successfully passed SWK 7500 and be enrolled in SWK 7401 and 7402.

Step 2: Complete Field Practicum Questionnaire

The Field Practicum Questionnaire assists the field placement coordinator in matching students with appropriate field sites. Students complete the Field Practicum Questionnaire in the Field Database. The placement coordinator orients each student group prior to agency selection to explain the process and clarify issues. For more information about the Field Database, see Chapter 5. Note: The timely submission of the Field Practicum Questionnaire increases the opportunity for placements in preferred settings.

The questionnaire requests specific information about the student's employment and volunteer experience, previous practicum experience, learning experiences requested, and special needs or requests. Students should include narrative information about their employment and volunteer experiences, not just dates of service. The questionnaire must be completed and electronically signed/submitted by the student prior to the due date assigned by the placement coordinator. By signing the Questionnaire, students agree to uphold the Field Code of Conduct.

If a student requests an Employment-Based Field Placement or Single Placement Option (MSWII only) via their questionnaires, the placement coordinator then assigns an additional application form. Students receive an email notification, to their OSU email accounts, alerting them to a new form in the Field Database that they must complete. (See Chapter 7 for more information about Employment-Based Field Placement (EBP) and the Single Placement Option (SPO).

Select BSSW students will have the option of completing a “block placement.” The Block Placements Option (BPO) requires students to complete 420 field hours in one semester, providing an in-depth, concentrated learning experience. Students are in placement thirty hours a week for fourteen weeks during the spring semester of their senior year. Students interested in the block placement option must formally apply and clearly specify their readiness for this intensive learning experience. Students must complete all required social work major courses before beginning the block placement, with the exception of the Social Work 4188.01 Undergraduate Field Seminar. (See Chapter 7 for more information about Block Placements.)

Step 3: Match Student to Agency

After the field placement coordinator receives the student’s completed Field Practicum Questionnaire, the placement coordinator begins matching students to field agencies. The setting in which the student is matched is a reflection of student input from the questionnaire, including professional interests, college expectations for students by rank, and the availability of resources approved as field settings. In this process the field placement coordinator gives attention to the following variables:

- Need for evening or weekend hours.
- Need for an agency accessible without a car.
- Attention to physical access.
- Preference for a specific agency (option available only to MSWII/ASAP students); including employment-based placements.
- Desire for single placement option, or requirement of single placement option by a specific field agency.
- Placement in a specific geographic location.
- Preferences regarding type of agency, populations served, available programs, and/or types of interventions utilized at the agency.
- Request for scheduling deviation.
When the placement coordinator has identified a suitable placement, the coordinator sends the student’s Field Practicum Questionnaire to the agency-based education coordinator for review. The education coordinator determines if the agency is interested in interviewing the student for the placement.

We encourage students to review the Placement Details Workflow in the Appendix. This provides more details about the placement process. Students should be aware that many activities occur between the time their Questionnaire is completed, to when they receive a referral from the Field Placement Coordinator.

Note about Students Identifying Placements

Field Education is often described as being the one of the most impactful elements of a student's educational experience. Because of this, we know the stressors that can come as students wait to receive their field placements.

Understand that our goal is to ensure that each student receives educational and meaningful learning experiences. Know that no placement will be perfect, but we will work as hard as we can to support each and every student throughout the field experience.

With that said, please be aware that students are not permitted to arrange their own field placements. The placement process is designed so that all student placements are provided in the most equitable and efficient way possible. Students who contact agencies on their own complicate the placement process for the Office of Field Education, our agencies, and other students. Because field placements are a requirement in this program, the placement and agency must be approved by our office. As outlined in the Field Code of Conduct, any placement that is solely arranged by the student will not be approved.

If a student has a specific interest in an agency, we simply ask that the student first contact the field placement coordinator, who will assist in determining if this is a viable option.

The Office of Field Education is available for any questions during this process.

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**Step 4: Refer Student to Field Agency**

When the placement coordinator receives a “yes,” that an agency is interested in interviewing a particular student, the placement coordinator emails a Field Placement Referral to the student. This email is sent to the student’s OSU email account. The student must then contact the agency-based education coordinator to schedule the pre-placement interview. Instructions to do so are contained in the referral message.

**Note:** Students may not interview at more than one agency at a time, and students must schedule an interview for each Field Placement Referral received.

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**Step 5: Attend Pre-placement Interview**

Advice for students for the interview:

1. Treat this as a professional interview: dress appropriately and take an updated copy of your resume.
2. Consider reaching out to the College’s Career Services (cswcareers@osu.edu) for assistance with your resume or interviewing preparation.
3. Learn as much as you can about the agency before your interview. Visit the agency website and review their information in the database.
4. Be prepared to ask questions and to answer questions that may be asked. See sample questions on the website.
5. Be clear on start dates and other scheduling issues. You and the agency will work out a specific schedule that is suitable for both yourself and the agency. You are required to perform field hours when your supervisor is accessible to you and in at least 4 hour blocks of time.

Some agencies require social work licensure as a prerequisite for placement. Criminal history check and drug screens are also required by some agencies. Certain settings, primarily medical, may require health screenings (such as a TB test) and other health requirements (such as the flu shot). Typically the Ohio State Student Health Center will set up and maintain a record of immunizations, upon request.
Students should confirm requirements with the agency during the interview. If any of these requirements present an obstacle to placement, students should discuss this with the placement coordinator. Note: The college does not reimburse students for expenditures necessary to meet placement requirements. Therefore, students should clarify with the agency what out-of-pocket expenses might be incurred and if agency reimbursement is available.

Step 6: Confirm Placement

No placement is considered final until both the student and agency have interviewed and accepted each other. In some cases, the agency may offer the placement to the student during the interview. In other cases, this may occur after the interview.

Confirm a Placement

To confirm a placement with the agency, the student should email the field placement coordinator with the following information within five days of the pre-placement interview:

- Name of your field or task instructor
- Degree of your field or task instructor
- License of your field or task instructor
- Contact information of your field instructor:
  - Agency Address
  - Agency Phone Number
  - Agency Email Address
- If your agency is providing you with a stipend, please indicate the amount.

Problems or concerns can be noted in the email.

Confirmation of the placement indicates a commitment to follow the policies and meet any prerequisites of the agency.

Field agencies offering placement to a student should also notify the field placement coordinator.

In the Field Database, the placement coordinator links the student to the agency and enters the placement details. The field instructor can then view the student paperwork in the Field Database. At this point, the placement is considered complete.

International Students

After confirmation of a placement, an international student must complete several additional steps including completing the Curricular Practical Training (CPT) application. Please read full policy in Chapter 7 for more details about the process.

Decline a Placement

If the student wishes to decline the placement, the student must inform the placement coordinator before the student discusses this with the agency.

Note: It is not acceptable for a student to decline a placement at the interview. The placement coordinator will discuss the student’s concerns and determine if a new field placement should be located. In addition, any student who remains without a confirmed placement after three interviews must make an appointment with the director of field education and the placement coordinator prior to any further attempts at placement.

Step 7: Prepare for the Field Placement

Upon confirmation of the placement, the student should arrange field days and hours with the agency field instructor.

Close to the start of field placement, a field liaison from the College of Social Work will connect with each student. The student can reach out to the liaison with any issues related to the placement.

Additional Field Information

- The Office of Field Education cannot guarantee that students will be placed in their preferred settings. Students also could be placed within a 50 mile radius of their home or the university.
- The college expects students to use their own or public transportation for field. Students cannot transport clients unless they are able to provide proof of additional transport insurance. The college does not provide coverage for
students to transport clients and the practice is generally discouraged.

- The field staff, the agency-based education coordinator, and the field instructor share responsibility for informing the student of any special requirements necessary for confirmation of the placement.

- The general expectation is that students will be available during daytime hours; evening and weekend hours are limited.

- If, and when necessary, the director of field education and field placement coordinator will process requests for adjustments including placement changes. Only those requests processed formally through the Office of Field Education will be considered.

Social Worker Trainee License (MSW only)

The College of Social Work encourages that all MSW students in the state of Ohio (without an LSW) apply for, and receive, the Social Work Trainee License. The Ohio Counselor, Social Worker, and Marriage & Family Therapist (CSWMFT) Board (www.cswmft.ohio.gov) has approved the registration of masters level social work students as Social Worker Trainees (SWT). Per Ohio Administrative Code (OAC) 4757-3-01(AA), a Social Worker Trainee is an individual who is a graduate student seeking licensure as a social worker who is currently enrolled in a practicum, internship, or field work course in a social work education program accredited by the Council on Social Work Education (CSWE). Students must apply for the SWT through the CSWMFT Board.

Note: Students with an LSW do not need to apply for the SWT.

Additionally, students who are planning to pursue social work education, with an interest in clinical mental health practice, are strongly encouraged to apply for a social work license as they become eligible. Many agencies will not allow the unlicensed student the opportunity to provide diagnostic assessments and individual/group counseling.

Note: All MSW students outside of Ohio should determine if their state licensure board issues a social work student trainee license that is equivalent to the Ohio SWT. If no equivalency license exist, no further action is needed by the student. Students may contact the Office of Field Education with any questions.

SWT Online Application Instructions

The instructions for applying for the SWT are included on the CSWMFT website. There is no charge for obtaining the SWT. However, the student is responsible for all costs associated with the required criminal records check.

International Placements

The Office of Field Education provides international field placements for students on a case by case basis. These placements are developed for field work experiences and are delivered through a block placement model, which allows a student to complete the total required field hours in one semester.

Please note that students interested in an international placement need to begin work on this well before the expected placement. The student must meet with the director of field and then submit the International Placement Proposal form a minimum of TWO semesters prior to the anticipated start of the international placement. Read the full policy here in Chapter 7.
Section 2: During the Practicum

This section addresses items of concern during the field placement.

Student Personal Safety

Students are encouraged to take advantage of the safety programs offered at the university. The Chief of Police (614-292-3322) advises that students "exercise good judgment in your campus area travels, avoid walking alone at night, always be aware of your surroundings, and stay on well lit and traveled paths."

Students should assume similar cautions and prevention in the field practicum. Some agencies provide training regarding personal safety, including management of difficult and/or dangerous clients or situations. Students should inquire about agency policies regarding safety concerns and procedures within the field agency.

Student personal safety is also addressed in SWK 4188.01 and 6188.

Professional Liability Insurance

All practicum students are required to participate in the blanket liability insurance policy of the college. Students will be billed a nominal fee for the academic year. If a student is in placement any portion of the academic year, he/she will be billed by the university Office of Financial Services. The fee is automatically added to tuition fees.

University blanket policy

- Each occurrence $5,000,000
- Aggregate $5,000,000

Occasionally, field placements will require the student to purchase additional liability insurance. This additional coverage is available to students, at a reasonable fee, through professional organizations. The school strongly encourages current and potential field instructors to clarify whether or not their agencies require that students placed there have additional liability insurance. If additional liability insurance is required by the agency, it is important to notify the students and the director of field education.

Note: The college discourages students from transporting clients. Use of a personal vehicle for transporting clients is not covered. Damage to the vehicle and personal injury are not covered under this policy. For those students transporting clients, the student is responsible to check with their car insurance carrier to inquire on personal liability coverage.

Tracking Hours & Supervision

Students are responsible for tracking dates and hours of placement (recorded in 0.25 hour increments) on the Time Sheet in the Field Database. One Time Sheet is created for each semester and multiple weeks appear on each Time Sheet. While students are responsible for completing the Time Sheet, field instructors may review the Time Sheet at any time. Students should NOT project future time on the Time Sheet, but should only fill out the Time Sheet after the day has ended.

At the end of the semester, both the student and field instructor must sign the Time Sheet. The student signs first, and then the field instructor reviews and signs. With both signatures in place, the form is locked and no further changes can be made.

Students must also complete the Supervision Log which tracks dates and content covered in supervision. The Supervision Log focuses on competencies and progress toward mastery. There should be one Supervision Log form for each semester that contains entries for multiple weeks. The college expects each student to have 12 to 14 supervision sessions documented each semester.

For each supervision session, the student should document that items related to at least 1-2 competencies were discussed. The college recommends that students take time to complete the entry in the Supervision Log during the weekly supervision time, in order to keep up-to-date on the tracking. Then, as with the Time Sheet, at the end of the semester both parties must sign off on the entire semester-long Supervision Log.
Developing the Learning Agreement

Each student has a Learning Agreement to guide their placement. The Learning Agreement identifies specific activities, tasks, and assignments that assist students in meeting practicum objectives. The activities are organized under the core competencies defined by CSWE. At the end of each semester of placement, the field instructor uses the Learning Agreement to evaluate and grade the student. While a grade is given each semester, the Learning Agreement is developed for the entire length of the placement.

The Learning Agreement form is located in the Field Database. The college focuses on having students demonstrate practice behaviors for each of the core competencies, and, therefore, the form template has a set of required activities that all students must complete. (The template differs based on the student’s rank.) The college reports information about required activities and competencies to CSWE.

During the first few weeks of placement, the student and field instructor should discuss goals and develop the Learning Agreement. A student with a co-instructor and task instructor will need to work with both during this process. The Field Calendar contains the due date.

In addition to the required activities, each student, except MSWI students, must add one to two placement-specific activities (“additional activities”) to each competency and then enter how the activity will be assessed. All students must assign target dates to each activity on the form. Dates could be specific, like October 4, or more general like October.

Dates should be spread across the entirety of the placement. The student makes these updates and additions to the form and then both the field instructor and student sign the form. The Learning Agreement is then reviewed and signed by the field liaison.

Field Liaison Site Visits

The field liaison visits with the student and field instructor in person at the field agency. Accommodations should be made if in-person visit cannot occur or if student is nonresident. The purpose of the visit is to ensure that the student is meeting the learning objectives for the field practicum. During the visit the liaison:

- Reviews college policies and responsibilities for both the student and the field instructor.
- Receives an update from the field instructor about how the student is progressing in meeting the objectives of the Learning Agreement, along with strengths and areas for improvement.
- Receives an update from the student about how the placement is progressing, goals for the placement, strategies for self-care, etc.
- Assists in trouble-shooting any issues experienced by the student and/or field instructor.

MSWI students, who are in field during the spring semester only, receive one site visit. All other students have two site visits across the academic year. Students have the opportunity to evaluate their liaison at the end of the academic year to determine the effectiveness and quality of the liaison work.

Conflicts Between Class & Field Schedules

The Office of Field Education recognizes that there are some learning activities field agencies and/or students want to complete that may only be available during class times. Students should know that they are not excused from class to complete field activities. Students are free to choose whether to attend class or the field activity, but students may be marked absent and may be unable to make up attendance points available for that class session.

Students should know that this type of decision is part of learning self-determination; meaning that students can decide if attending class or the field activity is best for their future social work education and career. Note: Students should not be completing non-field related coursework while at the field placement.

Ending the Placement

As the field placement winds down, the field instructor should help the student understand the dynamics of termination with clients, peers, and the agency. This should include plans for termination and
transition plans for clients with whom the student is working. Additionally, the college encourages field instructors to recognize the importance of the student-instructor relationship to the student and to make plans for closure.

Grading & Evaluation

The primary purpose of the evaluation is the growth of the student. The formal evaluation of the student is due to the Office of Field Education at the end of each semester. Due dates are listed on the Field Calendar. The final grade for all practicum students is "S" or "U," Satisfactory or Unsatisfactory. (However, if a student is not within 20 hours of the required placement hours for the semester, the student will receive a grade of "I"- Incomplete.)

The grade develops from the field instructor's evaluation of each learning activity on the Learning Agreement. Each activity is evaluated on a five-point Likert scale (with an additional option for "not-observed"):

- UP - Unacceptable progress
- IP - Insufficient progress
- EC - Emerging competency
- C - Competency
- AC - Advanced competency
- N/O - Not observed

Field instructors should alert field liaisons as soon as they consider giving a student a UP or IP in any area. To pass field placement, students should only have evaluations of EC, C, or AC on all required activities. Also, while N/O can be used in any given semester, at some point in the placement, every required activity should be observed.

In addition to the evaluation of each learning activity, the field instructor must complete a brief narrative for each competency describing the student’s skill level, highlighting achievements, and noting where further growth is needed. In co-instruction situations, the co-instructor and task instructor must agree on the evaluation, and then each may write a narrative statement.

After the field instructor completes the evaluation, the field instructor should review it with the student and assess if the student’s self-perceptions are similar to those of the field instructor. This meeting can be used as an opportunity for feedback, discussion, and future planning. The final evaluation should hold no surprises for the student. Rather, if feedback is given on a regular basis, the written evaluation merely formalizes what has already been communicated to the student. After the review, both the field instructor and the student must sign the Learning Agreement.

At semester end, all three documents (Time Sheet, Supervision Log, Learning Agreement) must be signed by the student and instructor. The Learning Agreement contains the field instructor's recommended grade. The field liaison then signs the Time Sheet and Learning Agreement and has primary responsibility for submitting the grade to the field course instructor on record.

Offer of Employment by Internship Agency

To ensure continuing educational development, the college has adopted policies and procedures for when students are offered employment at their internship agency prior to completion of their internship. Note that this policy must only be followed if the employment will start during the internship. If it is possible for the student to complete their internship hours prior to starting employment, the student should meet with the director of field to discuss this possibility prior to completing this process. (See Chapter 7 for the full policy regarding an Offer of Employment by Internship Agency.

Problems in Placement

(Adapted from Louisiana State University Field Manual, accessed 10/2014.)

Should a problem arise in placement, it is important for all students, field instructors, task instructors, liaisons, and faculty to follow these guidelines. Two factors are of major concern: 1) protection of the rights of students, and

2) preserving the educational soundness of the practicum.
Please see the Workflow-Resolving Concerns in Placement section of the Appendix for a visual depiction of these processes.

Addressing Problematic Situations

1. Communicate directly with the other party:
   1.a. Any student having a concern should first meet with the field instructor, co-instructor, and/or task instructor to discuss concerns and resolve the difficulty.
   1.b. An instructor who has a concern about the student should first speak directly with the student and notify the field liaison of the concern.

2. If the problem is not resolved, seek assistance from the field liaison. The field liaison will attempt to resolve the issue with the student and field/task instructor.

3. When necessary, meet with field instructor (co-instructor or task instructor) and field liaison in a three-way conference.

While most problems are resolved through improved communication, some students may exhibit more difficult issues. In these cases, early assessment and intervention is important and documentation is critical. To continue to problem solve, field instructors, students or field liaisons may:

4. Request the development of a Corrective Action Plan (CAP). The CAP documents the problem concerns and behaviors, includes action steps with clear tasks and goals, and identifies the date when the CAP will be reviewed.

5. In the event that the CAP does not resolve the issue, or there was a significant breach of ethics, the college will hold a formal performance review which includes the director of field education. (See BSSW and MSW Program Handbooks for more detailed information regarding performance reviews. Handbooks can be found on the college's website under Degrees & Programs.)

Removal of Student from Field Placement

Student Issues

The field placement is a critical component of the student’s development as a professional social worker, particularly as it reflects the student’s ability to internalize academic course content and to combine professional knowledge and skill with professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problem/ issues from practice, in order to engage successfully in responsibilities to clients, the field site, and community. Should a student’s personal issues, psychological and physical well-being, lack of maturity, or lack of learning readiness impair the student’s field performance, the field instructor(s), liaison, and other field office staff has the responsibility to intervene.

The director of field education has the responsibility to remove any student from field when the student’s professional or ethical behavior jeopardizes the services provided by the agency or the agency’s clients. The director of field education will consult with the field supervisor(s), liaison, and the MSW/BSSW program director, when appropriate, to assist in making the decision to remove a student from placement.

The Office of Field Education has the responsibility to evaluate removing a student from field placement for any of the following, or similar, reasons:

1. Student’s failure to abide by the field code of conduct, which includes the NASW Code of Ethics, NASW Standards of Practice, assigned agency policies or procedures or university policies or procedures.

2. Student’s expression of harming oneself or others.

3. Student’s repeated tardiness and unexcused absences without notification to agency supervisor.

4. Student’s lack of progress in correcting identified deficiencies and concerns as outlined in a Corrective Action Plan or Performance Review.

5. To the extent that the college has a concern that a student is unfit to perform any of the required duties associated with a field placement, the student may immediately be removed from the field placement, and a Performance Review scheduled to define further steps.

6. Any student that is arrested or otherwise charged with a crime, should immediately notify their field liaison (prior to returning or
reporting to any field placement). This may initiate a Performance Review to determine whether the student will be allowed to continue, or be placed, in an internship setting, and, if so, under what conditions.

7. Any student that is credentialed by a state regulatory board is responsible for notifying the Office of Field Education immediately of any sanction or disciplinary actions taken against them during their tenure in the social work program. This may initiate a Performance Review to determine if the student will be allowed to continue or be placed in an internship setting, and, if so, under what conditions.

Removal from internship for any of the above reasons will result in a Performance Review and can result in the designation of either an Unsuccessful Placement or an Unsatisfactory (failing) grade. Ultimately, in such situations, the student may be denied another field placement and/or dismissed from the program.

Non-student Issues

If, through no fault of the student, a field placement must be discontinued, the college will make every effort to expeditiously reassign the student to another field placement. This is NOT counted as an Unsuccessful Placement, and students will not forfeit any hours earned.

A student may be removed from their placement due to:

- Decision by the Office of Field Education that the agency is not able to provide experiences necessary to meet the Learning Agreement activities.
- Agency closure, change in regulations regarding the agency’s activity, change in supervisor, or agency re-structuring that does not support internship requirements.
- Failure of the supervisor to provide agreed-upon supervision over the student’s learning experiences and activities.
- Jeopardizing the student’s personal safety by continuing placement.
- Agency failure to meet the Criteria for Selection of Settings originally outlined for field placement agencies.

The director of field education, in consultation with the liaison and field instructor, will determine what conditions must be in place before the agency can host another student.

Requests for Placement Changes

Students are expected to complete their field placement at one assigned agency. If the student wishes to change their placement agency, the student must first follow the first three steps in Addressing Problematic Situations in an attempt to resolve their difficulties. Any change in placement within, or between, semesters must be supported by educationally sound reasons and must be recommended the Office of Field Education. Termination and placement changes are regarded as a last resort in problem-solving.

All requests for placement changes must be processed through the field liaison. Prior to withdrawal of a student from practicum, a full discussion of all pertinent facts will be conducted with all persons concerned, including the director of field education. Often, in such cases, a performance review is indicated. When the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This includes terminating with clients, turning in keys and records, removing personal items.

It is the responsibility of the field instructor to provide a final evaluation documenting the reasons for termination.

Changes in placement during the semester are considered only in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are not considered sound educational reasons for a change in placement.

Due to re-placements happening outside of the typical placement cycle, finding a new placement can be a lengthy process. Regardless of the length of time taken by the re-placement process, students will need to fulfill the required placement hours for their rank.

Student Termination of the Field Placement

A placement which a student self-terminates without prior approval by the college approval is counted as an Unsuccessful Placement.

Unsuccessful Placement

An Unsuccessful Placement is defined as a placement that terminates:
Due to student issues; and,
Prior to the student completing the total placement hours required by the student’s rank.

Examples of Unsuccessful Placements are when:

- A student self-terminates their placement at an agency.
- A student is removed from the agency due to student issues. The declaration of an Unsuccessful Placement is most often preceded by a Performance Review.

Students with an Unsuccessful Placement who are allowed to continue in the program may forfeit the placement hours earned to date. That is, the student cannot use those hours to apply toward the total hours required for the completion of the placement. The college has discretion in what percentage of hours, if any, the student may count toward their placement requirement.
Chapter 5: Field Database
Section 1: Field Database Resources

Background
The Field Database is the central repository of information about students, staff, agencies, and placements. All individuals involved in field education will use the Field Database for tasks related to their roles. Activities supported by the Field Database include:

For students
- Completing the Field Practicum Questionnaire.
- Completing any additional field placement applications (EBP, SPO, Internship by Employment Agency).
- Logging placement hours on the Time Sheet.
- Recording supervision dates and topics on the Supervision Log.
- Completing the Learning Agreement.
- Reviewing and signing a Corrective Action Plan.

For education coordinators
- Maintaining the agency’s profile information.
- Looking up the agency’s balance of fee waivers.

For field instructors, co-instructors, and task instructors,
- Reviewing and signing a student’s Time Sheet, Supervision Log, and Learning Agreement.
- Evaluating activities on the Learning Agreement.
- Completing evaluations and submitting a satisfactory or unsatisfactory grade each semester for each student.
- Creating and signing a Corrective Action Plan for a student.

Access & Logging In
The Field Database can be accessed at www.runipt.com. Individuals needing access to the database receive an email, sent by the Office of Field Education, with log-in information. Log-in information should not be shared between individuals.

- The Organization ID used on the log-in page is osusw.

Completing Forms (Instructional Videos)
A series of videos titled “Using the Field Database” has been created to walk students, field agency, and co-instructional staff through the process of accessing and navigating the database, and completing the Time Sheet, Supervision Log, and Learning Agreement. There is also information in Chapter 4 Section 2. Links to the instructional videos can be found on the Field Education website with one series geared toward students and another geared toward field agencies/co-instructors.

It is also helpful to note that forms in the database have similar behaviors regardless of the type of form:
- Any forms associated with a field instructor’s students will be listed under “My Forms” for that field instructor as well.
- When a form is signed by an individual, the form “locks” and that person can no longer modify the form. Contact the field placement coordinator or field liaison to have a form unlocked, if necessary.

Using the Field Database - Student Series
The following videos are available on the college’s website:
- Video 1: Getting Started
- Video 2: Completing the Time Sheet
- Video 3: Completing the Supervision Log
- Video 4: Working with the Learning Agreement

**Using the Field Database - Field Agency Series (also for Co-instructors)**
- Video 1: Getting Started
- Video 2: Working with the Time Sheet and Supervision Log
- Video 3: Working with the Learning Agreement
Chapter 6: For Field Agencies
Section 1: Selection of Settings for Field Placement

Our goal is to ensure that our students receive a meaningful, rigorous field experience that will set them on paths to becoming professional social workers. We partner with human service settings throughout the nation to serve as field placement sites. Potential settings may be identified through the following process:

- Office of Field Education may initiate contact with the agency soliciting affiliation;
- Agencies may initiate contact directly with the Office of Field Education; or
- Students may recommend potential settings to the field placement coordinator.

Criteria for Selection of Settings

The following criteria must be met in order for an agency to qualify as a field placement setting:

- The setting’s philosophy of service is compatible with the values and ethics of the social work profession.
- There is clarity in the setting regarding its programs and methods.
- The agency has a defined and active role in the community and participates in local and regional planning in its field.
- The administrator and staff demonstrate a conviction for professional education and accept the objectives and educational focus of the program of field instruction.
- The staff is large enough and so deployed that the basic program of the setting is maintained and developed without reliance on students. This does not preclude enhancement of the basic program through student activity.
- The social service department of an institution such as a hospital, court, or school, is an integral part of the program of the institution, both in philosophy and the structural organization of service.

- The volume and flow of the program offers students a fairly wide range of learning opportunities commensurate with the college objectives for field practicum. Where a setting is deficient, arrangements can be made with the field director and field liaison for complimentary learning experiences in another setting.
- The setting attempts to make available suitable desk space, telephones, word processing facilities, supplies, transportation costs, clerical services, and program space for the student. The availability of a qualified field instructor is essential. The relationship between this person(s) and the field liaison is established to maximize student learning.
- The agency is willing to risk involving students in appropriate responsibilities for practice through clearly defined tasks.
- Sound personnel policies and practices are evidenced.

Note: With some modification based on current directions at The Ohio State University, College of Social Work, these guidelines have been drawn from the Manual of Accreditation Standards, Council on Social Work Education.

Agency Application Process

The following procedure will be used in the determination of a new field practicum site:

1. Office of Field Education receives Prosepectivie Field Agency Application & Affiliation Agreement.
2. Office of Field Education contacts agency to schedule a site visit with agency personnel.
3. Site Visit
   3.a. Field Agency Information Guide
       3.a.1. Selection of settings for field placement
       3.a.2. Field education roles
       3.a.3. Criteria for selection of field instructors
       3.a.4. Responsibilities of field instructor
Criteria for Selection of Field Instructors

Potential field instructors in approved settings may be identified according to the following approaches:

- The agency representative may recommend to the college the names of social workers who appear to meet the criteria for appointment as field instructors.
- The college may suggest to the agency names of social workers who appear to meet the criteria.
- An agency social worker who is interested in being a field instructor may request consideration through the education coordinator of the setting.

Field Instructor Supervision Requirements

The BSSW is the minimum degree for supervision of an undergraduate student. The MSW degree is the minimum degree for supervision of a graduate student.

- State specific licensure may be required ONLY if the student is providing direct diagnosis and billable services.
- Field instructors MUST attend college-sponsored orientations and trainings including the Field Instruction Training (FIT).

In addition, the potential field instructor must have:

- At least two years post-degree experience in social work.
- Sufficient experience within the setting to permit familiarity with the program and opportunities for student learning.
- An interest and ability to teach, communicate knowledge, and stimulate student self-development.
- Flexibility to allow unique individual development.
- The development of learning experiences consistent with educational objectives.
- An orientation toward learning rather than task performance.
- Sound knowledge of at least one area of social work practice.
• Knowledge of community social welfare structure and the utilization of community resources as an adjunct to or alternative to program and service, as well as a means of influencing change in delivery of human services.

• Understanding, acceptance, and willingness to implement the philosophy and objectives of the college, as well as assumption of responsibility for contributing ideas and thinking toward strengthening the educational experience in the classroom and the field.

• Sufficient time allocation by the setting, as well as management of time by the individual, to carry out instructional responsibilities including availability and accessibility to student, regularly planned conferences with student, written evaluative summaries of student’s performance, and planned conferences with the field liaison.

• Professional identification through organizational affiliation.

• Knowledge of current trends in social work and social welfare.

Note: In situations in which agencies do not have social workers on staff, the college provides a co-instructor. A co-instructor is a person that the College of Social Work contracts with to provide the appropriate supervision to students in the setting. The co-instructor works closely with the agency to ensure that the student gains any needed social work related skills.

See Chapter 2 for information about the role and responsibilities of Field Instructors.

Policy on Dual Relationships in Field

(Adapted from Louisiana State University Field Manual, accessed 10/2014.)

To avoid conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside of the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the field instructor to prevent these risks from materializing into real or perceived conflicts of interest. The field liaisons are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

Related to these issues of dual relationships, it is the policy of the College of Social Work to avoid making field placements involving:

- Supervision by a family member or friend, whether primary field instructor, task instructor, or co-instructor.
- Supervision by another student in the BSSW or MSW program, including task supervision.
- Supervision by current supervisor at placement of employment. (Refer to more information about the Employment-based Field Placement option).
- Placements where existing relationships may impair meeting educational goals.
- Student payment for supervision.

If a student has an existing relationship with the proposed field instructor or agency, the student and proposed field instructor have the responsibility to disclose this when the placement is proposed. The director of field education will assess the nature of the relationship for its potential impact on field education.
Section 2: Benefits for Agencies & Field Instructors

In recognition of the time and expertise provided by agencies and field instructors, Ohio State has developed the following list of benefits for agencies that host students.

• Support for field instructors provided by an assigned field liaison who is available for consultation throughout the year.

• Fee Waiver Payment Authorization Program for College of Social Work courses and continuing education trainings.
  
The College of Social Work offers fee payment authorizations in the form of fee waivers to agencies in which social work students are placed for field practicum. The fee waiver program acknowledges the assistance of these agencies in educating social work students. In return, agencies with current field students are provided an educationally focused mechanism for staff and agency development.
  
  Fee waiver credits are based upon the number of students and the length of time students are in the agency over the academic year. Any employee of the agency is eligible to use the fee waiver. Decisions regarding distribution of fee waiver credits within an agency are to be made by the agency education coordinator or designee. Note: The college must have a current Affiliation Agreement, Field Placement Profile, and Preference Form on file before fee waivers can be processed. See the Fee Waiver Payment Authorization Program policy for more information.

• OSU Library Privileges for any agency employee.
  
The appointment entitles each currently active education coordinator and field instructor to library privileges at The Ohio State University. The request must be made by emailing cswfield@osu.edu the following information: name, address, e-mail address and drivers’ license or state identification number. Ohio State libraries will then mail the library card.

• Annual Awards Breakfast Event
  
  Once a year, the college formally recognizes the contributions of agency personnel at a special event. Typically, this is a breakfast with an awards ceremony. Plaques, certificates, and gifts are presented to support this effort. A distinguished service award is presented to one agency and its staff. Selected field instructor awards are presented to recognize progress in implementing practicum goals and distinguished service.

• Annual Community Engagement Conference (CEUs). Each year a relevant topic is selected for the conference.

• Field Instruction Trainings (free CEUs) (See next section for details).

• Posting of job and volunteer opportunities on Ohio State’s career database for students, alumni, and others to view. Contact our director of career services (cswcareers@osu.edu) to post opportunities.

• Development of qualified social workers for potential employee selection through hosting of field practicum students.
Section 3: Planning and Development

Preparation for the practicum experience is the result of the combined efforts of faculty, field office staff, and field instructors. Several approaches are used to stimulate productive exchanges in the promotion of common understanding of field practicum objectives and processes.

Field Advisory Committee (FAC)

The Field Advisory Committee provides operational support and advisement to the field education director regarding field related policies, procedures, the development of new field placement sites, advanced field training topics, online field education best practices, emerging areas of practice opportunities and the coordination of field and classroom learning. The committee meets at least one time each semester.

Membership: Field Advisory Committee membership shall consist of the field education director, who shall serve as chair, two faculty (currently serving as field liaisons), two field liaisons, no more than five field agency field instructors, and one student. Committee members will serve two-year staggered terms, except students who will serve single year terms, renewable for one term, to ensure ongoing consistency across academic years.

Field Instruction Training (FIT)

The purpose of Field Instruction Training is to prepare field and task instructors to assume their role effectively. FIT is a three hour seminar for field instructors. Field and task instructors must re-take FIT every two years. Sessions are conducted by staff in the field education office and may take place at either the college or at the placement agency, for organizations with sizable numbers of field instructors. The format is a combination of lecture, discussion, and small group exercises. Field instructors are given information about the following:

- Placement activity schedules including dates related to the placement process, including the start and duration of field.
- College policies including attendance, hours, and human rights activities.
- Completing the Learning Agreement and types of activities appropriate for the various student ranks.
- Supervision requirements and theories/models.
- Potential performance issues and corrective strategies.
- Use of the Field Database.
- Evaluation and grading.

Continuing Education

The College of Social Work is committed to the continuing development of field instructors. Workshops are held throughout the academic year on various topics. The goal is to create a supportive arena for the exchange of ideas to facilitate the integration of theory and practice. Further, there is opportunity for input into the curricula of the college. Field instructors may use fee waivers to attend these sessions while receiving continuing education credits.
Chapter 7: Additional Policies
Section 1: Employment-based Field Placement (EBP)

Students who are requesting to complete their field placement at their current place of employment must complete the Employment-Based Field Placement (EBP) Application. The student’s ability to succeed in field education and become well-skilled in the social work competencies is the central focus in the consideration of an employment-based field placement application. The EBP Application must demonstrate that the educational and learning objectives of the field experience will be accomplished within the parameters of the Office of Field Education policies and requirements.

EBP Requirements

An employment agency may be used as a field placement site only when all of the following requirements are met.

- The agency must be approved by the Office of Field Education. If the agency is not currently affiliated with the field education program, all agency development paperwork and a site visit must be completed prior to the start of field placement. Click here for more information.
- The student’s field placement must be in a different program or department than the program/department in which they are employed.
- Field placement learning activities must differ from the student’s current employment responsibilities and must exceed present job skills and knowledge. Field placement learning activities must be specifically related to the student’s designated course syllabus BSSW (SWK 4189), MSWI (SWK 6189), or MSWII/ASAP (SWK 7189).
- The student’s field instructor and employment supervisor must be different people.
- The student’s employment hours and field hours must be separate and clearly defined.
- The student must have been employed by the agency for a minimum of 90 days prior to submitting the application. Any exceptions must be approved by the Director of Field Education.
- Release time for coursework and field placement must be assured.
- The student must intern in increments of at least 4 hours. Any exceptions must be approved by the Director of Field Education.
- It is the agency’s decision as to what type of compensation the student receives while in placement.
- There must be a qualified field instructor to serve as the field instructor. The field instructor must:
  - Provide individual field instruction for the equivalent of one hour per week; and,
  - Complete the Field Instruction Training (FIT), if the field instructor has never supervised an Ohio State social work student of has not completed the training in the last 2 years.
  - Follow all policies regarding field instruction as detailed in the agency Field Agency Information Guide, Field Manual, and FIT.

Completing the EBP Application

1. The student must contact the placement coordinator to request an Employment-Based Field Placement Application.
2. Once the application is assigned to the student in the Field Database, the completed application must be submitted with the Field Practicum Questionnaire.
3. The student must upload the Employer Letter of Approval as well as the student's Job Description to the application. A template for the Employer Letter of Approval can be found in the EBP Application.
4. The student must sign the application.
5. The field placement coordinator and the director of field education will evaluate each request/application individually.
6. Once the application is reviewed and additional materials are received, the student will be notified regarding the acceptance of the application.

6.a. If the application is approved, the student may coordinate their field placement days and hours with their field instructor.

6.b. If the application is not approved, the placement coordinator and/or director of field education will indicate reasons for denial on the application. The student may contact the field placement coordinator with any questions about the application process.

Additional Information

Please be aware that field credit will not be granted for previous professional work experience (Council on Social Work Education policy). There will also be no retroactive approvals for employment-based field placements and no field hours will be credited before the application is approved.

The college does not recommend an undergraduate employment-based field placement; however, we recognize that there are some agencies that may afford the student a very different and educationally sound second year experience. The college will evaluate each application on its individual merits as related to the expectations of the college and the Council on Social Work Education.
Section 2: Offer of Employment by Internship Agency

The College of Social Work recognizes that the goal of most students is to secure employment as a licensed social worker upon graduation. Community agencies also prefer to hire employees who are well educated, already trained, and have proven themselves as valuable members of the team. Thus, there are times when internship agencies will offer paid employment positions to student interns who have not yet completed their internship.

While professional activity and learning are not incompatible, there is a difference between the goals of educational development and those of employment.

To ensure continuing educational development, the college has adopted these policies and procedures for when students are offered employment at their internship agency prior to completion of their internship. Note that this policy must only be followed if the employment will start during the internship. If it is possible for the student to complete their internship hours prior to starting employment, the student should meet with the director of field to discuss this possibility prior to completing this process.

Requirements

Students may accept offers of employment and maintain their internship in the same agency upon approval of the director of field education only when the following guidelines are met:

- The student's employment must be in a different program or department than the program/department in which they are interning.
- The agency must agree that the student can complete the requirements of the internship (including hours, field supervision, and Learning Agreement activities) even after becoming an employee of the agency. This may necessitate lighter caseloads, a longer probationary or orientation period, planned and varied assignments for educational purposes, and additional hours above the normal work week to achieve the internship requirements.
- There must be a qualified field instructor to serve as the field instructor. (See the Field Agency Information Guide for field instructor qualifications.) The field instructor must:
  - Provide individual field instruction for the equivalent of one hour per week; and,
  - Complete the Field Instruction Training (FIT), if the field instructor has never supervised an Ohio State social work student or has not completed the training in the last 2 years.
  - Follow all policies regarding field instruction as detailed in the agency Field Agency Information Guide, Field Manual, and Field Instruction Training.
- The student's proposed field instructor and employment supervisor must be different people.
- The student must submit an application which outlines the job responsibilities, internship tasks, and the way in which they will be delineated if the student accepts the offer of employment (see Request for Employment at Internship form).
- A letter from the agency executive or designee must provide written approval and commitment to the application.
- The student must have completed at least one semester of internship at the agency and have received a Satisfactory grade prior to the acceptance of paid employment.

Procedures

Upon receipt of an offer of employment, the student must take the initiative to submit the application to the director of field education and coordinate the approval with the appropriate agency personnel. These steps are to be followed:

1. The student must contact their field liaison to request a Request for Employment at Internship Application.
2. Once the form is assigned to the student on the Field Database, the student must complete the form and upload the Agency...
Letter of Approval and student's Job Description to the application. A template for the Letter of Approval can be found at the bottom of the application.

3. The student must sign and submit the completed form.

4. A meeting with the director of field education may be required to discuss the application and any modifications that may be necessary.

5. The director of field education will evaluate each application and make a decision within two weeks after the student has made any modifications.
   5.a. If the request is approved, the student will be permitted to coordinate their employment schedule with their supervisor.
   5.b. If the application is denied, the director of field education will provide reasons for denial to the student. The student will have two weeks from the date of denial to address the areas of concern and resubmit the application to the director of field education.

6. The student is responsible to determine that the internship remains consistent with the college's educational objectives and the approved application.

Additional Information

- Failure to adhere to these procedures may result in termination of the student's internship and scheduling of a Performance Review.
- If the student begins paid employment prior to the approval of the form, the student may not claim any field hours during the period where the internship and employment overlapped.

(Policy adopted December 2015)
Section 3: Single Placement Option (SPO)

Completing the MSWI and MSWII field placement at the same agency is sometimes a viable option for non-ASAP graduate students. MSWI students are invited to discuss with their field instructor, their field liaison, and the field placement coordinator the potential for a second year placement in the current field setting.

The single placement option is based on the rationale that in satisfactory student-agency matches, the student has become oriented to the setting, has developed some credibility with the staff, and is ready to move into advanced practice. By remaining in the same setting, orientation does not need to be duplicated and emphasis on skill development can begin immediately. The second-year Learning Agreement can focus on new and more advanced competencies based upon the foundation the field instructor knows the student has already received.

Students wanting to explore the field might be better served by having two placements. However, for other students, the single placement option may be an efficient way of making the best use of limited resources. Both the student's educational goals and the varied learning opportunities available in a particular agency must be considered.

Completing the SPO Application

1. The student must contact the field placement coordinator to request a Single Placement Option Application.
2. Once the application is assigned to the student in the Field Database, the completed application must be submitted with the Field Practicum Questionnaire.
3. The application must be signed by both the student and the field instructor.
4. The field placement coordinator and the director of field education will evaluate each request/application individually.
5. Once the application is reviewed, the student will be notified of the outcome.
   5.a. If the application is approved, the student may coordinate their field placement days and hours with their field instructor.
   5.b. If the application is not approved, the field placement coordinator and/or director of field education will indicate reasons for denial.

The student may contact the field placement coordinator with any questions about the application process.
Section 4: International Placement

The Office of Field Education provides international field placements for students on a case by case basis. These placements are developed for field work experiences and are delivered through a block placement model, which allows a student to complete the total required field hours in one semester.

Process

Any student considering an international placement should first schedule a meeting with the director of field education to discuss plans for the potential international placement.

This discussion may result in one of the following paths:

1. The college will identify a placement site for the student, or;
2. The college will require the student to identify and propose a placement site.

College Identifies Placement Site

The college will follow a process similar to in-country placements. This includes sending the student's Field Practicum Questionnaire to a field agency that will then have the option to interview the student. (See the Field Placement section of the Field Manual for more information.)

Student Identifies Placement Site

Students identifying a placement site should follow these steps:

1. Review the Become a Field Agency section of the college's website, including the Field Agency Information Guide, to become familiar with the college's requirements for Field Agencies.
2. Obtain an International Placement Proposal form from the director of field.
3. After identifying an appropriate agency, complete and submit the International Placement Proposal form to the director of field education for review. (See Proposal Criteria section below.)

4. The director of field will review the International Placement Proposal and notify the student regarding acceptance of the proposal

4.a. If the Proposal is approved, the director of field will contact the placement site which will need to complete a Prospective Field Agency Application and Affiliation Agreement. Please note: The international placement only received final approval when all required agency paperwork has been submitted and approved.

4.b. If the Proposal is not approved, the director of field will indicate reasons for denial on the application.

International Field Placement Requirements:

- International Placement Proposal form must be submitted TWO semesters prior to the anticipated start of the international placement.
- Fully admitted to College of Social Work prior to going in-country
- GPA of 3.4 or greater
- Valid passport: Click here for information to apply or renew your passport
- Student has met with program advisor and student's educational plan reflects international block placement

As in all placement options, students are responsible for making arrangements for travel, visa (if required), lodging, food, and other living expenses. The Ohio State University College of Social Work does not administer, nor is responsible for, any logistical arrangements.
Proposal Criteria

The following information must be documented on the International Placement Proposal form for consideration:

Agency Information

1. Name of agency considering student for field work
2. Location of proposed field placement
3. Mission/purpose of agency
4. Description of primary services delivered by agency and the client population(s) served
5. Accessibility of electronic communication hardware and software.
6. Description of how the completed affiliation agreement, student learning agreement, time sheet, supervision logs, and evaluation will be translated into another language (as applicable).

Placement Information

1. Dates of proposed placement
2. Language requirements for student
3. Description of experiences the student will have in this placement, correlated to the appropriate learning agreement
4. Financial arrangements of the placement

Proposed Field Instructor Information

1. 1. Name, degree, licensure (if applicable), phone, email address
2. 2. Length of field instructor’s employment with agency
3. 3. If no on-site Master of Social Work (MSW) field instructor is available, explain proposed plans for how student would receive social work supervision.

Costs

Cost may vary depending on placement location. Students to bear some or all of the following costs:

- Airfare to and from international location
- Required OSU International Supplemental Insurance
- Vaccinations, inoculations and travel medicine
- Food in-country (varies per individual/location)
- Housing in-country (varies per individual/location)
- Transportation in-city (bus, train, ferry, will vary based on internship location)
- Entertainment in-country (varies per individual/location)
- Weekend excursions (varies per individual/location)

Ohio State Travel Policies

All Ohio State students pursuing internship experiences abroad that are related to their Ohio State academic or co-curricular objectives (regardless of if the program is Ohio State sponsored or non-Ohio State sponsored) are required to adhere to the policies and guidelines set forth by the University’s International Travel Policy Committee. These include petitioning for travel to countries on Ohio State’s list of risk designated countries and enrolling in the university’s supplemental travel insurance.

Self-report Form and Pre-departure Checklist

Once your international field experience has been approved, be sure to complete the online independent education abroad self-report form and review the pre-departure checklist.

Additional information

Students who do not complete their required practicum hours within the block placement will need to work with Office of Field Education to develop a plan to make up hours upon return from the international placement.

Should you have any questions or wish to pursue an International Field Placement, please contact Elon Simms, Director of Field Education at 614-247-8719 or Simms.51@osu.edu.

(Policy adopted April 2015)
Section 5: Block Placement Option for BSSW Students

Block placements require students to complete 420 field hours in one semester, providing an in-depth, concentrated learning experience. Students are in placement thirty hours a week for fourteen weeks during the spring semester of their senior year. Block placements require a great deal of commitment and initiative and are recommended for students who have demonstrated exceptional performance in the social work program and have significant experience in a work environment.

Students interested in the block placement option must formally apply and clearly specify their readiness for this intensive learning experience. Students must complete all required social work major courses before beginning the block placement, with the exception of the Social Work 4188.01 Undergraduate Field Seminar.

Block Placement Requirements

Prerequisites
- Currently, the Block Placement Option is only open to Columbus students due to course scheduling requirements.
- Students must complete both the Field Placement Questionnaire and a Block Placement Application in the spring semester one year prior to the desired block placement.
- All required social work major courses must be completed before beginning the block placement, with the exception of the Social Work 4188.01 Undergraduate Field Seminar.
- Students who are approved for a block placement must complete the following courses during autumn semester of the senior year. To remain eligible for the block placement, students must earn a grade of C or higher in these courses. Failure to do so may result in delayed graduation.
  - Social Work 4501 Generalist Practice with Families;
  - Social Work 4502 Generalist Practice with Groups; and,
  - Social Work 4503 Generalist Practice with Larger Systems.

During the placement
- Block placement students will be enrolled in ten credits of Social Work 4189 Field Placement and two credits of Social Work 4188.01 Undergraduate Field Seminar during spring semester of the senior year.
- Students are in placement thirty hours a week for fourteen weeks during the spring semester of the senior year.
- Attendance is mandatory at Field Seminars, which meet once a week and provide a supportive arena for shared learning.

Considerations
- Not all agencies offer a block placement option, and evening/weekend hours cannot be ensured. Thus, options will be limited and preferred settings cannot be guaranteed.
- Should challenges or concerns arise that lead to either an interruption in the field placement or the need for re-placement in a new agency, a student’s graduation timeline may be impacted due to the condensed nature of a block placement.

Completing the Application

1. Details regarding the application are provided during the field placement orientation that occurs spring semester of the junior year.
2. An interested student should email the field placement coordinator indicating their intent to apply.
3. Field placement coordinator will provide the student with a link to the Block Placement Application.
4. The student will complete and submit the application.
5. The Block Placement Application will be reviewed and evaluated by:
   5.a. Undergraduate Studies Director;
5.b. Undergraduate Academic Advisors;
5.c. Director of Field Education; and,
5.d. Field Placement Coordinator.

6. After the application and questionnaire are reviewed, the Office of Field Education will notify the student of the decision:
   6.a. If the application is approved, the student will be placed at an agency accepting block placements. The timeline for agency matching and interviewing is consistent with the placement process for the two-semester placement.
   6.b. If the application is not approved, the student will be placed in a traditional two-semester placement.

Course and Placement Timeline

Spring semester junior year
- Students complete field placement questionnaires and block placement applications.
- Agency matches and interviews will occur for students with approved applications.

Autumn semester senior year
- Block placement students will need to complete 4503 in addition to 4501 and 4502.
- Students should be matched with an agency no later than October 31st.

Spring semester senior year
- Academic advisors will enroll students in 4189 and 4188.01.
- 4189, 10 credits – Students attend field placement 30 clock hours per week for 14 weeks.
- 4188.01, 2 credits – Student will attend this hybrid format course which meets each week for 14 weeks, alternating weekly between in class and online attendance.

(Policy adopted November 2015)
Section 6: International Student Requirements

International students in the College of Social Work are identified as students who have an F1 visa status. International students completing a field placement in the Master of Social Work (MSW) program are subject to specific policies and procedures from the Office of International Affairs (OIA).

International students follow the same field placement process (see Field Manual, Chapter 4) as all other students until they have a confirmed field placement. After confirming the placement, additional paperwork is required from the agency and the student prior to being permitted to start the field placement. The Office of Field Education has designated a specific field education coordinator to work with all international students to assist with the additional required paperwork.

Process

The following process occurs for an international student after the student’s placement is confirmed:

1. The field education coordinator asks the agency education coordinator to provide a letter confirming the student’s placement location, duration of placement, and the roles/responsibilities as a social work student intern.

2. After receiving the completed letter, the field education coordinator will meet with the student to complete the Curricular Practical Training (CPT) application. Information about CPT and the application can be found and reviewed here on OIA’s website.

3. Once CPT paperwork is completed and submitted to OIA, a new I-20 will be processed providing the student with permission to “work” at their field placement. This process must be completed each semester that the student is in field placement.

Requirements

This list explains additional restrictions and requirements that international students must follow during the field placement:

- International students are only permitted to complete 20 hours of field per week, except during university breaks (winter and spring). During breaks they are permitted to complete up to 40 hours a week of field. Official university breaks start from the day after commencement through the day before the start of the following term.

- International students may complete up to 40 hours a week of field placement (with the approval of the field office) during the summer, while only registered part time for courses.

- International students must be enrolled full time (at least 8 credit hours) in autumn and spring semesters whether or not they are enrolled in field.

- International students may bank hours during their MSWI field placement to apply to the total number of field hours required to graduate.

- If international students do not adhere to the OIA policies related to the field practicum, students may no longer be able to continue their education in the United States.

- International students cannot begin interning (working) until their CPT application has been approved and they have the new I-20 in their hand, and they can only intern (work) during the specific dates listed on the I-20.

- CPT is issued on a term-by-term basis. International students should allow plenty of time for OIA to process the CPT application to avoid gaps in internship (employment).
Additional Information

If you are an international student and you have questions or require more information on international student field placements, please contact Anna Stewart, stewart.1372@osu.edu, assistant director of field education in the Office of Field Education. If you have questions related to OIA policies, please contact Amanda Yusko at Yusko.8@osu.edu.
Section 7: Links & Resources

From the College of Social Work webpage

- Field Calendar
- BSSW and MSW Program Handbooks

Social Work at Ohio State’s campuses

- Columbus campus & general
- Lima campus
- Mansfield campus
- Marion campus
- Newark campus

The Ohio State University links

- Ohio State Sexual Misconduct Policy

External Links

- NASW Code of Ethics
- Counselor, Social Worker and Marriage & Family Therapist Board (Ohio)
Chapter 8: Appendix
Section 1: Workflow – Placement Details

The Field Placement Process section in Chapter 4 walks through the steps involved in placing an intern at an agency. The workflow below contains expanded details explaining this process. Note that the numbered steps displayed on the top row of this diagram below are the same seven steps described in Chapter 4. To view this image view in landscape (horizontal) orientation.

NOTES:
*Numbered steps coincide with the steps discussed in Chapter 4 of the Field Manual.
**PC = Placement Coordinator.
The college-based staff member assigned to locate field placement opportunities for students.
Section 2: Workflow - Resolving Concerns in Field

The *During the Practicum* section in Chapter 4 addresses how any concerns that arise in field should be handled. This workflow provides a visual depiction of the ongoing placement, as well as what can happen when there is a problem during the placement. To view this image, view in landscape (horizontal) orientation.