ASHLAND UNIVERSITY

SOCIAL WORK PROGRAM

FIELD MANUAL

A Council on Social Work Education (CSWE) Accredited Program Since 1987

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INTRODUCTION

Ashland University is strongly committed to the preparation of entry level, generalist social workers. This commitment has enabled the Social Work Program to offer a variety of courses and experiences to meet the needs and interests both of its students and the social work community. The social work curriculum is designed to allow students to apply the knowledge acquired during major coursework while participating in related assignments of field and practical experiences throughout the program. These experiences take place in various social agencies and community settings.

The student is admitted to the professional social work major during the second semester of his/her sophomore year. Transfer students are formally admitted upon completion of their first major course. Admission is based on a formal application, cumulative grade point average, letters of recommendation, successful completion of a 10-hour volunteer experience, a written autobiography, and an interview with the social work faculty.

Field Instruction is an integral part of the social work curriculum and takes place during the last semester of the senior year. It is the culmination of a program that emphasizes developing skills, values and knowledge leading to competency in the social work field. Field Instruction gives students an intensive opportunity to connect the theoretical and conceptual contributions of the classroom to actual practice situations in the field setting. Students are expected to practice within the generalist framework; thus, experiences should include a variety of intervention strategies involving individuals, families, small groups, organizations, and communities. Students continue to expand their knowledge base, their understanding and implementation of values and their skill development through the field experience where they receive sound, effective supervision and instruction. The internship is a 12 credit hour block placement, with students spending 36 hours a week at the agency for the entire 15 week semester (a minimum total of 500 hours). In addition they must enroll in a concurrent field seminar designed to support and build on agency experiences. As part of the seminar, students complete the Montana Social Work Competence Examination (see Appendix p. 60) which asks each student to apply the practice behaviors learned throughout the program to his/her particular agency experience.

The mission, goals, and competencies of the Social Work Program are found on the following pages. With these in mind, this manual has been prepared to provide important information about field Instruction for use by students, field Instructors, and faculty.
History of the Program

The Social Work Program at Ashland University has been in existence since the mid-1970s. In the early 1980s the administration committed Ashland University to a bid for accreditation of its Social Work Program by the Council on Social Work Education (CSWE). CSWE admitted the program to candidacy status in 1987. The program received initial accreditation in June 1990, retroactive to 1987. Accreditation was reaffirmed in 2010 through June 2018 with a one year extension to 2019.

Values in Social Work

Social workers have a generally positive view of people, seeing them as worthy of being helped and capable of making changes. Social workers need to be non-judgmental, believing in the worth and dignity of each individual, and realizing that there are diverse belief systems and lifestyles which must be respected. Social workers believe that each person has a responsibility to himself or herself and to society, and that society should function in a just and equitable way that provides for the fullest growth and development of each person.

The student considering a career in social work needs to make a careful assessment of personal values. Ethical dilemmas abound in the complex environment of social work practice, but each prospective social worker must have a comfortable fit with basic social work values. All students are expected to have read the NASW Code of Ethics (found at www.socialworkers.org) and must be in agreement with the principles as stated. In addition, students should read the Ohio Code of Ethical Practice and Professional Conduct (found at http://cswmft.ohio.gov under (Investigations/Code of Ethical Practice) and keep up with all changes in the law.

Program Statement of Non-Discrimination

The Ashland University Social Work Program affirms the worth and right to personal dignity of all persons. Consequently, the program is committed to operating in all respects without discrimination across all dimensions of diversity. 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.
MISSION, GOALS, AND OUTCOMES

Program Mission and Goals

“The Department of Social Work prepares beginning generalist social work practitioners for leadership in service to those people who are at-risk and oppressed. It provides students with an academic program, founded in the liberal arts, that develops social work knowledge, values and skills, and incorporates an appreciation of diversity, a commitment to social justice and an understanding of the need for continuing professional development in the ever-changing local, national and global contexts of social work practice.”

Program Goal #1: Prepare students for competent professional generalist social work practice with diverse individuals, families, small groups, organizations, and communities in local, national and global contexts.

Program Goal #2: Prepare students for critical thinking through an educational process combining the liberal arts core curriculum with professional social work education.

Program Goal #3: Prepare students to incorporate the values and ethics of the social work profession into their professional practice.

Program Goal #4: Prepare students to advocate for change in policies, programs, and resource allocations that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity.

Program Goal #5: Prepare students with a foundation for lifelong learning, continuing professional development and advanced study.

Core Competencies (Student Outcomes) of the Program and Associated Behaviors

1. Demonstrate Ethical and Professional Behavior.
   1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
   1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
   1.4 use technology ethically and appropriately to facilitate practice outcomes;
   1.5 use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice.
   2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
   2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences;
   2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

4. Engage In Practice-informed Research and Research-informed Practice.
   4.1 use practice experience and theory to inform scientific inquiry and research;
   4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
   4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

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

6. Engage with Individuals, Families, Groups, Organizations, and Communities.
   6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
   6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities.**
   8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
   8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
   8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
   8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
   8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**
   9.1 select and use appropriate methods for evaluation of outcomes;
   9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
   9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;
   9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person and environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. -CSWE, 2015
# Sequence of Courses

The following sequence of required courses is followed by social work majors:

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<th>Fall</th>
<th>Spring</th>
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<tr>
<td><strong>Freshman</strong></td>
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<tr>
<td>Principles of Sociology (Soc 111)</td>
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<tr>
<td>Human Biology (Bio 100)</td>
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| **Sophomore** | |
| Introduction to Social Work (SocWk 221) | Foundations of Social Welfare (SocWk 250) |
| Social Problems (Soc 225) | Race, Ethnic, and Minority Issues (Soc 301) |
| Global Human Rights and Social Justice (SocWk 230) | ↔ | Elementary Statistics (Math 208) |

| **Junior** | |
| Social Work Practice I (SocWk 310) | Social Work Practice II (SocWk 312) |
| Human Behavior Across the Lifespan (SocWk 304) | Social Environments and Human Behavior (SocWk 306) |
| | Research Methods (SocWk 460) |

| **Senior** | |
| Social Work Community Practice (SocWk 412) | Field Instruction (SocWk 418) |
| Social Policy Development and Analysis (SocWk 408) | Field Seminar (SocWk 419) |
| Pre-Practicum Seminar (SocWk 417) | |

Social work courses are boldfaced; the other courses are prerequisites and/or general education requirements. Transfer students must take required sophomore level courses concurrently with junior level required courses if not previously taken. **Students must earn a C or better in SocWk 221 to be admitted into the social work major.** Any social work major who earns less than a C in SocWk 310, SocWk 312 and SocWk 412, or who earns less than a C- in any other SocWk course, must re-take the course and earn an acceptable grade in order to apply for admission to SocWk 418-Field Instruction.
Course Descriptions

221       INTRODUCTION TO SOCIAL WORK            3
Co-requisites: SOC 111 or PSY 101
This course is designed to introduce students to the field of social work. It offers an overview of the settings in which social workers practice, the populations they encounter, the social problems they address, and the interventions they utilize. Students are introduced to systems theory, social policies with guide practice and the historical underpinnings of the social work profession. The course will examine the knowledge, values, ethics, and skills necessary for the effective practice of social work with diverse populations. Students complete an agency volunteer/shadowing experience.

230       GLOBAL HUMAN RIGHTS AND SOCIAL JUSTICE  3
This course will explore global social justice issues through the lens of various human rights documents. Issues to be examined include forced labor, the social consequences and impact of war and conflict, and violence against women and children. The history and development of these issues, how culture of individual countries and regions affect the issues and responses, as well as possibilities for the resolution of the issues will be examined.

250       FOUNDATIONS OF SOCIAL WELFARE            3
This course examines and analyzes the history of social welfare in the United States to understand the context of social welfare movements and policies. Emphasis will be placed on the volunteer beginnings of social work which led to the development of the social work profession and to issues of poverty and social, political, and economic justice that affect oppressed groups in American society.

265       PARENT-CHILD RELATIONSHIPS               3
Prerequisite: None
Explores parent/child relationships from infancy through adolescence. The course addresses parenting philosophies, child guidance strategies, family diversity, and challenges to contemporary parents and their children. The dynamics of parent/child interactions are analyzed from a systems perspective that considers the reciprocal impact of children on parents as well as parents on their children. Includes understanding and facilitating parents in their parenting role.

304       HUMAN BEHAVIOR ACROSS THE LIFESPAN       3
Prerequisites: BIO 100, SocWk 221
This course focuses on individuals as they develop over the life span and have membership in various systems such as families, groups, organizations and communities. It provides students with theories and knowledge related to biological, social, psychological, spiritual and cultural variables. It addresses the environmental conditions that promote or deter individual and family growth; the reciprocal impact of people and a range of environmental systems; and variations in development and functioning that arise from diversity factors. The course provides the foundation for completing accurate
assessments of human problems, choosing intervention strategies and evaluating interventions.

305 Family Violence 3
Prerequisites: soc 111 or permission of instructor
Focuses on the social problem of family violence, examining the broader issues such as the nature and types of violence family dynamics, gender issues, and questions about human nature and identity formation. It also examines the roles of the professionals who provide services to victims, offenders, and other family members.

306 Social Environments and Human Behavior 3
Prerequisites: socwk 304; soc 301 (or co-requisite)
A continuation of the study of individual interaction with the social environment, particularly with larger systems such as organizations and rural and urban communities. Students learn the dynamics of oppression and the effects of oppression on the social and economic circumstances of members of diverse and at-risk populations.

310 Social Work Practice I 3
Prerequisites: socwk 221 and accepted into the social work major
This course is designed to provide students with a generalist approach to social work practice and basic knowledge of social work methods. Areas of study include social work values and ethics, problem-solving, the client-worker relationship, interviewing and relationship-building skills, group process and professional writing. For social work majors only.

312 Social Work Practice II 3
Prerequisites: socwk 304, a grade of C or better in socwk 310
A continuation of the generalist approach to social work practice. Students learn the social work process, along with interviewing skill refinement, and the processes and skills involved in working with families. Attention is given to differential assessment and intervention skills that will enable practitioners to serve diverse populations and practice competently across rural and urban settings.

320 Topics in Social Work 3
A focused study of a particular area of social work practice, including assessment of problem situations and helping efforts directed at remediating problems. Topics include case management, women’s issues, working with children, and others. Course can be repeated as topics change.

323 Later Adulthood in the Family Context 3
Prerequisite: None
The study of later adulthood, focusing on relationships, kinship ties, living arrangements, and financial issues within the family context. The course will examine the reciprocal effects of decision-making and caring for an aging adult on the individual and the family.
This course provides a comprehensive approach to working with older adults. Areas of study include the ethical basis for practice, forming and maintaining the working relationship, interviewing skills, problem-solving with assessment and intervention skills, professional writing, and knowledge of relevant social policy.

330 INTRODUCTION TO WOMEN'S ISSUES
This course focuses on women’s issues from an international perspective and addresses the diversity and similarity of women’s experiences worldwide. It considers the scope of gender injustice and the variety of factors (e.g., social, economic, political, religious) that contribute to it. The course examines current cross-cultural attitudes toward the family, women’s work, and women’s status and explores international gender equality movements and women’s rights as human rights. Meets Core credit for social sciences and International Perspectives requirement.

350 DEATH AND DYING
This course explores concepts related to death and dying, death perceptions from childhood through older adulthood, social and cultural attitudes, insights into the needs of the dying person and family, one's own beliefs and feelings toward the death of others and self, and the ethical aspects surrounding death. The student will study current theories and practices related to death and dying from the standpoint of developmental and systems theories, and social and cultural attitudes and practices.

408 SOCIAL POLICY DEVELOPMENT AND ANALYSIS
Prerequisites: SocWk 221, SocWk 250, and senior status
A continuing examination of social welfare policy, with emphases on current policy, policy analysis, and skills for influencing policy development. Students are exposed to theoretical frameworks and acquire practical skills in policy analysis and are introduced to theories and skills of influencing for change.

412 SOCIAL WORK COMMUNITY PRACTICE
Prereqs: SOCWK 306, 312, SOC 225 (or co-requisite); a grade of C or better in SOCWK 312
This course focuses on the theories and strategies that allow a generalist social worker to recognize and act on the need for change in larger systems such as organizations, communities, and societal institutions in order to ensure that human and civil rights are protected, that resources are equitably distributed, and that opportunities are available to all.

417 PRE-PRACTICUM SEMINAR
Prerequisites: SOCWK 312, 306; co-requisites SOCWK 408, 412 or permission
This course is designed to prepare students for beginning level professional social work generalist practice. This course will review issues related to agency based work environments and service delivery in a generalist framework, discuss current issues in the field, and focus on the professional use of self. Students prepare to respond to contexts that shape practice by preparing to work in an agency setting and by preparing to apply critical thinking skills to their observations and activities in the internship
experiences. The course covers ethical practice, ability to address diversity issues in practice, documentation, use of supervision, and development of a learning contract. Arranging the field internship for the spring semester takes place as part of this course.

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>418</td>
<td>FIELD INSTRUCTION</td>
<td>12</td>
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<td><strong>Prerequisites:</strong> All SOCWK academic courses with a minimum of 2.25 GPA; a grade of C or better in SOCWK 412 <strong>Co-requisite:</strong> SOCWK 419</td>
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Field Instruction is an integral part of the social work curriculum and takes place during the last semester of the senior year. Field Instruction gives students an intensive opportunity to apply social work knowledge, values, and skills in practice situations in a social agency under the supervision of a social worker. Students practice within the generalist framework with individuals, families, groups, organizations and communities and spend 36 hours a week in the agency (a minimum total of 500 hours).

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>419</td>
<td>FIELD SEMINAR</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> SOCWK 417; co-requisite: SOCWK 418</td>
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A problem-solving seminar taken concurrently with Field Instruction in which students examine the social work knowledge base, practice skills, values, and policies as they relate to their experience in agencies. The seminar is designed to support and build upon agency experiences. As a part of the seminar, students complete the Montana Social Work Competence Written and Oral Examination.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>460</td>
<td>RESEARCH METHODS IN SOCIAL SCIENCES</td>
<td>3</td>
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<td><strong>Prerequisite:</strong> MATH 208, SOC 111</td>
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An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.
A. Criteria for Admission into Field Instruction

SocWk 418 Field Instruction is open only to social work majors and is subject to permission from the Field Director. Such permission is given only after the student has satisfied the requirements for admission to the course. The requirements include:

1. Submission of a formal application which includes evidence that all requirements below have been or will be met.

2. Completion of all baccalaureate degree requirements, including all social work courses (except SocWk 418 and SocWk 419). Exceptions to this requirement must be requested in writing to the Social Work Department Program Director prior to registration in the spring semester before the student intends to apply for Field Instruction. Exceptions MAY NOT be given for social work courses or prerequisites. A joint decision will be made between the Program Director and the Field Director and the student will be informed of their decision in writing.

3. A minimum grade of C must be earned in SocWk 310, SocWk 312, and SocWk 412 and a minimum grade of C- must be earned in all other required social work major courses. A minimum social work course grade point average of 2.25 must be earned in SocWk 221, SocWk 250, SocWk 304, SocWk 306, SocWk 310, SocWk 312, and SocWk 460. Students who postpone their field placement until a subsequent year must also include SocWk 408 and SocWk 412 (if taken) in the social work course grade point average of 2.25. Students whose social work course grade point average falls below a 2.25 after completing SocWk 408 and SocWk 412 may not enter the field placement.

4. A minimum social work major grade point average of 2.25.

5. A minimum Institutional grade point average of 2.25.

6. Proof of liability insurance. See p. 79 and attach your insurance face sheet.

The above requirements are considered firm. The field education program admits only those students who have met these specified criteria.

Applications for Field Instruction must be submitted by Sept. 1, prior to the spring semester in which the Field Instruction will take place. No application will be considered until all materials are in the student's application file. The faculty decision can be to:
Admit - student is admitted to Field Instruction. The student meets or will have met all requirements.

Defer Admission – used only in cases where a student has an action regarding retention pending.

Deny Admission - student is not permitted to undertake a field placement. This option is used when a student does not meet the criteria for admission to field and/or the criteria for retention have not been met. A student who has been admitted to the field but fails to meet the criteria for retention at the end of the fall semester will be denied admission to the field and any arrangements for field instruction will be cancelled. The student has the right to appeal. The procedure is in the Program’s Handbook for Students and Faculty.

B. Upon admission to Field Instruction, the following placement procedures apply:

1. Each student will interview with the Field Director to determine areas of interest and possible placement options.

2. The Field Director will contact an approved agency to determine its availability to provide a generalist practice field experience as outlined in this manual. The Field Director will provide the agency with any information necessary about the student to help insure a successful placement. This may include the student’s readiness for practice, academic achievements, and volunteer or work experience. An interview will then be scheduled by the student with the agency Field Instructor.

3. Following the agency interview, the student and the Field Instructor will consult with the university Field Director on the suitability of the placement. The Field Director will then finalize the placement or work with the student to find another placement. The final decision regarding placement rests with the Field Director.

4. The student completes any pre-placement activities required by the agency such as a background check, drug test, TB test, immunizations, etc. Unless the agency covers the cost, the student is responsible for the cost of such activities. Students are advised that flu shots, TB tests, and hepatitis B immunizations are recommended and are usually available at the Ashland University Health Center. Students are also advised that, if the agency requires an FBI and BCI background check, they may be able to have the results sent to the CSWMFT board for licensure.

5. The student completes and submits to the Field Director the Student Waiver and Release form (Appendix, p. 79) along with proof of the required
C. **Criteria for Selection of Field Settings**

Potential field settings usually outnumber students seeking placement. A list of affiliated agencies is identified in the Appendix, p.48. These agencies are recommended because they have demonstrated over time the interest, commitment, and professionalism that assure the student a successful field experience. Each provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. Other agencies will be considered as student interests and agency circumstances warrant.

Field placement agencies are selected according to the following criteria:

1. The agency’s mission should be compatible with the mission of the social work program.

2. The agency must be able and willing to accommodate the generalist practice orientation of the social work program by providing students opportunities with individuals, families, groups, organizations, and the community.

3. The agency should provide the student with opportunities to serve a diverse client population.

4. The agency should have a geographic location within a 35 mile driving radius of the university to facilitate contact and placement supervision. Exceptions to this requirement will be considered individually.

5. The agency must be able to provide a qualified field instructor who provides regular, weekly supervision. Field instructors for baccalaureate students hold a master’s or baccalaureate degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. (See p. 25 for further explanation)

6. The agency must be able to provide the resources (i.e., desk space, computer, telephone, secretarial services, mileage reimbursement, etc.) to support the student in his or her role.

D. **Monitoring Students During Placement**

1. Students report to and are responsible to the agency Field Instructor. Students maintain agency work hours and conduct themselves as professionals. Students are to participate actively in the Field Instructor’s supervision of their field assignment. This includes keeping regularly
scheduled conferences and appointments, contacting the Field Instructor when questions or concerns arise, being prepared for and actively participating in supervision conferences.

2. The faculty Field Director or liaison, student, and Field Instructor hold three conferences during the semester to discuss the student’s work in the agency. Additional conferences may be scheduled as needed.

3. The student is responsible for completing assigned written work. Some homework is expected as with any university course.

4. The student is required to attend the concurrent Field Seminar.

5. During the placement, student activity should include:
   a. direct contact with client systems.
   b. experiences with other social workers and other staff in observing, collaborating and participating in staff meetings, conferences, and agency task groups, as appropriate to the agency.
   c. readings assigned by Field Instructor (relating to agency experiences).
   d. experiences in groups as observer or co-leader, where applicable. If possible, students should have an opportunity for leadership of small task groups and/or work with client groups.
   e. experiences which involve observation of and work with the resource network of the community.
   f. completion of written materials required by the agency in its usual delivery of service.

E. Changing Placements

Once the semester begins, placement changes are discouraged. If the student or Field Instructor feels that a change is necessary, it should be discussed with the Field Director. If the Field Director decides that a change is appropriate, the Field Director will make every effort to facilitate one. Students and Field Instructors should note that changes in placement cannot be made after the date that mid-term grades are submitted. Students who are asked to leave a placement or who choose to leave a placement after that date must withdraw from SocWk 418 and SocWk 419 and will be asked to re-apply for admission to the field the following year. Students are advised that the minimum 500 hours requirement is
not negotiable. If a decision is made to transfer the student, the Field Instructor must complete an evaluation of the student’s progress covering the period of time prior to the transfer.

F. **Policy on Probation or Termination of Field Instruction Placement**

Students who are performing at a failing level in their field placement should be given an opportunity to correct any deficiencies early in the placement. If it is determined that the student’s performance could improve with remediation, the Field Director may place the student on probation. The Field Instructor, Field Director and student will then jointly develop a written plan outlining the requirements for remediation.

There may be some situations, however, when the Field Director or Field Instructor determines that continuing a student’s placement on a probationary basis will be detrimental to the student, agency, staff, or clients of the agency. If a student is terminated under these circumstances, the Field Instructor should, within two business days, complete an evaluation of the student’s performance covering the period of time during which the student was assigned to the agency. The evaluation should include an assessment of the student’s current professional growth, recommendations for improvement and/or suitability to continue in the profession of social work.

The reasons for probation or termination include (but are not limited to) the following:

1. Violation of a social work value and specifically the Social Work Code of Ethics and/or the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct.

2. Breaking a law in some agency-related manner (i.e., misappropriation of agency funds) or conviction of criminal activity during the course of study. A prior conviction which becomes known during the course of study which demonstrates unsuitability for generalist practice may also be grounds for termination.

3. Chemical dependency (including alcohol), use of illegal drugs, or misuse of prescription drugs during one’s course of study.

4. Chronic absenteeism from field placement.

5. Academic dishonesty such as plagiarism, lying, or cheating.

6. A hostile or resistant attitude toward learning and supervision.
7. Inappropriate or disruptive behavior towards colleagues, faculty, and staff at the college or the placement.

8. An inability to carry out one’s assignment in the agency setting.

9. Behavior that is emotionally or physically damaging to clients.

10. Repeated failure to demonstrate an ability to work effectively with client systems.

G. **Student’s Right to Appeal**

Generally, the termination of a student from his/her field placement results in termination from the Social Work Program and a grade of F in field placement. The student will be informed of the termination and the grounds for the termination in writing by the Field Director. The student has the right to appeal the decision to terminate him/her from the Social Work Program and may request to continue the program in a different placement if the change can take place before the date mid-term grades are submitted. The following procedure must be followed:

1. Within one business day of receipt of the Field Director’s written termination notice, the student requests reinstatement in writing to the Field Director. The student must answer the charges as outlined in the letter from the Field Director and show reason why he/she should be allowed to continue in the program. The student may request an interview with the Field Director in which case, the interview content will also be considered.

2. The Field Director, within one business day, makes a decision based on the student’s letter, the Field Instructor’s evaluation, and the interview, when applicable.

3. Within one business day of the Field Director’s announced decision, the student may appeal the decision to the Social Work Program Director by notifying the Program Director in writing. The Program Director will schedule a hearing to be held within three business days. The hearing will include, at minimum, the student and the Field Director but may include others as deemed appropriate by the Program Director.

4. Within one business day of the hearing, the Social Work Program Director makes a decision to uphold or revise the original decision. The Social Work Program Director’s decision is final.
FIELD INSTRUCTION RESPONSIBILITIES

The following items have been identified to assist the student, Field Director and Field Instructor with meeting field instruction objectives:

**Field Learning Contract**

The Field Learning Contract is an agreement between the student and the agency that outlines the learning expectations for the student in the field setting for the semester and centers on the nine competencies which the student must demonstrate. The Field Learning Contract must be completed no later than the end of the third week of the semester. It should incorporate the knowledge, skills, and values necessary for demonstrating each of the behaviors that represent observable components of the competency. It is also an opportunity for the student to address specific, individual issues for personal and professional growth and development. Each student’s learning contract is different from any other in that respect. The contract is developed by the student with input and consultation with the Field Director and Field Instructor. The Field Learning Contract is based upon the Social Work Competencies and Practice Behaviors. The Contract is seen as a fluid document which might change as the semester progresses. *(See Appendix, p. 50 for further information on the Field Learning Contract.)*

**Field Seminar**

Field Seminar is held in conjunction with the Field Instruction course. The Field Seminar is that part of the Field Instruction which integrates classroom learning with the actual field experience. During this seminar, students meet in a small group to discuss the connection of theoretical and conceptual contributions of the classroom to the work they are doing in their field settings.

Field Seminar is held weekly. Students are to consider attendance at seminar in the same light as they would consider attendance at their field placement. Attendance at seminar is mandatory. Students are expected to arrive on time and to participate in the discussions. Failure to adhere to these seminar requirements will be reflected in the student’s final seminar grade.
Field Journal

Writing skills for the social work professional are emphasized in field instruction. A social worker in the performance of his/her duties is required to write in a number of situations. Correspondence with other professionals, recommendations to the court, and case documentation are but a few examples of social work writing. The field journal is a record of daily learning. It is also an exercise in separating objective from subjective observations so that the student can develop a professional writing style.

Reflecting on and analyzing the stream of events in any field placement becomes more helpful and satisfying for the student through the use of journal recording. The student uses the journal to record events, observations, analyses and self-assessments occurring within the field setting. The student will share the journal with the Field Director or assigned faculty liaison. The Field Director or liaison uses the journal to help the student integrate the learning experience.

The journal is for the use of the student and is neither the property of Ashland University nor the field agency.

Confidentiality of client identities and circumstances must be strictly maintained at all times by the student through the use of pseudonyms or non-identifiable names.

Guidelines for the Field Journal can be found in the Appendix, p. 57.

Supervision Sessions

Every student is required to have a weekly, one hour supervision session with his/her Field Instructor. During this session the student and Field Instructor discuss the student’s professional development based on the experiences and observations of the student in the field placement setting. The Field Instructor uses these sessions to review the student’s progress and discuss issues confronting the student, and helps the student to integrate the learning that occurs in the classroom and in the field setting.

It is the student’s responsibility to set these weekly appointments with the Field Instructor and to adequately prepare for these sessions. The supervision session is an important part of the learning process in field instruction and is not to be overlooked or ignored. Failure to keep appointments for supervision sessions will be considered unprofessional conduct that the Field Instructor should share with the Field Director or assigned field liaison. It also must be reported in the final evaluation. Students should use the outline on the following page to prepare for supervision sessions.
Student’s Planning Outline for Supervision Sessions

Planning on the part of both the student and Field Instructor is important in supervision sessions. As a student, you need to take an active part in planning, organizing, and directing your learning during your field experience.

The following outline can help you plan for your sessions. Complete this outline before you attend your supervision sessions. Bring these materials to each supervision session: (1) Outline (this form); (2) Journal; (3) A paper or electronic appointment book; (4) Field Manual.

Supervision Session Date ________________________________

These are the topics I need to discuss with my Field Instructor today:

These are some concerns or problems I need to discuss today:

These are the results I expect today:

Time Management

Time management is an essential tool for any and all professionals. Time is a valuable resource and the social work student must learn how to manage this resource effectively. The many demands on the professional’s time require prioritizing and scheduling so that the professional can be efficient and effective.

The developing professional is also asked to have a paper or electronic appointment book to keep track of appointments, seminars, and activities so that commitments and responsibilities are met. Missing appointments without notification will be considered unprofessional conduct that the Field Instructor should share with the Field Director or assigned field liaison. It also must be reported in the final evaluation.

Evaluation and Grading

Student Evaluation

Evaluation of students in field instruction settings occurs in an environment of shared observation and discussion between student, Field Director and Field Instructor. The Field Instruction Evaluation Form included in this Field Manual on page 35, identifies the social work competencies and related behaviors rated on a five-point scale.

Grading

The final grade is assigned by the Field Director. Grading criteria include: Initiative shown in the placement, appropriate use of supervision, quality of the learning contract, thoroughness of daily logs, clarity of writing in logs and assignments, professional behavior (being punctual to the agency for work hours and for appointments, doing paperwork appropriately and on time), given increasing responsibility by the agency over the course of the semester, mid-term and final evaluations by Field Instructor, evident awareness of ethics in practice and daily attendance. Final evaluations must be completed and submitted to the Field Director by the last week of the semester.

Appeal

Students who wish to appeal their grades in Field Instruction or Field Seminar must do so through the approved procedure as outlined in the Ashland University Student Handbook.
Safety

The Social Work Program is committed to preparing social work students for potential dangers they may encounter in the agency, field or home environments. In keeping with this commitment, the Social Work Program will provide an overview of primary safety concerns as part of the content in social work practice courses and in the Field Seminar. Safety of student interns is a topic covered yearly in Field Instructor Training. The agency is strongly encouraged to review safety procedures with students, especially those that may be unique to the agency and its clientele. An outline of safety procedures can be found in the Appendix, p. 75.

Transportation

Because the student liability insurance policy does not cover automobile insurance/liability, a student may not transport clients in any vehicle except in the following circumstances:

a. The agency provides the university with a copy of its automobile insurance policy documenting coverage applicable to field placement students, or

b. The student provides the university and the agency with a copy of his/her automobile insurance policy documenting coverage for transporting clients in a vehicle.

c. The student uses an agency vehicle to transport clients.

The terms of the policy must be satisfactory to both the agency and the university.

Title IX Sexual Misconduct and Harassment

The student, Field Instructor and Field Director must comply with Ashland University’s Title IX Sexual Misconduct Policy throughout all phases of the field placement (see Appendix, p. 74).

Evaluating Field Setting Effectiveness Congruent with the Social Work Competencies

Upon completion of the internship, the Field Director and the student intern complete the Placement Evaluation form (see Appendix, p. 61). Field Director analyzes results and shares these with the agency as needed. The results of this analysis are one component used to determine future placements in the agency along with the Field Director’s direct observation of the placement during visits and other communication.
ROLES AND RESPONSIBILITIES OF PARTIES

Responsibilities and Expectations for Faculty Field Director:

1. Develops contacts with field settings and a working relationship with agency administration and Field Instructors.

2. Coordinates the program between each field setting, the student, and the university.

3. Provides all pertinent information on the student to the Field Instructor, with student permission as indicated on the Application for Social Work Field Instruction Placement (Appendix, p.43).

4. Conducts concurrent Field Seminar in which all field placement students are required to enroll. ***

5. Visits agency to confer with both Field Instructor and student. Contact will be made with administrator and other agency persons as appropriate. ***

6. Reads student journals weekly, comments and returns to student. If journal indicates a visit is needed, the Field Director makes additional contact with student and agency as necessary. ***

7. When the Field Instructor does not hold a social work degree from a CSWE-accredited program or have the required experience, the Field Director takes an active role with the student in assuring that a social work perspective is achieved. The Field Director will schedule bi-weekly sessions with the student and will closely monitor the student’s activities in field placement. ***

8. Provides the Field Instructor with the student evaluation form.

9. Assigns final grade as described in the Evaluation and Grading section.

10. Plans and coordinates Field Instructor orientation and training each year. Provides leadership in these meetings as appropriate.

11. Evaluates field setting effectiveness congruent with the social work competencies.

12. Complies with all applicable laws, including HIPAA.

*** These duties may be carried out by an assigned field liaison.
Responsible and Expectations for the Agency:

1. Enters into a contract with Ashland University (see Appendix, p. 46)

2. Provides the Field Instructor with sufficient time and support to supervise the student. A minimum of one hour of supervision per week is required with opportunity for questions at other times.

3. Provides appropriate learning experiences for students. These are expected to include experiences across the scope of generalist practice such as:
   
a. Engages the student in a variety of direct practice roles such as case manager, advocate, counselor (individual, family, or group), educator, resource networker, outreach worker, community organizer, etc.

   b. Provides opportunities to work with different client system sizes, i.e., individuals, families, groups, organizations, or the broader community.

   c. Provides the opportunity to utilize and develop resources in their work with clients.

   d. Provides opportunities to participate in the problem-solving or planned change process with clients over time.

   e. Provides an opportunity to attend staff training sessions, if available.

   f. Provides practice evaluation experiences and policy practice experiences.

4. If at all possible, reimburses the student for travel related to agency business. The student should not be expected to use his/her vehicle for agency business unless reimbursement is provided. Students are not permitted to transport agency personnel or clients under any circumstances without first meeting the requirements as described under Field Instruction Responsibilities.

5. Provides the Field Instructor with time to attend university-sponsored Field Instructor training sessions.

6. Complies with all applicable laws, including HIPAA.
Responsibilities and Expectations for the Agency Field Instructor:

1. The university Field Director and the agency will together determine who will be the Field Instructor. The Field Instructor must have an MSW or a BSW degree from a CSWE accredited social work program. In addition, the Field Instructor should have a minimum of two years of post-social work degree practice experience, maintain a license to practice social work, and demonstrate interest in professional social work education. In rare cases where the social worker does not have a full two years of experience, the Field Director will consult with the agency regarding that individual’s readiness to serve in this role. Also in rare cases where a BSW or MSW is not available the Field Director may approve a Field Instructor who has a degree in a related field and is a licensed social worker (LSW). In these cases, the university Field Director will supplement the student’s supervision to insure a social work perspective.

2. Participates in the decision for placement of the student.

3. Provides student with an orientation to the agency, its services, the community which the agency serves, safety concerns in the agency and other pertinent agency policy and information.

4. Provides field supervision to the student which will enable him/her to carry out agency functions, understand agency operations, and meet social work competencies. A minimum of a one-hour supervisory session should be held with the student each week. The Field Instructor should also be available to answer student questions and give specific direction as needed.

5. Assigns cases and appropriate experiences to student.

6. Discusses the student’s progress with the university Field Director or assigned field liaison during agency visits.

7. Notifies the university Field Director or assigned field liaison immediately if any problems arise during the placement of a specific student.

8. Completes a midterm and final evaluation of the student on the evaluation forms provided by the university. The final grade is the responsibility of the Field Director.

9. Attends Field Instructor orientation and training sessions held by the university.

10. Complies with all applicable laws, including HIPAA.
Responsibilities and Expectations for the Student:

1. Initiates and participates in the placement process.

2. Completes any pre-placement activities required by the agency such as background checks, drug tests, etc.

3. Carries out all assigned responsibilities in a professional manner according to the Social Work Code of Ethics and the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct.

4. Arranges a time schedule with the Field Instructor. Students may observe the holidays and vacation breaks as established by Ashland University. Students must notify both the Field Instructor and the Field Director or assigned field liaison of all emergency/sick absences on the morning of the absence. Time missed must be made up to the satisfaction of the Field Instructor and the university. A minimum of 500 hours is required to complete the Field Instruction regardless of illness or holidays. Multiple absences and/or tardiness will result in a lower grade at the discretion of the Field Director.

5. Arranges transportation to and from the agency.

6. Completes a learning contract (Appendix, p.50) in conjunction with the field instructor.


8. Is responsible for asking for help when needed, for active participation in supervision sessions, and for participation in conferences with Field Director when requested.

9. Students will complete the written portion of the Montana Social Work Competence Exam by the third week of April. The oral portion of the exam will take place during exam week.

10. All students must purchase a liability insurance policy before entering field placement. The policy must provide a minimum coverage of $1,000,000/$3,000,000. The policy is available for NASW members through the NASW Assurance Services. A copy of the policy must be in the student’s file prior to placement. If an agency requires larger amounts of coverage, the student can add to coverage already purchased.

11. Complies with all applicable laws, including HIPAA.
Agency Visits:

Three visits/contacts are made to each internship site during the semester. The first occurs in the second to third week of the internship; its purposes are to allow the Field Director/field liaison to meet the student and Field Instructor in the agency setting and to review the learning contract which the student and Field Instructor have created during the first two weeks of the semester. Discussion during that visit clarifies any questions about the learning contract, insures the learning activities reflect generalist practice across system sizes and helps focus the other required assignments.

The second visit occurs near the end of February and is an opportunity to review the progress that the student is making. The mid-term Field Instructor evaluation is to be completed and signed by both the Field Instructor and the student prior to that visit. Typically, discussion focuses on accomplishments relating to the learning contract, activities in the learning contract not yet completed, and any changes that are needed in the learning contract to ensure a generalist perspective. The student is asked to articulate learning goals for the remainder of the semester. If there are issues of concern about the student's performance or about the activities available for the student in the agency, those issues should be addressed in the mid-term visit.

The final visit occurs near the end of April. The final Field Instructor evaluation is to be completed and signed by both the Field Instructor and the student prior to this visit. Typically, discussion focuses on the student’s accomplishments during the internship and the student’s plans for professional growth in the future.

Other visits can be scheduled during the semester. The Field Director/Field Liaison is available throughout the semester for consultations and can visit the agency whenever an added visit seems advisable.

The student is to notify the Field Director/Field Liaison on the last day of the internship that he/she has completed the hours and has taken leave from the agency in a professional manner. The Field Director/Field Liaison then calls the Field Instructor to finalize the completion of the internship.
FIELD INSTRUCTOR’S GUIDE TO DEVELOPING STUDENT LEARNING EXPERIENCES

The following guide has been prepared to assist the Field Instructor in developing and planning learning experiences for the student. The behaviors listed correspond to those on the student evaluation form. A sampling of recommended activities follows each behavior to assist the Field Instructor and the student in completing the learning contract. It is assumed that the word ‘client’ means client systems of varying sizes (i.e. individual, family, group, organization, community). Learning activity examples are worded broadly here, but should be as specific as possible for the individual learning contract (i.e., Attend crisis intervention workshop in Columbus with staff case managers). NOTE: These are only suggestions and should by no means, limit the options in any field setting.

1. Demonstrate Ethical and Professional Behavior.

1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
   A. describe in supervision the process of ethical decision making with a particular client situation
   B. refer to NASW Code of Ethics in making an ethical decision and explain the decision-making thought process

1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   A. discuss concerns about own performance with supervisor
   B. actively seek constructive criticism
   C. demonstrate ability to allow client self-determination even when student’s personal values conflict
   D. help client or community group explore options rather than pushing client or group to agree to a plan that the student views as the best way forward
   E. work effectively with client of a different race, ethnicity, sexual orientation or faith

1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
   A. interact with clients in a professional manner
B. communicate with co-workers and other professionals using professional language and communication style;
C. dress appropriately for the agency setting and activity
D. demonstrate effective professional writing in documents such as case notes, assessments, court summaries, etc.

1.4 use technology ethically and appropriately to facilitate practice outcomes;
   A. demonstrate ethical use of agency software and hardware
   B. explore with supervisor, the ethical use of social media

1.5 use supervision and consultation to guide professional judgment and behavior;
   A. come prepared with topics for discussion in supervision sessions
   B. consult with a professional (other than supervisor) on a specific issue

2. Engage Diversity and Difference in Practice.

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
   A. describe how community values marginalize members of the client population
   B. describe how particular factors can differ among groups or within groups and explain how those differences shape life experiences, using client situations as examples
   C. advocate for the inclusion of diverse persons on community boards, committees, etc.

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences;
   A. interview client with a view to learning about the client’s reality and circumstances
   B. interview staff in different parts of the agency to learn the scope of the work at the agency
   C. observe and learn from the diverse constituents present at a community meeting or activity

2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
A. describe own views on client population, including influences of stereotypes
B. describe how social work education helped to provide a broader perspective on diversity


3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
A. speak at a meeting to advocate for justice
B. write a letter to advocate
C. join a task force or coalition to advocate

3.2 engage in practices that advance social, economic, and environmental justice;
A. empower clients to advocate on their own behalf
B. participate in a coalition that advances social, economic, and environmental justice

4. Engage In Practice-informed Research and Research-informed Practice.

4.1 use practice experience and theory to inform scientific inquiry and research;
A. demonstrate the ability to use practice experience to guide research on a specific topic.
B. present research findings to the staff
C. engage in research activities at the agency

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
A. demonstrate the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge

4.3 use and translate research evidence to inform and improve practice, policy, and service delivery;
A. seek peer-reviewed research articles relating to practice challenges with a particular client system
B. read agency annual assessment reports
5. Engage in Policy Practice.

5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
   A. analyze an existing agency policy and its effects on clients
   B. attend a HIPPA training and discuss in supervision

5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
   A. follow political and economic current events, including proposed legislation, new legislation, and court cases that affect work with agency’s clientele

5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice;
   A. attend a lobby day
   B. write a letter to your state or federal representative about an issue or policy of importance to your clientele or community.

6. Engage with Individuals, Families, Groups, Organizations, and Communities.

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
   A. apply systems theory in beginning work with a client
   B. use strengths perspective in engaging with a client
   C. use theory to inform planning for a group

6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;
   A. demonstrate the ability to engage with diverse clients, families, groups and various community organizations
   B. demonstrate relationship-building skills
   C. demonstrate interprofessional collaboration
   D. use listening effectively to gain client trust, understand client’s situation, and build community relations
   E. use questioning and feedback to elicit accurate information from individuals, families, groups and organizations
7. Assess with Individuals, Families, Groups, Organizations, and Communities.

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
A. complete an assessment with a client, family, group, etc.
B. use strengths perspective to determine client attributes than can be engaged as strengths in the change effort

7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
A. in completing an assessment, demonstrate the ability to critically apply human behavior theories to the client

7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
A. complete a plan of action (treatment plan, ISP, etc.) with a client
B. use open-ended questions effectively to help client system articulate priorities and goals
C. work respectfully with client to maximize client self-determination during the planning process

7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies;
A. demonstrate the ability to select an appropriate intervention strategy based on assessment
B. explore scholarly (theory-based and practice-oriented) literature and research-based articles pertaining to the population being served

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
A. help client evaluate and select most effective way to go about reaching goals

8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical
frameworks in interventions with clients and constituencies;
A. explore scholarly (theory-based and practice-oriented) literature and research-based articles pertaining to the population being served
B. review options with client to enhance client’s problem-solving skills

8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
A. present a case at a staff meeting and ask for feedback
B. collaborate with staff from other agencies as appropriate

8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
A. discuss with supervisor a situation at the agency in which the client is at a disadvantage (student in conflict with a teacher, for example)

8.5 facilitate effective transitions and endings that advance mutually agreed-on goals;
A. terminate appropriately with clients by helping them make a smooth transition to another staff member before the internship ends

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

9.1 select and use appropriate methods for evaluation of outcomes;
A. actively participate in agency’s Quality Assurance peer reviews
B. actively participate in staff or team meetings

9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
A. use knowledge of human behavior theories to evaluate client progress

9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;
A. analyze how the agency evaluates its services and present those findings at a meeting or supervision session
B. set up a single-subject design to monitor client progress
C. critically analyze the success of a group or community project

9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels;
A. make an oral presentation to agency staff about your evaluation of practice
B. offer perspective in a staff meeting where an aspect of service delivery is being evaluated
FIELD INSTRUCTOR EVALUATION FORM

Please rate and comment on student’s current achievement level of each of these practice behaviors using the following scale:

<table>
<thead>
<tr>
<th>COMPETENCY RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not competent</strong> – displays little if any skill in being able to perform this function or incorporate this concept in his or her professional work, and seems to lack the ability or desire to improve.</td>
</tr>
<tr>
<td><strong>Minimally competent</strong> – displays limited skill in being able to perform this function or incorporate this concept in his or her professional work, but seems to possess the capacity for improvement.</td>
</tr>
<tr>
<td><strong>Beginning competence</strong> – displays skill in being able to perform this function or incorporate this concept in his or her professional work at the level expected of a new BSW graduate who is ready to enter the work force.</td>
</tr>
<tr>
<td><strong>Enhanced competence</strong> – displays skill in being able to perform this function or incorporate this concept in his or her professional work at the level expected of a licensed social worker in the first year of practice.</td>
</tr>
<tr>
<td><strong>Mastery level competence</strong> - displays skill in being able to perform this function or incorporate this concept in his or her professional work at the level expected of an experienced licensed social worker.</td>
</tr>
</tbody>
</table>

The student is able to:

1. **Demonstrate Ethical and Professional Behavior.**
   As demonstrated through these behaviors:

   1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
   Rating scale (circle appropriate level):

<table>
<thead>
<tr>
<th>Not competent</th>
<th>Minimally competent</th>
<th>Beginning competence</th>
<th>Enhanced competence</th>
<th>Mastery level competence</th>
</tr>
</thead>
</table>

   1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
   Rating scale (circle appropriate level):

<table>
<thead>
<tr>
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<th>Enhanced competence</th>
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</tr>
</thead>
</table>
1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

1.4 use technology ethically and appropriately to facilitate practice outcomes. 
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

1.5 use supervision and consultation to guide professional judgment and behavior. 
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

2. Engage Diversity and Difference in Practice. 
As demonstrated through these behaviors:

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences 
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence
2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 
Rating scale (circle appropriate level):

Not competent - Minimally competent - Beginning competence - Enhanced competence - Mastery level competence

As demonstrated through these behaviors:

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 
Rating scale (circle appropriate level):

Not competent - Minimally competent - Beginning competence - Enhanced competence - Mastery level competence

3.2 engage in practices that advance social, economic, and environmental justice. 
Rating scale (circle appropriate level):

Not competent - Minimally competent - Beginning competence - Enhanced competence - Mastery level competence

4. Engage In Practice-informed Research and Research-informed Practice. 
As demonstrated through these behaviors:

4.1 use practice experience and theory to inform scientific inquiry and research 
Rating scale (circle appropriate level):

Not competent - Minimally competent - Beginning competence - Enhanced competence - Mastery level competence

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings 
Rating scale (circle appropriate level):

Not competent - Minimally competent - Beginning competence - Enhanced competence - Mastery level competence
4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.  
Rating scale (circle appropriate level):

<table>
<thead>
<tr>
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<th>Enhanced competence</th>
<th>Mastery level competence</th>
</tr>
</thead>
</table>

5. Engage in Policy Practice.  
As demonstrated through these behaviors:

5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services  
Rating scale (circle appropriate level):

<table>
<thead>
<tr>
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<th>Beginning competence</th>
<th>Enhanced competence</th>
<th>Mastery level competence</th>
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</table>

5.2 assess how social welfare and economic policies impact the delivery of and access to social services  
Rating scale (circle appropriate level):

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<tr>
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<th>Beginning competence</th>
<th>Enhanced competence</th>
<th>Mastery level competence</th>
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</table>

5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.  
Rating scale (circle appropriate level):

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<th>Enhanced competence</th>
<th>Mastery level competence</th>
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6. Engage with Individuals, Families, Groups, Organizations, and Communities.  
As demonstrated through these behaviors:

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies  
Rating scale (circle appropriate level):

<table>
<thead>
<tr>
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<th>Beginning competence</th>
<th>Enhanced competence</th>
<th>Mastery level competence</th>
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</table>
6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

7. Assess with Individuals, Families, Groups, Organizations, and Communities.
As demonstrated through these behaviors:

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence

7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Rating scale (circle appropriate level):

Not competent  Minimally competent  Beginning competence  Enhanced competence  Mastery level competence
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
As demonstrated through these behaviors:

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
Rating scale (circle appropriate level):

<table>
<thead>
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8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Rating scale (circle appropriate level):

<table>
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</table>

8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Rating scale (circle appropriate level):

<table>
<thead>
<tr>
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8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
Rating scale (circle appropriate level):

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8.5 facilitate effective transitions and endings that advance mutually agreed-on goals
Rating scale (circle appropriate level):

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</tr>
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</table>
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
As demonstrated through these behaviors:

9.1 select and use appropriate methods for evaluation of outcomes
Rating scale (circle appropriate level):

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</table>

9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
Rating scale (circle appropriate level):

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9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes
Rating scale (circle appropriate level):

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9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Rating scale:
Rating scale (circle appropriate level):

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Additional Comments:

__________________________________________________________________________

__________________________________________________________________________

Student Signature     Date     Field Instructor Signature     Date
APPLICATION FOR SOCIAL WORK FIELD INSTRUCTION PLACEMENT
(TO BE COMPLETED BY SEPT. 1 FOR SPRING SEMESTER PLACEMENT)

Name: ____________________________  Cell phone #_____________________

Address:_________________________________________________________________

E-mail Address: ___________________________________________________________

Completed hours toward graduation including current semester:___________

Are there any courses you need to take to complete your degree (except SW 418 and 419)? ______  If yes, explain:

Grade in Practice I___________        Practice II___________
(You must have a C or better in practice courses to enter field placement.)

Did you receive a grade lower than C- in any social work major course? ______

Social Work Major grade point average (from Program Evaluation) ___________

Institutional grade point average (from Program Evaluation)__________________

Social Work course grade point average ____________
(To be calculated by the professor)

What type of placement or client population interests you?  
(List three)

1.  

2.  

3.  

Will you have a car to get to and from your agency?_____________

Are there any other circumstances which the Field Director should be aware of before making your placement?
Where did you do your required volunteer work or observation?

Agency name_______________________________________________________

Address _____________________________________________________________

Supervisor____________________________________________________________

Briefly describe your activities at this agency and other volunteer activities:

List and briefly describe any courses you have taken (other than social work major courses) which are relevant to your placement. **Include** any of the social work topics (SocWk 320) courses you have taken. (Social work major courses are described in the Field Manual):

PERMISSION TO RELEASE INFORMATION

I give the Field Director permission to share with any agency or individual any information about me that is necessary to arrange and supervise my field placement, including this application. I have received, read, and understand the Ashland University Social Work Program Field Manual and agree to abide by the policies and the Code of Ethics as written.

Date_____________  Signature  ________________________________

ATTACH YOUR RESUME!!
FIELD INTERVIEW QUESTIONS/SUGGESTIONS

1. What kinds of activities and programs does this agency have?
2. In what activities, tasks, and/or projects will I be able to participate?
3. What specific skills will I be able to develop at this agency?
4. What are general characteristics of clients and communities served by this agency?
5. What is the approach to and structure of supervision?
6. What amount of interaction does a student have with other students and with staff?
7. What opportunities exist?
8. What types of in-service training or workshops and conferences will be available to me?
9. What kinds of cases and/or projects do you anticipate assigning to me?
10. What kinds of skills do you hope a student will bring to the agency?
11. How much independence and initiative do you expect me to demonstrate?
12. What is the agency’s dress code and policies regarding body adornment?
13. What would be the expected working hours?
14. Do students have to be on-call?
FIELD AGENCY CONTRACT

This agreement is made between Ashland University and ______________________ (agency). It establishes a relationship between the agency and school for the purpose of providing a field-based educational learning experience for the social work students of Ashland University. This agreement may be broken by notice of either party, but both parties are to keep the needs of the student uppermost in making such a decision. A student placement should be carried through the current semester unless there are extreme circumstances.

The agency and University mutually agree to the following:

I. The agency will:
   1. provide the student with generalist social work practice experiences that will meet the objectives for the student’s learning contract and AU consistent with the missions of Ashland University and the social work program.
   2. follow affirmative action standards and comply with all applicable equal opportunity laws.
   3. comply with the University’s harassment-free work environment policy and provide the student with a safe and suitable environment for performing the student’s work for the agency.
   4. provide a Field Instructor (an MSW or BSW) who is approved by the University and who has the expertise and experience to provide for the student’s learning experience. An LSW with a related degree will be considered in exceptional situations.
   5. be listed as an affiliate agency in the Field Manual of the Social Work Program of Ashland University.
   6. allow the Field Instructor appropriate time to carry out his/her responsibilities to the student.
   7. permit the Field Instructor time to be involved in training sessions on campus.
   8. read and follow all guidelines and policies as set forth in the Field Manual and comply with all applicable laws, including HIPAA.

II. The Ashland University Social Work Program will:
   1. provide a faculty liaison between the student, the Field Instructor, and the University.
   2. provide a field instruction contract to give direction to the field-based learning.
   3. provide a training seminar for enhancing the Field Instructor’s ability to work with undergraduate students in social work.
   4. provide an on-line Field Manual that contains a description of the expectations and objectives of the field instruction program.
   5. provide materials for an evaluation of students while they are in field placement and assume final responsibility for grading.
6. secure the agency’s acceptance of a specific student and provide necessary information on that student to the agency personnel.
7. follow all guidelines and policies as set forth in the Field Manual.
8. comply with all applicable laws, including HIPAA.

III. In exchange for the services rendered by the agency, the University provides student services without cost to the agency and will assist the agency in the professional development of agency personnel by issuing Ashland University Tuition Certificates to the agency in accordance with provisions listed below. Such Certificates may be assigned to any certified employee of the agency.

   Each Tuition Certificate issued will be accepted by Ashland University for one (1) three credit-hour undergraduate or graduate course, on a “space available” basis. Certificates may not be used for an independent study, a conference course, or an internship and must be used by the expiration date on the certificate.

   Ashland University will place no limitation on the number of Certificates that may be used by an employee. A Certificate can be applied to tuition only; registration charges and special fees are to be paid by the employee making use of the Certificate. There is no obligation on the part of the University to admit students who would not otherwise meet admission requirements.

   One Tuition Certificate will be issued to the agency for each 500 hour internship completed by an Ashland University social work student.

   The University will maintain a record of services provided by the agency and issue Certificates at the end of the spring semester of the University calendar. The agency should assign the Certificates immediately after receiving them. Certificates are issued on July 1 of the year in which the field experience is completed. They are good for 2 years. Certificates not used by the expiration date shall have no further value.

IV. This contract shall remain in effect indefinitely unless one party notifies the other of a desire to review, amend or terminate the contract. This notification must be given by Oct. 30 of the year preceding a potential January placement. In the event such agreement is not terminated or amended, this agreement shall automatically remain in effect.

Date _____________
Signed ____________________________
Agency Director

Date _____________
Signed ____________________________
Agency Field Instructor Degree/License

Date _____________
Signed ____________________________
Ashland University Field Director

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AFFILIATED AGENCIES

Appleseed Community Mental Health Center
2233 Rocky Lane
Ashland, OH 44805
- Adult Case Management
- Children’s Case Management
- Rape Crisis
- School Liaison Program
- Supported Employment

Area Agency on Aging, Ohio District 5
2131 Park Avenue West, Suite 100
Mansfield, OH 44901

Ashland County Board of DD, Dale Roy School
1256 Center St.
Ashland, OH 44805

Ashland County Children Services
15 W. Fourth St.
Ashland, OH 44805

Ashland Parenting Plus
804 S. Rt. 250
Ashland, OH 44805

Brethren Care Village
2000 Center St.
Ashland, OH 44805

Catalyst Life Services
741 Scholl Rd.
Mansfield, OH 44907
- Adult Case Management
- Children’s Case Management

Catholic Charities of Ashland Co.
1260 S. Center St.
Ashland, OH 44805

Catholic Charities Services of Medina Co.
740 East Washington Street, Suite E4
Medina, Ohio 44256

Children Services of Wayne County
2534 Burbank Road
Wooster, OH 44691

Christian Children’s Home of Ohio
PO Box 765
Wooster, OH 44691

Counseling Center of Wayne & Holmes Co.
2285 Benden Dr.
Wooster, OH 44691

Domestic Violence Shelter
P.O. Box 1524
Mansfield, OH 44901

D-R Services
816 Clark St.
Ashland, OH 44805

Equitas Health
410 Park Ave. West, Suite 5
Mansfield OH 44906

Every Woman’s House
104 Spink St.
Wooster, OH 44691

Family & Children First Council
1605 Co. Rd. 1095
Ashland, OH 44805

Fisher-Titus Medical Center
272 Benedict Ave.
Norwalk, OH 44857

Foundations for Living
1451 Lucas Rd.
Mansfield, OH 44905

Good Shepherd Nursing Home
622 Center St.
Ashland, OH 44805

Harmony House
124 W. Third St.
Mansfield, OH 44902

Holmes Co. Dept. of Job & Family Services
1 East Jackson, Suite 201
Millersburg, OH 44654
Hospice of North Central Ohio
1050 Dauch Drive
Ashland, OH 44805

Huron Co. Dept. of Job & Family Services
185 Shady Lane
Norwalk, OH 44857

Jac-Lin Manor
695 S. Mt. Vernon Ave.
Loudonville, OH 44842

Kingston of Ashland
20 Amberwood Parkway
Ashland, OH 44805

Lifecare Hospice
1900 Akron Rd
Wooster, OH 44691

Mansfield-Richland Co. Health Dept.
555 Lexington Ave.
Mansfield, OH 44907

Mental Health & Recovery Board – Ashland County
1605 County Road 1095
Ashland, OH 44805

New Beginnings at City Hill
1590 Crestview Drive
Ashland, OH 44805

OhioHealth Mansfield Hospital
335 Glessner Avenue
Mansfield, OH 44903

Richland Co. Children’s Services
731 Scholl Rd.
Mansfield, OH 44907

Richland Co. Juvenile Justice Center
411 S. Diamond Street
Mansfield, OH 44902

Richland New Hope Services
314 Cleveland Ave.
Mansfield, OH 44902

Salvation Army Kroc Center
527 East Liberty
Ashland, OH 44805

Samaritan Regional Health System
1025 Center St.
Ashland, OH 44805

SHC, The ARC of Medina County
4283 Paradise Road
Seville, Ohio 44273

Shelby City Schools
109 W. Smiley Ave.
Shelby, OH 44875

Third Street Family Health Services
600 W. 3rd St
Mansfield, OH 44906

Tri-County Educational Service Center
741 Winkler Dr
Wooster, OH 44691

Village Network
P.O. Box 518
Smithville, OH 44677

Wooster Community Hospital
1761 Beall Ave.
Wooster, OH 44691
FIELD INSTRUCTION LEARNING CONTRACT

Student__________________________________________

Agency Field Instructor _____________________________________

Supervision time: __________________________

The nine Social Work Competencies are listed below followed by a set of behaviors that articulate each competency. Learning activities should be considered for each of the behaviors. More than one learning activity can be provided in each category. Learning activities may change throughout the internship as some tasks are achieved, new ones are set, and existing ones are revised or dropped. Thus, the contract should be seen as flexible. However, learning activities should be stated as clearly and specifically as possible.

Competency 1: Demonstrate Ethical and Professional Behavior

1.1. Practice behavior: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
   Learning activities:
   A.
   B.

1.2. Practice behavior: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
   Learning activities:
   A.
   B.

1.3. Practice behavior: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
   Learning activities:
   A.
   B.
1.4. Practice behavior: Use technology ethically and appropriately to facilitate practice outcomes
   Learning activities:

1.5. Practice behavior: Use supervision and consultation to guide professional judgment and behavior
   Learning activities:

Competency 2: Engage Diversity and Difference in Practice

2.1. Practice behavior: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
   Learning activities:

2.2. Practice behavior: Present themselves as learners and engage clients and constituencies as experts of their own experiences
   Learning activities:

2.3. Practice behavior: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
   Learning activities:
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

3.1 Practice behavior: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
   Learning activities:

3.2 Practice behavior: Engage in practices that advance social, economic, and environmental justice
   Learning activities:

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

4.1 Practice behavior: Use practice experience and theory to inform scientific inquiry and research
   Learning activities:

4.2 Practice behavior: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
   Learning activities:

4.3 Practice behavior: Use and translate research evidence to inform and improve practice, policy, and service delivery
   Learning activities:
Competency 5: Engage in Policy Practice

5.1 Practice behavior: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
Learning activities:

5.2 Practice behavior: Assess how social welfare and economic policies impact the delivery of and access to social services
Learning activities:

5.3 Practice behavior: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Learning activities:

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

6.1 Practice behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
Learning activities (include activities for each system size above):

6.2 Practice behavior: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Learning activities (include activities for each system size above):
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

7.1 Practice behavior: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
Learning activities (include activities for each system size above):

7.2 Practice behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
Learning activities (include activities for each system size above):

7.3 Practice behavior: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Learning activities (include activities for each system size above):

7.4 Practice behavior: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Learning activities (include activities for each system size above):

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

8.1 Practice behavior: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
Learning activities (include activities for each system size above):
8.2 Practice behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
   Learning activities (include activities for each system size above):

8.3 Practice behavior: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
   Learning activities (include activities for each system size above):

8.4 Practice behavior: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
   Learning activities (include activities for each system size above):

8.5 Practice behavior: Facilitate effective transitions and endings that advance mutually agreed-on goals
   Learning activities (include activities for each system size above):

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

9.1 Practice behavior: Select and use appropriate methods for evaluation of outcomes
   Learning activities: (include activities for each system size above):
9.2 Practice behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
Learning activities (include activities for each system size above):

9.3 Practice behavior: Critically analyze, monitor, and evaluate intervention and program processes and outcomes
Learning activities (include activities for each system size above):

9.4 Practice behavior: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Learning activities (include activities for each system size above):

Other goals:

_________________________________     ____________________________________
Student Signature              Date                 Field Instructor Signature                 Date

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GUIDE FOR WRITING JOURNALS

On completion of each day’s field experience, write a journal entry, a record of intellectual and emotional learning as it relates to the day’s experience. You will have about five entries for every week, depending on your schedule. The journal is shared with the Field Director and is due at the end of every week. The journals may be submitted electronically. REMEMBER: LATE JOURNALS ARE NOT ACCEPTABLE!!

The following format should be used:

1. Each daily entry should have a heading including your name, the date, the number of hours worked on that day, and a running total of hours completed (example: 7.5/125).

2. Establish a system for assuring confidentiality of client identities and circumstances and adhere to all agency confidentiality policies.

3. Each entry should briefly describe the events the student experienced that day.

4. A paragraph should be used for analysis of the reported events including what you learned. The analysis should be as in-depth as possible with application of theories and skills learned in class and integrated into the field experience.

5. A portion of each entry should contain the student’s opinions about the events described and analyzed and a discussion of the feelings evoked in the student by those people and events. The ability to discuss one’s personal opinions and feelings is crucial to the integration of the entire field experience. The journal can be a very helpful tool in recognizing and assessing one’s personal beliefs and judgments.

Near the midterm of the field instruction, the field seminar professor may give a student permission to modify the writing of the journal by using the “Critical Incident Journal” format. Rather than describing all activities, the student chooses one critical incident each week to write about. A critical incident is an experience you had in your agency that helped you to accomplish one (or more) of the behaviors in your learning contract. You should choose the incident that produced the most change in you that week.
Use the following guidelines for your critical incident journal:

1. Provide a bullet point listing of daily activities and the total number of hours completed each day.

2. Then Identify the critical incident or event as specifically as possible.

3. Describe the relevant details and circumstances surrounding the critical incident, so you and your reader can understand what happened. (When, how, who, where, why?)

4. Describe your role in the situation. What did you do?

5. Analyze the incident. How well or poorly did you understand it? How did you handle it? Would you do anything differently another time? How did the incident help you to achieve one of your learning contract behaviors?
ASSIGNMENT IN MACRO PRACTICE

Macro practice is defined as any intervention which attempts to influence on organizational, community, political, and/or judicial levels with the goal of benefiting groups of clients or the general public. Referring a client to a community agency or collaborating with another agency on a particular client are not considered macro practice assignments; rather, they are seen as adjuncts to casework. Macro practice includes social action, social administration, cause advocacy, policy practice, resource development, coordination and networking on a community level.

The student should have TWO macro practice assignments during the course of the semester. If possible, the two assignments should be from more than one of the several areas of macro practice mentioned above. An exception to this would be one extended assignment which spans over the semester. The student should consult the Field Director for approval of this exception.

The assignments may involve regular and active participation in coalitions or collaboratives in which local agencies work together. Program development, public awareness programming, and legislative advocacy are also appropriate projects for the macro assignments.

A 3-5 page written summary of macro level practice experiences is due at the time noted in the syllabus. The written summary should include the following:

1. A description of the macro practice assignments and what you did.
2. Roadblocks encountered in carrying out the assignments, if any.
3. How meaningful were the assignments to you and what did you learn?

Possible assignments will be discussed in class and at the first agency visit.

NOTE: A student whose placement is primarily macro practice will write the above-described paper on micro practice experiences, such as working with an individual or family system.
Montana Social Work Competence Exam

The Montana Social Work Competence Exam is the Social Work Program’s graduating senior exit exam. All majors complete this exam in the spring of their senior year as part of the Social Work Department outcome assessment. Students will be given a copy of the exam questions early in the spring semester. Questions are tied directly to each of the nine program competencies. For each of the competency questions, the student will use an example of practice from the internship to answer each of the questions. Each answer should reflect how the student applied the knowledge base learned in the program, the social work value base or used cognitive (critical thinking) or affective processes to achieve the competency through the example cited. Competencies 6 through 9 may be about the same example of practice. For example, if a student worked with the Jones Family, he or she could write about engagement with the family in Competency 6, assessment with the family in Competency 7, intervention with the family in Competency 8 and evaluation of the intervention in Competency 9. Or, various examples of practice could be used for these questions. Read the description of each competency before answering the question associated with that competency. Pay attention to the behaviors associated with each Competency; they can serve as a guide to each response. Responses on the paper should reflect the highest quality in both content and mechanics. Each of these papers is worth 20 points of which half of the points are for content and half of the points are for mechanics (grammar, spelling, etc.). Identify the errors commonly made in previous papers and eliminate them. Make sure each paper is written several days before the due date so it can be proofread (and/or have others proofread it). Your social work professors expect that you have taken comments and corrections on previous papers and learned correct spelling, punctuation and sentence structure. Numerous errors will result in a poor grade or a paper returned ungraded. The word “you” is not to appear in the Montana; do a Word Search for it and eliminate it. E-mail or talk to the professor if any questions arise while writing papers but please note that this is an EXAM. Therefore, just as with any other exam, professors will not provide you with content or process help with these questions.

NOTE: These papers can be written in a different order than outlined in the syllabus but the student must turn in the same number of papers required on the dates outlined in the syllabus.
PLACEMENT EVALUATION FORM

Student _______________________________________________________

Agency _______________________________________________________

Field Instructor ________________________________________________

Spring Semester, 20____

A. Please rate your agency experiences in reference to each of the following criteria using the scale provided. Elaborate or illustrate as needed in the space below each criterion.

4 . . . . . . Above expected level
3 . . . . . . Expected level
2 . . . . . . Below expected level
1 . . . . . . Unsatisfactory
0 . . . . . . Uncertain or not applicable

1. Volume of activities 0 . . . 1 . . . 2 . . . 3 . . . 4
2. Variety of learning opportunities 0 . . . 1 . . . 2 . . . 3 . . . 4
3. Opportunities to work independently 0 . . . 1 . . . 2 . . . 3 . . . 4
4. Adequacy of agency safety measures 0 . . . 1 . . . 2 . . . 3 . . . 4
5. Availability of activities during non-business hours 0 . . . 1 . . . 2 . . . 3 . . . 4
6. Acceptance and inclusion of student by staff 0 . . . 1 . . . 2 . . . 3 . . . 4
7. Accessibility of support and consultation
   -from Field Instructor 0 . . . 1 . . . 2 . . . 3 . . . 4
   -from other staff 0 . . . 1 . . . 2 . . . 3 . . . 4
8. Client contact with
   -Individuals 0 . . . 1 . . . 2 . . . 3 . . . 4
   -Families 0 . . . 1 . . . 2 . . . 3 . . . 4
   -Groups 0 . . . 1 . . . 2 . . . 3 . . . 4
- Organizations
  - Communities

9. Your overall satisfaction with the internship

B. Please rate the field instructor in reference to each of the following criteria using the scale provided. Elaborate or illustrate as needed.

   4 ........ Above expected level
   3 ........ Expected level
   2 ........ Below expected level
   1 ........ Unsatisfactory
   0 ........ Uncertain or not applicable

1. Provides training in agency safety

2. Includes you in decision making

3. Assigns tasks fairly

4. Inspires you to think and improve

5. Provides constructive criticism

6. Maintains friendly atmosphere and demeanor

7. Advocates for you when necessary

8. Attentive and responsive in conferences

9. Encourages discussion and interaction

10. Knowledge of community resources

11. Knowledgeable about program area

12. Practices what he/she teaches

13. Schedules weekly supervision sessions
C. Summarize your main activities in the agency:

D. Discuss any changes or improvements that you recommend:

E. Any information regarding this placement which was not covered and would be important to the placement of future students:
Ashland University Social Work Program
Field Instructor’s Feedback
(To be completed by the Agency Field Instructor)

A.U. Field Director

Field Setting

Field Instructor

Student

A. Rate the Field Director by the following levels:
   4 - Above expected level
   3 - Expected level
   2 - Below expected level
   1 - Unsatisfactory

   _____ Provided an orientation to the Field Instructor regarding the educational requirements and expectations of the Social Work Department.

   _____ Assisted the Field Instructor to develop learning activities and promote student development.

   _____ Served as a resource person to the Field Instructor.

   _____ Discussed with the student and Field Instructor the student’s level of performance during mid-terms and finals and throughout the semester as needed.

   _____ Available throughout the semester to discuss any problems or issues which arise between or among the student, agency, Field Instructor or department.

   _____ Supported the student-Field Instructor relationship.

   _____ Demonstrated flexibility rather than rigidity.

   _____ Maintained friendly atmosphere and demeanor.

   _____ Attentive and responsive in conferences to questions/concerns throughout the semester.
B. What suggestions do you have for improving the Field Instruction Program?

C. Please comment on the adequacy of the Social Work Program’s curriculum in preparing students for field instruction.

Please return this completed evaluation to:

Program Director
Ashland University Social Work Program
401 College Avenue
Ashland, OH 44805
ASHLAND UNIVERSITY
SOCIAL WORK PROGRAM
FIELD INSTRUCTOR INFORMATION FORM

Name: _______________________________________  Date: ________________________

Agency Name: ______________________________________________________________

Agency Address:  ___________________________________________________________
                        (Street)      (City/State)      (Zip)

Agency Phone: _____________________      Home Phone (optional) ______________

Job Title: ________________________________________________________________

**Licensed Social Worker?**       **Level of Licensure:**

_____Yes                          _____ Licensed Social Worker

_____License #                      _____ Licensed Independent Social Worker

_____No                           _____ Licensed Independent Social Work Supervisor

**Undergraduate College Experience:**

Name of College: ____________________________________________________________

Location: __________________________________________________________________
                        (City)      (State)

Major: ____________________________  Minor: ____________________________

Year of Graduation: ___________Degree: _____________________________________

**Graduate School Experience:**

Name of College: ____________________________________________________________

Location: ________________________________________________________________
                        (City)      (State)

Year of Graduation: ___________ Degree: ________________________________
Professional Work Experience: (List current position first)

Agency Name: ____________________________________________________________
Agency Supervisor: __________________________________________________________
Agency Location: ____________________________________________________________
   (Street)  (City/State)  (Zip)

Job Title: __________________________  (Circle One)  FULL-TIME/PART-TIME

Dates Worked at the Agency:
From: ___________________________                    To: ___________________________
   (Month/Year)  (Month/Year)

Professional Work Experience:

Agency Name: ____________________________________________________________
Agency Supervisor: __________________________________________________________
Agency Location: ____________________________________________________________
   (Street)  (City/State)  (Zip)

Job Title: __________________________  (Circle One)  FULL-TIME/PART-TIME

Dates Worked at the Agency:
From: ___________________________                    To: ___________________________
   (Month/Year)  (Month/Year)
Your signature reaffirms your intention to provide direct supervision for the social work student(s) placed in your agency and to fulfill the following:

1. Attend Field Instructor's training session.

2. Select appropriate assignments and with the student, create a field placement contract which reflects the learning opportunities and expectations.

3. Provide for the student an orientation to the agency and job/task expectations.

4. Provide a minimum of 1 hour/week of formal supervision in order to provide feedback and act as educator and model.

5. Provide on-going supervision and evaluations of your student throughout the placement.

6. Participate in evaluation meetings with the student and Field Director throughout the field placement, usually three per semester.

7. Complete and submit requested materials to the Social Work Program, e.g., Field Instructor Form, Student Evaluations, etc.

8. Notify the Field Director of any problems or questions as soon as they become evident.

9. Uphold and support the values of the social work profession.

(Field Instructor)  (Date)
ASHLAND UNIVERSITY
SOCIAL WORK PROGRAM
AGENCY DATA FORM

Please Type

Agency Name: ___________________________________________________________

Street Address: __________________________________________________________

City and Zip Code: ________________________________________________________

County: __________________________ Phone: (______)________________________

Agency Executive: _______________________________________________________

Title: __________________________ Phone: (______)________________________

Person to whom further internship related correspondence should be addressed if different from above: ________________________________________________

Check the primary focus(es) of the agency:

_____ Aging
_____ Alcohol, Drug or Substance Abuse
_____ Community Planning
_____ Corrections/Criminal Justice
_____ Developmental Disabilities
_____ Family and/or Children’s Services
_____ Health
_____ Mental Health or Community Mental Health
_____ Political
_____ Rehabilitation
_____ School Social Work
_____ Other (please specify):

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Regular agency days and hours: _______________________________

Will students be expected to participate in evening hours?

_____ No  

_____ Yes (Please explain)

Are students covered by an agency automobile liability insurance policy?

_____ No  

_____ Yes (If so, please attach a copy of the policy)

Please check all of the following which are required of internship students:

_____ A car

_____ Valid Ohio driver's license

_____ Special insurance coverage (auto, health, etc.)

Please specify: _______________________________

_____ Special health screening or medical tests (TB, physical examination, etc.)

Please specify: _______________________________

_____ Background check

_____ Drug/alcohol screening

Are there limits placed on student activities by third party payers, accrediting standards, etc.?

_____ No

_____ Yes (please describe):

In what social work activities could a student expect to be involved?
GUIDELINES FOR STUDENTS WHO WANT TO USE
PLACE OF EMPLOYMENT AS FIELD PLACEMENT

Paid employment and professional education are not necessarily inconsistent, but there is a difference of emphasis between the role of employee and the role of student, and between the goals of educational development and the agency’s goals of service delivery to clients. Students are encouraged to discuss the pros and cons of such a placement with the Field Director. The following guidelines allow for the possibility of fieldwork in the student’s place of employment. The student and agency must meet the following instruction:

1. The student is newly employed (less than 6 months) in an agency which would qualify as a field placement and the work assignments meet the objectives of the social work program;

   or

2. The student is employed in an agency with different divisions or learning assignments which would provide the student with practice experience different from her/his current job description;

   and

3. The agency has a qualified Field Instructor, who is not the student’s regular supervisor, who is willing to fulfill the responsibilities of Field Instructor;

   and

4. The student and agency are able to describe how the employment function will be separate from the learning function and agree upon responsibilities and expectations. A form follows to describe these arrangements;

   and

5. The student submits the following form in a timely fashion for consideration by the Field Director.
ASHLAND UNIVERSITY
SOCIAL WORK PROGRAM
FIELD INSTRUCTION AGREEMENT IN PLACE OF EMPLOYMENT

1. Agency name: _________________________________________________________
   Agency address: _______________________________________________________
   Agency phone: _______________________________________________________

2. Executive Director/Administrator name: _________________________________

3. Student name: _________________________________________________________
   Length of employment: _________________________________________________

4. Student’s present employment status/job description:

5. Assignments/work responsibilities student presently has:

6. New assignment student will be given for internship:
7. Student will meet with the agency Field Instructor for a minimum of one hour each week to discuss progress toward learning goals. These meetings will have an educational focus.

8. Describe how the employment function will be separated from the learning function in the agency, in addition to having separate supervisors.

This agreement meets the approval of the agency director, the Field Instructor, the student, and the faculty Field Director.

Agency Director: ________________________________ Date: ________

Agency Field Instructor: __________________________ Date: ________

Student: ________________________________ Date: ________

Field Director: ________________________________ Date: ________
Title IX/Sexual Misconduct

Members of the Ashland University community, guests and visitors have the right to be free from gender discrimination and sexual misconduct including: sexual harassment, sexual violence, stalking and intimate partner violence (domestic and dating violence). As a faith based institution, Ashland University is committed to the respect and dignity of each individual. Thus, the University prohibits gender discrimination and sexual misconduct.

This policy describes prohibited conduct, explains what to do if you wish to make a complaint of gender based discrimination and/or sexual misconduct, sets forth the procedures to be followed for promptly and equitably investigating and resolving such complaints, and identifies available resources.

This policy applies to members of the University community, regardless of sexual orientation or gender identity, including international and undocumented persons as well as all students, faculty, staff and other employees. It also applies to guests, contractors and other third parties within the University’s control.

This policy applies to conduct on University premises, at University sponsored activities, or at any location when the conduct has an adverse impact on the education or employment of a member of the University community or otherwise threatens the health and/or safety of a member of the University community or adversely affects the interests of the University community.

Ashland University will investigate complaints of sexual harassment promptly and impartially. The University will not tolerate adverse treatment of students or other individuals because they report sexual harassment or provide information related to such complaints. While the University will protect the confidentiality of sexual harassment complaints to the extent possible, it also has a legal responsibility to formally investigate any and all complaints. Depending on the specific circumstances, it is the University’s general practice that students who allege sexual harassment will be kept informed of the investigation process and the ultimate outcome of their complaint. Any individual who is found to have engaged in sexual harassment will be subject to appropriate corrective action up to and including dismissal. The university’s full policy can be accessed here: https://www.ashland.edu/student-affairs/sites/ashland.edu.student-affairs/files/title_ix_-_pdf_0.pdf

Ashland University also prohibits the use of racial or ethnic slurs and statements directed toward a person’s religion, gender, or ethnic or national origin that are intended to demean or diminish that person and that have the effect of creating a hostile environment.
SAFETY ISSUES AND FIELD EDUCATION

While engaged in the social work internship, you may encounter situations which are unfamiliar to you. Occasionally, these situations may raise issues related to your personal safety. Specific safety issues and related policies and procedures will vary among agencies depending on the content of practice. Hospital settings, for example, will have extensive procedures related to blood borne pathogens and may have only a few related to home visits. It is important, therefore, that you discuss this issue with your Field Instructor in order to identify typical concerns in your agency. Many agencies will provide extensive orientation to assist you in avoiding and diffusing situations which pose a safety threat. The information below is adapted from the Policies and Procedures Manual of the Durham County, North Carolina Department of Social Services.

Safety Procedures in the Office

1. Arrange office with desk and chair near the door - try to think in terms of not getting trapped in the office.
2. If possible, try to sit in reach of the doorknob. This will help you summon help.
3. Remove scissors, pens, pencils, etc., from sight. Scan your office for weapons of opportunity.
4. Remember that if you provide food and drink, plates and/or glasses can become weapons. Hot coffee can be especially dangerous.
5. Do you know the person? If not, can you check the files to see if the client has a history of violence of any kind?
6. Scan your client before entering your office for unusual lumps or objects in pockets or under clothing. Ask client directly about them before going to your office/interview room. Establish eye contact when questioning the client. It is harder for the client to lie and it is less likely that you’ll be threatened if you can maintain a dialogue with the client while keeping direct eye contact.
7. If the client appears to be agitated, try to see him/her in a large, open room, or keep office door open.
8. If you feel the person is agitated, have someone sit in the session with you if at all possible. The idea is for you to let a co-worker know about your suspicions about the client. The co-worker can be more prepared to take action if you get into trouble.
9. If you become uncomfortable with a client before or after a session begins, don’t hesitate to excuse yourself for a moment. Find a co-worker and request he/she listen nearby in case trouble arises.
10. If you get threatened try not to panic. Try to regain eye contact. Try to get the door open and get out.
11. If trapped, keep eye contact. Stay seated. Keep your voice low. It is okay to talk to the client about your own fears.

**Diffusing Practices:**

1. Keep calm. Pay attention to your own feelings and try to remain as relaxed as possible. Speak with a soft and gentle voice.
2. Let the client know you recognize his/her stress and want to help relieve the stress.
3. Listen to the client. Allow him/her to ventilate anger in a verbal manner. Try not to interrupt and never confront.
4. Address the client’s issues as perceived by the client in a non-threatening manner providing reassurance and avoiding an argumentative stance.
5. Don’t ask a lot of questions. Usually questions irritate already agitated clients. They think you are doubting them.
6. When asked a question, keep your answer as simple and as concrete as possible.
7. Reassure the client that he/she will be safe (responding to underlying issues of fear) and that you will help him/her maintain control.
8. Respect the client’s personal space - the physical space between you needs to be increased as the client gets more agitated. Getting too close makes a client feel cornered.
9. Recall things that have worked before in calming this or other clients.

**Safety Practices for Armed Persons:**

1. Give the client room – don’t touch, stare, or crowd. Respect his/her territorial rights.
2. Body language - Hand gestures should be in an open-palmed, calming motion. All movements should be slow and deliberate.
3. Get rid of as many distractions as possible.
4. Don’t panic.
5. Don’t argue.
6. Don’t lie.
7. Focus on feelings, stay off issues.
8. Ask one question at a time.
9. Watch his/her body language:
   -Rapid eye movement.
   -Rapid breathing.
   -Heart palpitations (veins stand out in neck)
   -These are dangerous signs - try to gain eye contact.
Factors Contributing to Acting Out/Assaultive Behaviors:

1. Staff expectations for such behaviors to occur.
2. Too high or too few expectations established for clients’ acceptable behaviors.
3. Ambiguous directions or expectations for behaviors.
4. Inconsistent application of controls for desired client behaviors.
5. Dissension among staff.
6. Over-control of clients' behaviors. Clients need to feel they have some input into their service plan (including need for privacy).
7. Noise levels, overabundance of staff, students, others in interviewing areas.
8. Boredom.
9. Infringement upon the client’s personal space. Respect needs for privacy and territoriality whenever possible.
10. Staff treating client like a non-person through ignoring, too strict adherence to rule/regulations, and speaking condescendingly to the client.

Predicting Who is Likely to Become Combative:

1. Person with history of temper tantrums, fighting, school problems, truancy, difficulty getting along with others (especially authority figures).
2. Person with history of severely violent behavior.
3. Person with history of parental abuse.
4. Person with familiarity with weapons.
5. Person under the influence of drugs and/or alcohol.
6. Person under severe stress who feels overwhelmed, hopeless.

Precursor Signs of Acting Out/Assaultive Behaviors:

1. Increased psychomotor activity, pacing, inability to sit still, sudden cessation of motor activity.
2. Increased need for personal space. Client may tell you to get away from him/her; to move farther away.
3. Intensifying affect, increase in frowning, grimacing, laughing, loudness, verbal abuse, body posture.
4. Intensification of hallucinations/delusions, particularly if the “voices” are telling the client to commit a violent act; if delusions are increasing in severity of paranoia or are persecutory in nature.
5. Verbalization of client of his/her intent to act out/assault.
6. Verbalization of client of a plan for acting out or assaulting.
7. Threats by the client to harm another client, guest or staff.
Safety Procedures for Home Visits

Practitioners should always be alert to the possibility of an unexpected confrontation that might occur while in the field that would put them at risk of harm. Protective measures should be taken to minimize the possibility of such an occurrence. Always inform others when a home visit is planned. Provide information about who will be visited, the address and the expected length of time for the visit. It is a useful practice to keep a desk calendar with information about field activities.

1. Prepare for the visit in the field:
   - Dress for safety
   - Review previous contacts
   - Evaluate purpose of the visit, client, and neighborhood
   - Formulate a tentative plan of action

2. Take cell phone on visit, especially when there are indications of a possible domestic dispute, physical violence, vicious animals, and if the client lives in an isolated or high crime area.

3. Alert law enforcement to accompany or meet you at the client’s home if report indicates violence. (In some instances, it may be sufficient for a co-worker to accompany you. This should be discussed with supervisor)

4. Lock personal items, i.e., jewelry, purse, wallet, in trunk of vehicle prior to departing to the client’s home.

5. Use your five senses when approaching the neighborhood, leaving the car, and when entering and departing from the premises.

6. Keep car keys handy/accessible while in the client’s home.

7. Park vehicle in such a way that it will provide a safe and quick departure in an emergency.

8. After entering client’s home, if possible, stay near the door. Observe all exits in the home.

9. Identify yourself and the purpose of your visit. Maintain a pleasant demeanor during the interview, encouraging client participation.

10. Wear shoes that would provide easy flight. Heels are not recommended.

11. Ask for permission to write/take notes.

12. Listen to clients and allow them to ventilate.
This is a release. Please read carefully.

Students must submit this completed form before beginning their field placements.

I, _____________________________, ID# _____________________________, am a student at Ashland University and plan to undertake a social work field placement during the ___________________________ (semester/year) with:

(Agency Name) ___________________________

(Address) _______________________________________________________

I understand that Ashland University is not my employer and does not control or direct the work I will perform in this field placement. In granting credit for this field placement, Ashland University affirms that, to the best of its judgment, the experience is an appropriate curricular option for students in its Social Work Program and worthy of credit.

I understand that Ashland University reserves the right to make cancellations, changes or substitutions in cases of emergency or changed conditions or in the general interest of the field placement program.

Insurance Coverage

I certify that I will be covered by a liability insurance policy for the duration of my field placement. This insurance is provided through Policy Number ___________________________ issued by the ___________________________ Insurance Company and provides minimum coverage of $1,000,000/$3,000,000. Proof of said insurance coverage is attached. I further understand that I am responsible for the costs of such insurance and for any expenses not covered by this insurance, and I recognize that Ashland University does not have an obligation to provide me with such insurance.
**Personal Conduct**

I understand that the responsibilities and circumstances of an off-campus field placement may require a standard of decorum, which may differ from that of Ashland University, and I indicate my willingness to understand and conform to the standards of the field placement site.

I further agree and understand that I remain at all times subject to the rules and regulations of Ashland University, including but not limited to the code of conduct published in the Ashland University Student Handbook. In addition, I understand that I am subject to immediate dismissal from the field placement if I engage in illegal, violent or inappropriate behavior, and that legal violations will be referred to the appropriate law enforcement agency.

**General Release**

On behalf of myself, my heirs, next of kin, personal representatives, successors, and assigns, I forever release Ashland University and/or its trustees, officers, administrators, employees, representatives, and/or insurers (the “Released Parties”) from any and all liability for claims, causes of actions, or damages arising from, resulting from, or in any way related to the field placement, and agree to waive any such claims that might arise, whether accruing now or in the future and whether now known or unknown, including but not limited to claims arising from the negligence of the Released Parties.

**Assumption of the Risk**

Ashland University does not knowingly approve field placement opportunities which pose undue risks to their participants. However, any field placement or travel carries with it potential hazards which are beyond the control of Ashland University and its agents or employees.

I understand that my field placement may involve some travel and I hereby assume all risks involved with such travel. Ashland University makes no other assurances, expressed or implied, about any travel or living arrangements the student has made.
Miscellaneous

This Agreement will be governed by the laws of the State of Ohio.

This Agreement contains the entire agreement of the parties about the subjects in it. It replaces all prior to contemporaneous oral or written agreements, understandings, statements, representations, and promises by either party. No supplement, modification, or amendment or of to this Agreement will be effective and binding unless the same is contained in an express written agreement signed by me and a duly authorized representative of the University.

This Agreement will be binding upon me and each of my heirs, executors, and representatives. This Agreement will inure to the benefit of the Released Parties and each of their heirs, executors, successors, assigns, and representatives.

Each provision of this Agreement is severable. Should any court or other tribunal of competent jurisdiction declare any provision(s) of this Agreement invalid or unenforceable by reason of any rule of law or public policy, all other provisions hereof shall remain in full force and effect.

I represent and agree that I have fully read and understand the meaning of this Agreement and am voluntarily entering into this Agreement with the intention of giving up all claims against the Released Parties.

Date: ___________________________       Age: _____
Student Signature: _____________________ Date of Birth: ________________