

# University of Southern Indiana

## 2026-2027

### BSW Field Manual



Thanks go out to the past Directors of Field Education for leaving their signatures on some part of this field manual. Their labors are not forgotten.

Dr. Kathy Elpers  
Dr. Catherine Gore  
Dr. Karen Northcraft  
Dr. Paul Frazer  
Dr. Marie Opatrny Pease  
Patricia Loehr LCSW, LCAC  
Barbara Ferguson, LCSW



Social Work Department  
University of Southern Indiana  
College of Liberal Arts

## Administration, Faculty, and Staff

Del Doughty, Ph.D.  
College of Liberal Arts  
812.461.5475  
[ddoughty1@usi.edu](mailto:ddoughty1@usi.edu)

Silvia Rode, Ph.D.  
Assistant Dean  
812-465-7026  
[sarode@usi.edu](mailto:sarode@usi.edu)

Kristalyn Shefveland, Ph.D.  
Interim Assistant Dean  
812-461-5434  
[kmshefvela@usi.edu](mailto:kmshefvela@usi.edu)

Jay Dickerson, Ph.D.  
Chair, Social Work  
812-461-5243  
[Jay.dickerson@usi.edu](mailto:Jay.dickerson@usi.edu)

Bonnie Rinks, LCSW, ACSW  
BSW Field Director  
812-465-1106  
[berinks@usi.edu](mailto:berinks@usi.edu)

Brandi Watson, LCSW  
Assistant BSW Field Director  
812-461-5411  
[bewest@usi.edu](mailto:bewest@usi.edu)

Wendy Turner, Ph.D.  
BSW Program Director  
812-465-1201  
[wturner@usi.edu](mailto:wturner@usi.edu)

Carol Blair  
Senior Administrative Assistant  
812-464-1843  
[ceblair@usi.edu](mailto:ceblair@usi.edu)

# Table of Contents

|                                                                                                             |    |
|-------------------------------------------------------------------------------------------------------------|----|
| Administration, Faculty, and Staff .....                                                                    | 2  |
| Section 1: Program Context .....                                                                            | 8  |
| University Mission .....                                                                                    | 8  |
| BSW Program History.....                                                                                    | 8  |
| BSW Program Mission.....                                                                                    | 8  |
| Council on Social Work Education .....                                                                      | 9  |
| Section 2: Competency Framework.....                                                                        | 9  |
| Generalist Competencies and Behaviors .....                                                                 | 9  |
| Competency 1: Demonstrate Ethical and Professional Behaviors .....                                          | 9  |
| Competency 2: Advance Human Rights and Social, Racial, Economic, and<br>Environmental Justice .....         | 10 |
| Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in<br>Practice.....            | 11 |
| Competency 4: Engage in Practice-Informed Research and Research Informed<br>Practice.....                   | 11 |
| Competency 5: Engage in Policy and Practice .....                                                           | 12 |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and<br>Communities.....             | 12 |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and<br>Communities.....                  | 13 |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and<br>Communities.....          | 13 |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,<br>and Communities ..... | 14 |
| Section 3: Field Education Overview .....                                                                   | 15 |
| Structure of Field Curriculum: .....                                                                        | 16 |
| Experiential Learning Cloud (ELC).....                                                                      | 16 |
| Section 4: Administrative Structure .....                                                                   | 17 |
| BSW Field Director Responsibilities .....                                                                   | 17 |
| Supervision .....                                                                                           | 19 |
| Faculty Field Liaison Roles .....                                                                           | 20 |
| Section 5: Agency Selection, Approval, and Engagement .....                                                 | 22 |
| Criteria for Selection of Field Agencies .....                                                              | 22 |

|                                                                        |    |
|------------------------------------------------------------------------|----|
| Agency Evaluation .....                                                | 22 |
| Agency Evaluation Criteria .....                                       | 23 |
| Agency Approval Process .....                                          | 23 |
| Selection and Approval of Field Instructors .....                      | 24 |
| Task Supervisors .....                                                 | 26 |
| Agency Orientation and Preparation .....                               | 28 |
| Engagement with Field Education Settings .....                         | 28 |
| Ongoing Monitoring of Field Education Settings .....                   | 29 |
| Review of Field Education Settings .....                               | 30 |
| Criteria for Corrective Action or Removal .....                        | 30 |
| Documentation and Review Process for Agency Concerns .....             | 31 |
| Re-Approval of Agencies .....                                          | 32 |
| Section 6: Roles and Responsibilities .....                            | 32 |
| Agency Roles and Responsibilities .....                                | 32 |
| Roles and Responsibilities of Field Instructors .....                  | 34 |
| Use of Task Supervisors in Field Education .....                       | 35 |
| Field Instructor Responsibilities When a Task Supervisor Is Used ..... | 35 |
| Task Supervisor Responsibilities .....                                 | 36 |
| Qualifications of Task Supervisors .....                               | 36 |
| Student Responsibilities and Expectations in the Field .....           | 36 |
| Field Education Oversight, Monitoring, and Review .....                | 37 |
| Section 7: Student Placement Process .....                             | 38 |
| Student Eligibility for Field Placements .....                         | 38 |
| The Field Application Process .....                                    | 38 |
| Background Checks and Drug Screens .....                               | 41 |
| Agency Requirements and Placement Eligibility .....                    | 42 |
| Legal Considerations and Student Responsibility .....                  | 42 |
| Drug Screen Results .....                                              | 43 |
| Section 8: Student Learning .....                                      | 43 |
| Student Learning Plan (SLP) .....                                      | 43 |
| Required Practicum Hours in Field .....                                | 44 |
| Documenting Field Hours .....                                          | 44 |
| Supervision Expectations and Quality Assurance .....                   | 44 |

|                                                                     |    |
|---------------------------------------------------------------------|----|
| Field Seminar Integration .....                                     | 47 |
| Section 9: Evaluation and Competency Assessment .....               | 47 |
| Evaluation of Field .....                                           | 47 |
| Competency Rubric .....                                             | 48 |
| Performance Benchmarks .....                                        | 49 |
| Consistency in Evaluation.....                                      | 49 |
| Program-Level Assessment.....                                       | 50 |
| Section 10: Student Safety and Risk Management .....                | 51 |
| Student Safety Training .....                                       | 51 |
| Agency Safety Orientation.....                                      | 51 |
| Safety Responsibilities .....                                       | 52 |
| Incident Reporting .....                                            | 52 |
| Section 11: Field Setting Effectiveness and Quality Assurance ..... | 54 |
| Field Setting Effectiveness .....                                   | 55 |
| Supervision Effectiveness .....                                     | 55 |
| Field Setting Oversight and Gatekeeping .....                       | 56 |
| Field Instructor Approval and Continuation .....                    | 56 |
| Section 12: Special Placement Types .....                           | 57 |
| Field Placements Involving Student Employment.....                  | 57 |
| Criteria for Approval of Employment-Related Field Placements.....   | 58 |
| Educational and Competency Expectations.....                        | 59 |
| Risks of Using Employment as a Field Placement .....                | 59 |
| Supervision Requirements and Expectations .....                     | 59 |
| Role Differentiation and Separation of Responsibilities.....        | 60 |
| Safeguards to Prevent Role Conflict .....                           | 60 |
| Procedures for Loss of Employment During Field Placement.....       | 61 |
| Voluntary Separation from Employment (resignation) .....            | 61 |
| Involuntary Separation from Employment (termination) .....          | 62 |
| Field Placement Review, Transfer, and Continuation .....            | 62 |
| Monitoring, Evaluation, and Program Oversight .....                 | 62 |
| Exceptions and Approval Authority .....                             | 63 |
| Paid Field Placements .....                                         | 63 |
| Paid Placement Affiliation Agreement Requirement.....               | 63 |

|                                                                                   |     |
|-----------------------------------------------------------------------------------|-----|
| Relationship Between Paid Placements and Employment-Based Field Placements ..     | 64  |
| Criteria for Approval of Paid Field Placements .....                              | 65  |
| Requests for Agency Field Placement During Non-Traditional Hours .....            | 65  |
| Educational Standards in Non-Traditional Placement Settings .....                 | 65  |
| Requests for Field Placement with Agencies without an Affiliation Agreement ..... | 65  |
| Section 13: Problem-Solving Process in Field Education .....                      | 67  |
| Problem-Solving Process: Student-Initiated .....                                  | 67  |
| Problem-Solving Process: Field Instructor–Initiated .....                         | 68  |
| Problem-Solving Process: Faculty Field Liaison–Initiated .....                    | 68  |
| Student Performance Review and Corrective Action .....                            | 69  |
| Transfer / Change in Field Placement .....                                        | 69  |
| Grade of Incomplete .....                                                         | 70  |
| Unsatisfactory Performance / Grade of Unsatisfactory .....                        | 71  |
| Termination of Field Placement .....                                              | 71  |
| Examples of Conduct That May Result in Immediate Termination .....                | 71  |
| Student Right to Appeal .....                                                     | 72  |
| Section 14: Administrative and Support Policies .....                             | 74  |
| Use of Service Animals .....                                                      | 74  |
| Compensating Students for Travel .....                                            | 74  |
| Conference Attendance .....                                                       | 75  |
| Agency Screening Requirements .....                                               | 75  |
| Health Insurance and Medical Coverage .....                                       | 76  |
| Liability Insurance .....                                                         | 76  |
| Section 15: Appendices .....                                                      | 78  |
| Clinical education agreement .....                                                | 79  |
| Experiential Learning Agreement .....                                             | 88  |
| Field Placement Agency Profile .....                                              | 94  |
| Field Instructor Credentials .....                                                | 96  |
| BSW Field Instructor Guidelines .....                                             | 98  |
| Agency Concern Documentation and Review Form .....                                | 100 |
| Application for BSW Field Placement .....                                         | 102 |
| Agreement to Host an Intern .....                                                 | 106 |
| Agreement to Supervise an Intern .....                                            | 107 |

|                                                                    |     |
|--------------------------------------------------------------------|-----|
| Student Agreement for Generalist Field Placement .....             | 108 |
| BSW Field Orientation Checklist .....                              | 109 |
| Background Screening Meeting and Release of Information .....      | 110 |
| BSW Field Final Evaluation .....                                   | 111 |
| Social Work Simulation, Lab, & Clinical Participation Waiver ..... | 120 |
| Incident Report Form .....                                         | 122 |
| Request for Field Placement in Agency of Employment .....          | 125 |
| Paid Internship by Agency Request .....                            | 126 |
| Employment-Based Field Placement Policy and Application .....      | 127 |
| Agency of Employment (AOE) .....                                   | 131 |

## **Section 1: Program Context**

This manual serves as a guide to agencies, faculty, and students engaged in the field program at the University of Southern Indiana (USI). The table of contents provides a method for easy reference to locate specific areas of interest in the field education program. While it is anticipated that the educational objectives, policies, and procedures will be most often referenced, the manual also includes the mission statements of the university and the BSW program. Also included are descriptions of the curriculum to clarify the larger context within which field education occurs.

The field manual is available to students, field instructors, and faculty through the USI Social Work Program Website (<https://www.us.edu/liberal-arts/social-work/field-education>). Printed copies of the manual are available upon request to our field education supervisors.

It is important to note that the field education program design, policies, and procedures reflect consultation and input from faculty, students, agency partners, and field instructors. We are always interested in your comments and recommendations regarding the design, implementation, and maintenance of the field education program.

### **University Mission**

USI is an engaged learning community committed to exceptional education. We exist to provide an educated citizenry that can engage in a civil manner within a community with divergent ideas and cultural differences. We prepare our students to lead and make positive contributions to our state, their communities, and to be lifetime learners in a diverse and global society.

1.3 Social Work Department History

### **BSW Program History**

The development of the Bachelor of Social Work (BSW) Degree at USI began in 1974 when the university was a branch campus of Indiana State University East (ISUE). Courses in social work were offered as a part of the Social Science curriculum in the School of Liberal Arts. In 1980, a degree in Social Sciences with a concentration in social work was implemented under the auspices of the Sociology Department. A Bachelor of Social Work degree was approved by the University's Board of Trustees and the Commission on Higher Education in 1986. The BSW Program became autonomous within the School of Education and Human Services, later known as the Bower-Suhrheinrich College of Education and Human Services. In the fall of 2011, the Social Work Department joined the College of Liberal Arts. The BSW Program was awarded initial accreditation in 1991, retroactive to 1988. The Council on Social Work Education (CSWE) has continuously accredited the program since the 1988 accreditation.

### **BSW Program Mission**

The BSW program at USI is guided by a commitment to educating generalist social workers through an anti-oppressive lens as they develop their roles as global citizens. Students and faculty collaborate to understand and address emerging social issues. We use scientific inquiry and evidence-based methods within a person-in-environment framework. We are guided by the NASW Code of Ethics and are dedicated to fostering life-long learners that advocate for social, racial, environmental, and economic justice, to enhance human rights and well-being for all individuals and communities. Through experiential learning, we prepare our students to be compassionate, competent, and ethical social workers who embody integrity and service.

## **Council on Social Work Education**

The Social Work curriculum has been developed based on the guidelines provided in the Council on Social Work Education (CSWE) Curriculum Policy Statement. The learning objectives are framed by the Nine Competencies in the CSWE Education Policy and Accreditation Standards, 2022 (<https://www.csw.org/getmedia/94451c42-13b8-493b-9041-b30f48533d64/2002-EPAS.pdf>).

## **Section 2: Competency Framework**

The BSW Program prepares students for generalist practice. Field education for BSW students focuses on the skills and competencies of generalist practice. Social work roles of generalist practice include case manager, advocate, broker, educator, community organizer, group worker, and counselor. Assigned tasks often include preparing psychological histories, developing service plans, and implementing broad based interventions congruent with the multivariant client's needs.

Generalist practice is broadly defined and includes practice at the micro, mezzo and macro levels. The parameters for generalist practice are usually determined by the identified client needs, the mission and function of the agency, and level of training and skill of the student. The student works under supervision, relates to the client, and delivers services in ways which convey respect while honoring and promoting the dignity of the clients served. Skills expected include the ability to communicate empathy, genuineness, and positive regard when listening and interviewing, and the ability to utilize the planned change process and problem-solving strategies in all phases of work with the client; engagement, assessment, planning, intervention, and evaluation. It is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods based on scientific inquiry and best practices. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice.

## **Generalist Competencies and Behaviors**

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them towards realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgement and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities along with recognizing historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b) Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c) Use technology ethically and appropriately to facilitate practice outcomes; and
- d) Use supervision and consultation to guide professional judgement and behavior.

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social Workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequalities and ensuring dignity and respect for all. Social Workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a) Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels as well as in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level; and
- b) Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

### **Competency 4: Engage in Practice-Informed Research and Research Informed Practice**

Social Workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and

programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers can articulate and share research findings in a ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional diverse research methods, approaches, and sources.

Social workers:

- a) Apply research findings to inform and improve practice, policy, and programs; and
- b) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, environmental, and global influences that affect social policy. Social Workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practices to effect change in those settings.

Social workers:

- a) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social worker practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and

privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b) Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b) Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive intervention with clients and constituencies, including individuals, families, groups,

organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b) Incorporate culturally response methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a) Select and use culturally responsive methods for evaluation of outcomes ; and
- b) Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### Section 3: Field Education Overview

CSWE describes field education as the “signature pedagogy” for social work education. Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity.

According to CSWE, “field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field – are of equal importance, and each contributes to the development of the requisite competencies of the professional practice.”

The field instruction sequence in the BSW Program curriculum is designed to give students generalist field experiences within an agency, community, or government setting, under supervision of experienced social workers and in a class-based seminar course led by an experienced faculty field liaison. The **faculty field liaison** is the university instructor who teaches the field seminar and works closely with the students and field instructors to ensure students have opportunities to practice in all areas of social work. They make certain students are being coached, mentored, and supervised by the **field instructors** and/or **task supervisors**. The faculty field liaison also conducts at least two evaluations and is available to the student and field instructor throughout the course of time the student is in field. Through this experiential model, students can learn professional use of self and demonstrate generalist knowledge, skills, and values in working with individuals, families, groups, organizations, and communities. They do this by connecting the theoretical and conceptual contributions of the classroom with the practice setting, thus fostering the implementation of evidence-informed practice.

The element of supervision from a seasoned social worker provides learning activities and work assignments that are individualized for the student. Individualized student learning plans are important for numerous reasons. In addition to the activities the student experiences in the agency, students have additional activities in field seminar class which reinforce the competencies and behaviors. Most importantly, they can focus on the specific educational needs of the student and create realistically attainable experiences. Students, therefore, gain an understanding of the problems and needs of the population with whom the agency works. This creates an environment that helps develop skills in the practice of social work. Additionally, students acquire firsthand knowledge of the agency functions and resources, establishing networks of various community agencies.

The field experience allows students to apply and integrate knowledge gained from the classroom into real life situations. Thus, field education is a highly valued component of the BSW Program’s curriculum, as it is recognized that field placement provides a level of learning that cannot be duplicated in the classroom. Approved potential field placements are established through a formalized arrangement between the University and a community based social service agency. The arrangement is formalized in a written

affiliation agreement that is signed by appropriate administrative personnel from both facilities.

### **Structure of Field Curriculum:**

BSW students are required to complete two generalist field placements under supervision of an experienced social worker. These generalist field placements occur in the second year of the BSW Program, after the majority of the required courses have been successfully completed. The BSW Program's field education model is a "concurrent" model; that is, students take classroom courses concurrently with their field placement. Field education works with community partners to ensure social work students have opportunities to develop competencies with individuals, families, groups, organizations, and communities.

BSW students complete at least 450 hours of generalist field education over two (2) semesters. The first placement, in Fall semester of the second year of the program, students complete 150 hours of field placement. The second placement, in Spring semester, requires 300 hours of field placement.

### **Experiential Learning Cloud (ELC)**

Formerly known as Tevera, this computer software is used by the Field Education staff to manage field placements for the BSW Program. Students will use it when applying for field, selecting agencies, creating Student Learning Plans (SLP), and tracking hours. Specific information on how to use ELC are available on the Social Work Field Blackboard site. There are tutorials for editing your profile, selecting an agency, entering timesheets, signing forms, and completing the midterm and final evaluations.

## Section 4: Administrative Structure

Field Education is an integral component of the BSW Program at USI. The following information outlines the university personnel who represent Field Education. The administration of field is the primary responsibility of the **BSW Field Director**. The BSW Program Director reviews the academic files of all students to determine if they meet eligibility requirements for field placement. The BSW Program Director provides a list of students eligible for field to the BSW Field Director. All students deemed eligible for field placement are required to attend a mandatory field placement meeting to begin the application and interview process for field placement. The BSW Field Director oversees the placement of students in community agencies and programs where they complete their field hours.

Faculty who teach the field seminar courses, which are taken concurrently with field placement, serve as the **faculty field liaisons** to the field placement agencies or programs in which their students are placed. This model provides a designated faculty member with whom each field agency will interact to ensure consistency in the relationship between the program and the practice community. Additionally, the faculty liaisons are part of the Field Committee and serve as an advisory group for Field Education.

An agency-based supervisor serves as the **“field instructor”** to the student in placement. In most situations, this person is an employee of the agency or program. The field instructor has primary responsibility for the assignment and oversight of the student’s educational activities in the agency. The design of the practicum is guided by the educational objectives as defined by the department, an individualized student-learning plan, consultation with the faculty liaison, and policies and procedures as outlined in the Field Manual. The duties of the field instructors are described in the section Field Education Personnel and Student Responsibilities of this manual.

### BSW Field Director Responsibilities

The overall responsibility for the operation of the field program belongs to the BSW Field Director. Field education policy and procedures are governed by the standards from field education established by the CSWE and the USI social work faculty and administration. While field education activities may be delegated to other faculty directly involved with field education, chief responsibility for program development and assessment of field education remains with the BSW Field Director, in consultation with the BSW Program Director. The field committee provides primary consultation to the BSW Field Director. The BSW Field Director provides orientation, field instructor training, and continuing dialogue with field education settings and field instructors.

Field education works within the established field education policy and procedures, under the supervision of the BSW Field Director and is responsible for placement of all field students for the generalist (BSW I & II) placements.

Responsibilities involving student placements include:

1. Assessing the readiness of students;
2. Assuring that the students have met all criteria for admission to field education;
3. Meeting with students to ascertain their areas of interest
4. Verifying qualifications of field instructors;
5. Scheduling and implementing orientation and training of students, field instructors and field liaisons;
6. Maintaining field records; and
7. Communication with seminar instructors, field liaisons, and community agencies.

Activities may be delegated to another faculty member directly involved with field education. Field education is also responsible for field education development. The faculty liaisons will provide consultation to the BSW Field Director pertaining to field students. Field education provides orientations for students coming into field, field instructor training at the beginning of each year, and an on-going dialogue with field education settings and field instructors.

Responsibilities of the BSW Field Director also include coordination of placement activities with faculty field liaisons, field instructors, and other agency representatives. The BSW Field Director works with the faculty field liaisons, who have the most direct personal contact with field agency personnel, providing support through technical assistance and mutual consultation to students and field agency personnel. The BSW Field Director ensures that support is provided to field practicum instructors in the following ways:

1. Offering orientation and training to newly active field instructors,
2. Offering periodic continuing education opportunities to all active field instructors,
3. Providing information about the curriculum
4. Providing clear practice and evaluation goals for individual students,
5. Providing electronic copies of the field manual, and
6. Sharing pertinent information about practicum students when congruent to prudent academic practice.\*

*\*Information considered “pertinent” in this context would be limited to confirmation about prior academic performance if relevant to field placement. Such information is shared only for the purpose of acquiring and implementing educational field experiences and supervision designed to address the individualized professional development needs of the student. Students sign a release when they complete the field application.*

The BSW Field Director shall ensure that support is provided to field practicum students by selection of field placements based upon the objectives of the educational and the learning needs of students, maintaining seminar courses concurrent with field placement which provide structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom and expand knowledge beyond the scope of their practicum setting. As part of the advising process related to the selection of field placement, students are provided access to descriptive field agency files and content of the field manual for review.

Overall responsibility for the operation of the field program rests with the BSW Field Director. Field education policy and procedures shall be governed by the standards for field education established by the CSWE and the USI Social Work Department administration and faculty.

Field education provides orientations for students coming into field, field instructor training/orientation each year, and an on-going dialogue with field education settings and field instructors.

Additional duties for field education under the supervision of the BSW Field Director include developing policy guidelines for the administration of field, maintaining appropriate files, and obtaining consultation or feedback from faculty, students, and field agency representatives regarding field education. This may be done through survey instruments, personal contact, and meetings with the faculty field liaisons, field committee, Advisory Board, or other ad hoc groups.

Policies, criteria, and procedures for selecting field settings, places, and monitoring students, maintaining field liaison contacts, and evaluating student learning and field setting effectiveness are congruent with the program's competencies.

## **Supervision**

The Field Education Program is committed to ensuring that supervision provided to students is educationally focused, competency-based, and consistent with professional social work standards. In addition to verifying supervision frequency, the program actively monitors the quality and effectiveness of supervision provided by field instructors.

Supervision is expected to include:

- Integration of CSWE competencies and behaviors into discussion and learning activities as documented on the Student Learning Plan (SLP);
- Ongoing review of the SLP and progress toward competency development;
- Opportunities for critical reflection on practice experiences, including ethical decision-making and professional use of self;
- Incorporation of diversity, equity, inclusion, and anti-oppressive practice perspectives (ADEI);

- Discussion of professional values, boundaries, and the NASW Code of Ethics.

The BSW Field Director, in collaboration with faculty field liaisons, monitors supervision quality through:

- Midterm and final evaluations;
- Feedback from students regarding supervision experiences;
- Ongoing communication with field instructors and agencies; and
- Review of student learning plans and competency attainment.

When concerns arise regarding the quality or adequacy of supervision, the Field Education Program will:

- Provide guidance, consultation, and additional training to the field instructor;
- Develop a corrective action plan in collaboration with the agency when appropriate; and
- Discontinue placement at the agency if supervision does not meet educational standards.

## **Faculty Field Liaison Roles**

The faculty member serving as liaison to the field agency provides consultation and support to the field instructor and the student for the purpose of facilitating the educational process. The functions of the field liaison include linkage, mediation, and monitoring. These functions are carried out through meetings and other contacts with the field instructor and student.

The general expectation is that the field liaison will visit or utilize acceptable conferences with the agency a minimum of two times during the practicum. The focus of the meetings might include a review of the student's individual learning objectives and a review of the student's evaluations at mid-term and end of practicum. The field liaison is also the field seminar instructor and has regular contact with the field student. The seminar course is spread out over the entire practicum placement and meets in person or in a synchronous online format.

Other specific responsibilities of the faculty field liaison include:

1. Providing feedback regarding the individual learning plan developed by the student in consultation with the field instructor;
2. Attending meetings or workshops relative to the operation of the field program;
3. Providing first line mediation and consultation to the field instructor and student regarding field placement issues or problems;
4. Assessing the quality and effectiveness of supervision provided within the agency and addressing concerns in collaboration with the BSW Field Director
5. Informing the BSW Field Director of field placement progress, and;
6. Assigning the grade for field placement.

## **Section 5: Agency Selection, Approval, and Engagement**

### **Criteria for Selection of Field Agencies**

The Field Education Program maintains responsibility for the identification, development, and approval of field education settings that provide high-quality, competency-based learning experiences consistent with the mission, goals, and objectives of the social work program and the CSWE Educational Policy and Accreditation Standards (EPAS).

The BSW Field Director evaluates each prospective agency to ensure the agency's mission, philosophy, and practice aligns with the values, ethics, and standards of the social work profession, including the NASW Code of Ethics.

Recognizing the BSW Program's geographic context, the Field Education Program prioritizes the development of placement opportunities within the rural and underserved communities from which many students originate. While the primary service area includes a community of approximately 200,000 residents, the program is intentionally responsive to surrounding rural and farming communities. Efforts are made to establish and sustain field partnerships that support student learning within their home communities whenever possible.

The BSW Field Director continuously develops and expands field placement opportunities to meet the needs of a growing program. Input regarding potential and existing field settings is regularly solicited from key stakeholders, including:

- Social work students;
- Faculty field liaisons;
- Program faculty; and
- The Social Work Advisory Council.

Additionally, community agencies may initiate requests to become affiliated field education partners. All prospective agencies, whether identified by the program or self-nominated, undergo a structured evaluation process to determine their appropriateness for social work education.

### **Agency Evaluation**

The Field Education Program maintains responsibility for the evaluation and approval of field education settings to ensure that all placements provide high-quality, competency-based learning experiences aligned with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and the mission of the social work program. Prospective agencies are evaluated based on their ability to support

educationally appropriate field instruction and provide opportunities for students to demonstrate social work competencies across system levels.

### **Agency Evaluation Criteria**

Prospective field education settings are evaluated based on their ability to provide educationally appropriate, competency-based learning opportunities. Evaluation includes consideration of:

- The agency's purpose, scope of services, and populations served;
- Availability of qualified social work professionals on staff;
- Licensure status and practice credentials of social workers (e.g., LBSW, LSW, LCSW or equivalent);
- The qualifications and experience of potential field instructors, including their capacity to supervise and evaluate students;
- The nature and range of tasks, assignments, and learning opportunities available to students;
- The agency's ability to support professional social work roles across system levels.

Approval of agencies is based on demonstrated capacity to:

- Provide structured, supervised, and competency-based field instruction;
- Offer clearly articulated learning opportunities aligned with CSWE competencies and behaviors;
- Support student development through appropriate professional activities rather than clerical or non-educational tasks.

The Field Education Program collaborates with agencies throughout the selection process to assess and document their readiness to meet these expectations. This process includes the use of formal instruments such as:

- University–agency affiliation agreements (See Appendix A and B);
- Field Placement Agency Profiles (See Appendix C); and
- Field Instructor Credential Form (Appendix D).

Agencies utilizing task supervisors must demonstrate the ability to provide coordinated oversight and ensure that a qualified field instructor maintains primary responsibility for supervision, consistent with accreditation standards.

### **Agency Approval Process**

The BSW Field Director is responsible for determining whether agencies meet the eligibility criteria for approval as field placement settings and for maintaining complete agency files, including required documentation such as the agency profile, affiliation agreement, and

field instructor credentials. Agencies are responsible for completing and updating documentation as requested, and only agencies with a current affiliation agreement are made available to students for placement through the Experiential Learning Cloud (ELC). The approval process begins when an agency is identified as a potential field placement, either through program outreach, student interest, or agency request. The BSW Field Director and Assistant BSW Field Director meet with agency personnel—either in person or virtually—to assess the agency’s capacity to provide competency-based learning experiences consistent with social work education standards.

If the agency meets initial criteria, a new agency packet is provided, which includes an introduction to the program, definitions of generalist practice, a field placement profile outlining potential student tasks and activities, a field instructor credential form, and a university affiliation agreement. Upon return of completed materials, the BSW Field Director and Assistant BSW Field Director review all documentation for accuracy and completeness, and the affiliation agreement is processed for signatures.

Once the agreement is fully executed, the agency is formally entered into the Experiential Learning Cloud (ELC) system and becomes available for student placement. Field instructors are then provided access to required training materials, including recorded field instructor training, the field education manual, CSWE competencies, and the NASW Code of Ethics.

Approved agencies must demonstrate ongoing support for the professional education process by designating a qualified field instructor who meets program criteria and has sufficient time within their workload to provide structured supervision. Agencies are expected to support field instructors’ participation in orientation and continuing education opportunities and ensure that students have consistent access to supervision and competency-based learning experiences.

### **Selection and Approval of Field Instructors**

The Field Education Program maintains responsibility for the selection, approval, and ongoing review of field instructors to ensure that students receive qualified, competency-based supervision in field education settings. Consistent with CSWE 2022 EPAS, field education must be educationally directed, coordinated, and monitored, and field instructors must be able to support student learning in ways that are consistent with the

mission of the BSW Program, the values of the profession, and the expectations of professional social work practice.

Agency-based field instructors, approved to supervise BSW students, are expected to hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have a minimum of two years of post-social work degree practice experience. For BSW generalist placements, it is preferred that the field instructor also hold appropriate licensure. In addition to degree and licensure requirements, the program considers the length and level of the field instructor's practice experience, expertise related to the student's focus area or specialization, and stability in the current position. In all cases, the qualifications of the field instructor and the mission of the agency must be compatible with the mission, goals, and educational expectations of the Social Work Program.

The BSW Field Director is responsible for approving all field instructors prior to confirmation of placement. The approval process includes review of the field instructor's credentials, resume, licensure when applicable, and evidence of relevant professional experience. Documentation of these materials is maintained by Field Education in the appropriate record system to verify compliance with program expectations and accreditation standards. Field Instructors will sign the *BSW Field Instructor Guidelines* (See Appendix E), indicating they are aware of their responsibilities. In addition to reviewing formal qualifications, the program also considers prior supervisory experience, evidence of professional development, participation in continuing education, and the field instructor's willingness to engage in the educational process of supervising social work students. Field instructors are expected to value field education, demonstrate commitment to professional social work practice, and maintain active communication with the Field Education Program.

The BSW Program recognizes that extenuating circumstances may arise in which a high-quality field setting does not employ a qualified social work field instructor onsite or in which an approved field instructor becomes unavailable due to planned or unplanned leave, resignation, or other job transition. In such circumstances, the program retains responsibility for ensuring that the student continues to receive appropriate social work supervision and educational oversight. The BSW Field Director may approve an alternative supervision arrangement, including assignment of a qualified faculty member or collaboration with the agency to secure an external qualified social worker to provide field

instruction. These arrangements are intended to preserve continuity of learning, maintain the social work perspective, and ensure that the student continues to meet program learning objectives and CSWE standards. Students may assist in identifying potential agencies or supervisors, particularly when exploring settings related to their career interests, but the responsibility for developing, approving, and securing qualified field instruction remains with the Social Work Program rather than with the student.

Continued approval of field instructors is contingent upon the provision of effective, competency-based supervision and active engagement with Field Education expectations. The program reviews field instructor effectiveness through student feedback, faculty field liaison input, ongoing communication, and participation in required training and orientation. Field instructors are expected to remain current with program requirements, accreditation expectations, and best practices in supervision. When concerns arise regarding supervision quality, communication, or adherence to program expectations, the Field Education Program may provide consultation, require additional training, or discontinue the individual as an approved field instructor. This process helps ensure that students are placed in settings where supervision remains educationally focused, professionally sound, and aligned with CSWE 2022 EPAS.

### **Task Supervisors**

In rare and exceptional circumstances, a professional from a related discipline may be approved to participate in the student's supervision when the educational opportunities of the placement are of high value and are not otherwise available under the supervision of a social worker employed by the agency. This person will assume the role of the Task Supervisor. To be considered for approval, the professional must hold at least a master's or doctoral degree in a related field, demonstrate substantial professional expertise and ethical practice, work in a setting that provides learning opportunities congruent with the educational objectives of the student's program, and value social work as a peer discipline. Approval of such exceptions is determined on a case-by-case basis by the BSW Field Director. In most instances, a qualified social worker or USI social work faculty member assumes the field instructor role, with responsibility for ensuring that the student receives the required social work perspective. The non-social work professional serves in a task supervision role, rather than as the sole provider of field instruction.

Task supervisors and agency personnel from related disciplines who participate in student supervision are provided with the NASW Code of Ethics and orientation to the expectations of social work field education.

All field placements utilizing a task supervisor must include a qualified field instructor who meets CSWE supervision requirements.

The field instructor is responsible for:

- Maintaining overall accountability for the student's learning experience;
- Ensuring that supervision remains educationally focused and competency-based;
- Integrating input from the task supervisor into student evaluation;
- Providing supervision that connects task activities to broader social work competencies.

Under no circumstances may the role of the task supervisor substitute for required field instruction provided by a qualified social worker.

Students receiving task supervision must continue to receive a minimum of one hour per week of formal supervision with the field instructor, focused on integration of theory and practice, social work ethics and values, and competency development.

Task supervision may occur, in addition to field instruction, and may include:

- Daily or weekly check-ins related to assigned tasks;
- Practice-specific coaching or mentoring;
- Feedback on skill development within the assigned role.

Task supervision does not replace or reduce required field instructor supervision time. Effective use of task supervisors requires ongoing communication and collaboration between the field instructor and the task supervisor.

Expectations include:

- Regular communication regarding student progress and performance;
- Shared understanding of the student's learning plan and competency goals;
- Timely communication of concerns related to student performance or professional behavior;
- Coordination of feedback to ensure consistency in expectations and evaluation.

The faculty field liaison may facilitate communication when needed to support alignment and address concerns.

Input from task supervisors is considered an important component of student assessment and must be documented and incorporated into the evaluation process.

This may include:

- Informal feedback shared during supervision;
- Written input for midterm and final evaluations;
- Contribution to assessment of competency development.

The field instructor is responsible for ensuring that all evaluation documentation reflects a comprehensive assessment of student performance, including input from task supervision where applicable

### **Agency Orientation and Preparation**

Once approved, agencies and designated field personnel receive orientation and training to support their role in field education. Orientation includes, but is not limited to:

- Expectations for supervision, including a minimum of one hour of structured supervision per week;
- Completion of required documentation, including time sheets and student learning plans;
- Participation in midterm and final evaluation processes in collaboration with the faculty field liaison;
- Use of competency-based learning plans;
- Evaluation of student readiness to enter profession;
- Clarification of student roles and responsibilities;
- Appropriate use and coordination of task supervisors;
- Procedures for addressing student performance concerns;
- Review of the field education manual and program policies.

### **Engagement with Field Education Settings**

The Field Education Program maintains active and ongoing engagement with field education settings to ensure the quality and integrity of student learning experiences. The Field Team meets with each agency prior to approving the setting for student learning, and field instructors are required to participate in initial orientation and training. Field instructors are expected to review training materials on an ongoing basis and participate in annual or periodic updates to ensure continued alignment with program expectations and CSWE accreditation standards.

Once an agency is approved, faculty field liaisons maintain direct and continual communication with field instructors and agency personnel, typically at least twice each semester or more frequently as needed. Faculty field liaisons serve as the “eyes and ears” of the Field Education Program, monitoring the learning environment and supporting both student development and agency partnership.

Faculty field liaisons conduct site visits—either in person or through approved virtual platforms such as Zoom, Teams, or similar technologies—to complete midterm and final evaluations and assess student progress. During these interactions, faculty also assess any changes within the agency environment, evaluate the alignment of learning opportunities with CSWE competencies, and communicate program updates or emerging concerns identified through field seminar or program assessment processes.

When concerns arise, faculty field liaisons intervene at the appropriate level to address issues and support resolution. If needed, the liaison notifies the BSW Field Director for further review and action. The program also provides access to ongoing training resources, including modules related to supervision and student safety, available through the USI Social Work Field Education website.

### **Ongoing Monitoring of Field Education Settings**

The Field Education Program maintains ongoing responsibility for monitoring approved agencies to ensure continued compliance with program expectations and accreditation standards. Monitoring focuses on:

- The quality and consistency of supervision;
- Alignment of student assignments with their level of education and CSWE competencies;
- Student safety and adherence to agency and program safety protocols;
- Overall quality of the learning environment.

As part of the approval and monitoring process, the program assesses potential risks associated with each placement setting, including:

- Nature of services and client populations served;
- Physical environment and safety conditions;
- Availability of appropriate supervision and consultation;
- Students have consistent access to mentorship, guidance, and support.

Agencies must demonstrate the capacity to provide a safe, supportive, and educationally sound learning environment. The program reserves the right to limit, modify, or discontinue placements when concerns regarding safety or educational quality cannot be adequately addressed.

### **Review of Field Education Settings**

The Social Work Program recognizes that gatekeeping extends beyond student performance to include the continuous evaluation of field education settings. In alignment with CSWE standards, the program ensures that all placements maintain environments that support ethical practice, student learning, and professional development. Field education settings are subject to continuous review, monitoring, and evaluation to ensure sustained compliance with program expectations, CSWE competencies, and professional standards.

Field Education, in collaboration with faculty field liaisons, evaluates agencies through multiple sources of information, including:

- Student feedback on supervision, learning opportunities, and agency environment;
- Faculty field liaison site visits and ongoing communication;
- Review of student learning plans and demonstrated competency attainment;
- Monitoring of supervision quality, frequency, and effectiveness;
- Direct communication with agency personnel when concerns arise.

### **Criteria for Corrective Action or Removal**

A field education setting may be subject to corrective action, suspension, or removal when it no longer meets the educational standards required for social work field education.

Conditions that may prompt review include, but are not limited to:

- Failure to provide consistent, structured supervision aligned with program expectations;
- Inability to provide learning opportunities linked to CSWE competencies;
- Use of students in non-educational, clerical, or inappropriate roles;
- Safety concerns affecting students or clients;
- Ethical violations or practices inconsistent with the NASW Code of Ethics;
- Failure to maintain role differentiation in employment-based placements;
- Lack of responsiveness or collaboration with Field Education or faculty field liaisons;
- Repeated or substantiated student concerns regarding the quality of supervision or learning environment.

When concerns rise to a level that compromises the student learning environment, the program implements its Agency Review and Gatekeeping Process to determine appropriate action, including remediation or discontinuation of the placement.

## **Documentation and Review Process for Agency Concerns**

When concerns are identified regarding a field education setting, the following process is implemented:

### **1. Initial Identification and Documentation**

Concerns may be identified by students, field instructors, faculty field liaisons, or Field Education. All concerns are documented by the faculty field liaison and/or BSW Field Director. See USI Social Work “Agency Concern Documentation and Review Form” in Appendix F.

### **2. Consultation and Assessment**

The faculty field liaison consults with the BSW Field Director to assess the nature and severity of the concern and determine appropriate next steps.

### **3. Agency Communication and Corrective Action Plan**

When appropriate, Field Education will engage the agency in a collaborative process to address concerns. A **written corrective action plan** may be developed outlining:

- a. Identified concerns;
- b. Required corrective actions;
- c. Timeline for improvement; and
- d. Methods for monitoring progress.

### **4. Monitoring and Follow-Up**

The program will monitor implementation of corrective actions through continued communication, site visits, and student feedback.

### **5. Decision-Making**

If concerns are not resolved or pose a risk to student learning or safety, the program may:

- a. Suspend placement of new students;
- b. Remove current students (with transfer support as outlined in “Transfer in Field Placement”); or
- c. Discontinue the agency as an approved placement site.

All actions are documented and maintained within Field Education records maintained (see Appendix F).

## **Re-Approval of Agencies**

Agencies that have been suspended or discontinued may request reconsideration as a field education setting. Re-approval is contingent upon demonstration of corrective action and the agency's ability to meet program standards.

Re-approval requires:

- Updated agency documentation (e.g., agency profile, affiliation agreement, supervision credentials);
- Demonstration of corrected concerns;
- Review and approval by the BSW Field Director; and
- Completion of updated orientation and training as required.

Reinstatement of an agency is not guaranteed and is determined based on the program's assessment of the agency's ability to provide a high-quality educational experience aligned with CSWE competencies.

## **Section 6: Roles and Responsibilities**

### **Agency Roles and Responsibilities**

Field education settings are educational partners of the BSW Program. Approved agencies provide competency-based learning opportunities that allow students to demonstrate the social work competencies in practice and to integrate classroom learning with the realities of professional practice. Field settings are selected and maintained based on their ability to support the goals and objectives of the social work program; provide meaningful level specific learning opportunities; uphold the NASW Code of Ethics; and offer a safe, structured, and educationally focused learning environment for students.

Agencies are not obligated to accept students every semester. Changes in agency operations, staffing, supervision capacity, or program needs may affect an agency's ability to host students in any given term. Agencies also reserve the right to decline an individual student after a review of application materials and/or a pre-placement interview. Likewise, an agency may request removal from the pool of approved field settings, and the BSW Program may remove or suspend an agency when it no longer meets program or accreditation expectations for field education.

Once a potential agency is identified—through student referral, alumni and community outreach, faculty contacts, direct agency interest, or proactive field development—Field Education initiates a review process to determine whether the setting is appropriate for

student learning. This process includes review of the agency's services, confirmation that the setting can provide competency-based learning opportunities specific to the students learning level, collection of required documentation, and verification of supervision capacity. Only agencies with a current affiliation agreement and approved documentation are made available for student placement. Approved agencies remain subject to ongoing review as part of the program's quality assurance and gatekeeping responsibilities.

Agencies approved for field education are expected to:

- Complete and maintain all required documentation, including affiliation agreements, agency profile materials, and field instructor credentials, and update those materials as needed.
- Provide practice experiences appropriate to the level of placement. Generalist placements must offer opportunities for students to demonstrate the competencies in work with individuals, families, groups, organizations, and communities.
- Designate a qualified field instructor who meets program expectations for the level of placement. For BSW placements, the field instructor must hold a CSWE-accredited social work degree and have a minimum of two years of post-degree practice experience.
- Provide structured, educationally focused supervision by the field instructor for a minimum of one hour per week. Supervision must be scheduled, consistent, and protected time that supports competency development rather than agency productivity alone.
- Ensure that the student has access to meaningful learning opportunities that are reflected in the Student Learning Plan (SLP) and linked to CSWE competencies, practice behaviors, and the appropriate level of practice.
- Support field instructors and task supervisors in participating in orientation, training, and ongoing communication with the Social Work Department.
- Maintain a learning environment that is consistent with professional social work values, the NASW Code of Ethics, student safety expectations, and the program's commitment to anti-racism, diversity, equity, inclusion, and anti-oppressive practice.
- Communicate with the BSW Field Director and / or faculty field liaison when concerns arise related to student learning, supervision, safety, ethics, or agency capacity.
- Participate in ongoing review and quality assurance processes related to field education, including corrective action planning (Performance Improvement Plans—PIP) when concerns are identified.

When an agency is otherwise appropriate but does not have a qualified social worker on site who meets field instructor requirements, the Social Work Department may arrange alternative field instruction by a qualified social worker, with the agency providing day-to-

day task supervision (See section on Task Supervisors). In such cases, the alternative field instruction must be clearly structured, occur beyond the seminar course, and include defined format, frequency, duration, and participation in student evaluation.

## **Roles and Responsibilities of Field Instructors**

The focus of the field experience is the professional education and development of social work students. The primary role of the field instructor is that of teacher. The field instructor facilitates the student's development of professional competence by planning, organizing, supervising, and evaluating learning experiences that are grounded in the Student Learning Plan (SLP), the program curriculum, and the CSWE competencies.

Field instructors provide structured, educationally directed field supervision. At a minimum, the student must receive one hour of supervision each week from the field instructor. Supervision should be interactive, reflective, and focused on the student's educational growth. It should support the integration of classroom knowledge with field practice, promote ethical reasoning and professional judgment, and assist students in linking practice experiences to competency development.

Effective supervision includes attention to the student's development across the competencies and the appropriate system levels of practice. Supervision also includes discussion of practice experiences, use of self, application of theory, ethical decision-making, documentation, policy and practice issues, and the role of anti-racist, inclusive, and anti-oppressive practice in service delivery.

Roles and responsibilities of the field instructor include:

- Attend orientation and training for field instructors, including updates and continuing education opportunities offered by the Social Work Department.
- Engage in professional development related to field instruction, including ethical supervision, competency-based evaluation, gatekeeping, student safety, and anti-racist, inclusive, and anti-oppressive practice.
- Review materials provided by the Social Work Department, including the field manual, training resources, and program communication related to field education expectations.
- Provide the student with an orientation to the agency, including agency structure, services, policies, safety procedures, expectations for professional conduct, documentation standards, and confidentiality requirements.
- Provide a minimum of one hour per week of structured supervision that is scheduled, consistent, and educationally focused.
- Assist the student in developing and revising the individualized Student Learning Plan (SLP) so that learning activities are competency-based, appropriately sequenced, and relevant to the student's level of practice.

- Arrange and monitor learning opportunities that allow the student to demonstrate the social work competencies through practice with the appropriate client systems and levels of intervention.
- Provide ongoing feedback to the student regarding strengths, areas for growth, professional use of self, ethical conduct, and readiness for increased responsibility.
- Complete the required mid-term and final evaluations of the student's performance and review those evaluations with the student. Narrative comments are encouraged because they often provide valuable qualitative feedback regarding student development.
- Participate in conferences with the faculty field liaison and the student at mid-term and final evaluation and maintain communication with the faculty field liaison throughout the placement as needed.
- Contact the faculty field liaison promptly when concerns arise regarding student performance, professional conduct, safety, agency fit, or the appropriateness of the learning environment.
- Assure adherence to the NASW Code of Ethics and reinforce professional behavior, including oral, written, electronic, and interpersonal communication.
- Support the student's development of cultural humility and anti-racist, inclusive, and anti-oppressive practice through reflective supervision and discussion of practice situations.
- Support student safety and promptly report concerns related to risk, ethical issues, or the appropriateness of the learning environment.

Field instructor approval and continuation are contingent upon the instructor's qualifications, capacity to provide effective supervision, participation in training and communication with the program, and ability to support student learning in a manner consistent with program and accreditation expectations.

## **Use of Task Supervisors in Field Education**

The field instructor may arrange for other qualified professionals within the agency to contribute to the students' learning by providing task supervision in specific program areas. The use of task supervisors is intended to supplement the student's learning and may be particularly useful when the student is assigned to projects, services, or populations requiring additional day-to-day guidance or specialized expertise.

The use of a task supervisor does not replace the role of the field instructor. The field instructor retains primary responsibility for the student's educational experience, weekly field supervision, competency-based planning, and formal evaluation. Task supervision may support student learning, but it is not a substitute for qualified field instruction.

## **Field Instructor Responsibilities When a Task Supervisor Is Used**

- Retain primary responsibility for the student's field education experience, including educational planning, supervision, and evaluation.
- Ensure that all assigned learning experiences remain linked to the Student Learning Plan (SLP) and to CSWE competencies.
- Provide the required minimum of one hour of structured field supervision each week.
- Maintain regular communication with the task supervisor and integrate feedback from the task supervisor into the overall assessment of the student's performance.
- Complete all formal evaluations of student learning and competence.

### **Task Supervisor Responsibilities**

- Provide day-to-day guidance and instruction related to assigned tasks, projects, or service areas.
- Assist the student in understanding agency procedures, expectations, and task-specific responsibilities.
- Monitor the student's task performance and provide timely feedback to the student.
- Communicate regularly with the field instructor regarding the student's progress, strengths, and areas of concern.
- Participate in orientation to social work field education expectations as requested by the Social Work Department.

### **Qualifications of Task Supervisors**

Task supervisors must possess education, professional experience, and expertise relevant to the student's assigned duties and learning goals. Although task supervisors are not required to hold a CSWE-accredited social work degree, they must demonstrate an understanding of professional standards, ethical practice, and the educational purpose of field education. Final approval of task supervisors rests with the BSW Field Director in consultation with the field instructor and/or the faculty field liaison.

When alternative field instruction is needed because a qualified field instructor is not available on site, the program must identify a qualified social worker to provide field instruction beyond the seminar course. In that circumstance, the task supervisor supports the student's day-to-day work at the agency, while the qualified social worker retains responsibility for field instruction and participation in the assessment of student competence.

### **Student Responsibilities and Expectations in the Field**

A primary expectation of students in field placement is that they assume the role of learner and take active responsibility for their own professional education and development. Students are expected to engage in field education as a component of the program's

explicit curriculum and to demonstrate progressive growth in the social work competencies through participation in the practicum and seminar.

Students are expected to work collaboratively with the field instructor, faculty field liaison, and, when applicable, the task supervisor in order to make effective use of supervision, integrate classroom and field learning, and actively participate in the development and review of the Student Learning Plan (SLP).

Student responsibilities include:

- Work with the field instructor and faculty field liaison to develop and implement an individualized Student Learning Plan (SLP) that reflects the CSWE competencies and the expectations of the placement.
- Engage in learning activities that support competency development across the appropriate client systems and levels of practice.
- Attend and participate in the required field seminar course and complete seminar assignments designed to promote integration of classroom knowledge and field experience.
- Complete the required number of practicum hours for the student's placement level. The Social Work Generalist Practicum (BSW I & II) requires 450 hours. The field instructor verifies completion of required hours.
- Conduct themselves in a professional manner in relation to clients, colleagues, field instructors, task supervisors, and agency personnel.
- Adhere to agency policies and procedures and to university and department policies governing students in field education.
- Practice within the framework of supervision and consultation and make appropriate use of feedback to improve performance.
- Engage in self-assessment related to learning needs, use of self, professional strengths, areas for growth, and readiness for increased responsibility.
- Demonstrate ethical behavior, respect for client self-determination, and professional communication in oral, written, and electronic formats.
- Participate in field in a manner that reflects the profession's commitment to dignity and worth of the person, human rights, anti-racist and anti-oppressive practice, and respect for diversity and difference.

If a student identifies a potential agency that is not currently affiliated with the program, the student may introduce the agency to the USI field team. At that point, the student's role is complete, and the Field Education Department assumes responsibility for agency contact, vetting, approval, and documentation. Students may not independently establish field placements outside of program approval processes.

## **Field Education Oversight, Monitoring, and Review**

Field Education is responsible for identifying, approving, monitoring, and, when necessary, discontinuing field settings that do not meet educational expectations. The BSW Field Director, in collaboration with faculty field liaisons, oversees the quality of field education through agency review, documentation review, field instructor orientation and support, mid-term and final evaluations, student feedback, and ongoing communication with agencies and field personnel.

The program monitors whether supervision is occurring as expected, whether learning experiences remain competency-based and appropriate to the student's level of placement, and whether the field setting continues to provide a safe and ethical learning environment. When concerns arise, the program may provide consultation, require a corrective action plan, reassign responsibilities, arrange alternative field instruction, transfer the student, or discontinue the agency as a field setting.

This oversight process supports student learning, agency development, and the program's ongoing responsibility to maintain compliance with accreditation standards and to engage in continuous quality improvement in field education.

## **Section 7: Student Placement Process**

### **Student Eligibility for Field Placements**

To be approved to enter Social Work Practicum students must meet several requirements.

#### **BSW Requirements**

- A. Officially admitted to the BSW Program and be in good standing.
- B. Maintain a minimum of 2.75 overall GPA and 2.75 GPA in the major on a 4.0 scale.
- C. All major social work courses taken after admission into the BSW program must have a minimum grade of C+
- D. Completed a minimum of 90 college credit hours.
- E. Completion of all requirements, achieved by the final summer session immediately preceding entering Practicum I (SOCW 401).
- F. Have the consent of the BSW Field Director in consultation with the BSW Program Director.
- G. Students cannot have any grades of Incomplete (I) when beginning their field placements.
- H. The BSW program does not grant academic credit for life experience or previous work experience in lieu of social work courses or field content. (CSWE Accreditation Standard 4.1.5)

### **The Field Application Process**

Student applicants proceed through a series of defined steps, requiring specific forms and materials (listed in chronological order):

### **Step 1: Attend “Field Application 101”**

In the semester before students are eligible for field placement, they attend a field application information session (Field Application 101). This session reviews field criteria, application procedures, forms and timelines, agency assignment practices, the NASW Code of Ethics, and expected professional image and behaviors (e.g., dress, written and verbal communication, online reputation, substance usage).

Requirements for field readiness are also reviewed, including background check and drug screening expectations, agency compliance standards, and professional conduct required for placement.

USI strongly recommends that students obtain professional liability insurance through the National Association of Social Workers (NASW), as more agencies are requiring such coverage. Shortly after this session, students may attend resume and interview preparation training offered by USI Career Services.

### **Step 2: Complete the Application for Field Placement**

Eligible students submit a formal Application to Field Form, along with a professional resume, HIPAA and OSHA certification, confirmation of valid national and local background checks, and an Authorization for Release of Information allowing the Field Office to share field-related materials with prospective agencies (see Appendix G).

All students are required to complete and submit national and local criminal background checks prior to placement in an agency. **Students must be eligible to meet all agency-specific requirements, including additional background checks and drug screenings, as a condition of placement.** Instructions for completing required screenings are provided by Field Education.

Approved agencies and descriptive materials are available through the electronic field management system, Experiential Learning Cloud (ELC). Students are given access to our electronic field management system, Experiential Learning Cloud (ELC), where they can complete their application, review and select potential agencies for placement which have agreements with the USI social work program

### **Step 3: Agency Placement and Matching**

Field Education reviews each student's application materials to assess readiness for placement and alignment with educational goals. Consideration is given to professional experience, educational background, population interests, career goals, and program requirements.

#### **Step 4: Field Agencies Confirmation**

The field office contacts agencies of prospective student field placements, confirming their willingness to accept interns and determining a timeline for communication with students. They are asked to inform the Field Education Program immediately if it is not feasible for them to accommodate a student for the upcoming semester.

#### **Step 5: Student Contact with the Agency**

Once the field office has received all required documents and field agencies have agreed to interview, students are advised to send their resume and a cover letter to the prospective agency contact. The cover letter should inform the agency personnel of the student's desire for a field placement, the reasons for the interest, and the intent to follow up with a phone call within two business days asking to schedule an interview. Any exceptions to this process will be indicated to the student. Students are not to contact agencies unless authorized by the field office.

#### **Step 6: Field Agency Interview & Report**

The student interviews with the prospective agency personnel. Upon completion of that interview, the student contacts Field Education by e-mail, telephone, or a brief face-to-face visit and informs us of the interview outcome.

The Social Work Program does not decide which students are accepted by specific agencies. Each placement agency makes the final decision about whether to accept a student for a field placement.

#### **Step 7: Submit Required Screening**

To ensure compliance with agency requirements, protect client safety, and uphold professional standards, students entering field education must meet all background check and drug screening requirements established by both the BSW Program and field placement agencies. Students are expected to be free from substance use that would impair professional functioning prior to and throughout the duration of field placement. (Additional details about criminal history and drug testing are at the end of this section).

#### **Step 8: Confirmation of the Field Placement**

The "Agreement to Host an Intern" form (see Appendix H) is sent to the agency via Electronic Learning Cloud (ELC), which includes the date of the orientation for new field instructors and other information relative to the field placement such as hours required and dates for the placement. Once a student has an assigned Field Instructor the student sends them an Agreement to Supervise (see Appendix I) also housed in ELC. (Should the

placement not be available to the student for any reason the field office will pursue the next agency on the student interest form following the same process steps outlined above.)

### **Step 9: Clarify Start Date and Negotiate Schedule**

Students are advised to contact their field instructor no later than the week preceding the beginning of the placement to clarify when, where, and with whom they will report for their first day of placement. Students negotiate a weekly / hourly schedule with their instructor by the end of the first week in placement that accommodates their class schedule and the agency's needs or recommendations for their optimal educational experience in that setting. It is the student's responsibility to maintain the agreed upon schedule. Students will submit this schedule using the Student Agreement for Generalist Field Placement form (see Appendix J). Note: students must continue through the end of the semester even if the required number of hours has been met prior to the end of the semester.

### **Step 10: Attend Field Seminar Concurrent with Field Placement**

Students are also required to participate in a field seminar which runs concurrently with the field placement. Seminar faculty liaisons monitor and support student learning and help students link the tasks and activities of their field placement with the social work competencies. Seminar class meets synchronously or in-person during the placement period.

### **Step 11: Attend Field Orientation**

A mandatory student Orientation to Field Education Meeting will be provided under the direction of the BSW Field Director prior to the start of the semester in which the student will be in field. This meeting takes place no later than their first field seminar class. This orientation session reviews importance of adherence to the established time schedule with agency, being on time, absences, field timesheets, practice logs, social work competencies and affiliated behaviors, SLPs, field safety training, professional behavior, problem solving, ethical decision making, self-care, and time management for the competing demands of field, academic courses, and personal lives. The BSW Field Orientation Checklist can help students track these tasks (see Appendix K).

## **Background Checks and Drug Screens**

At minimum, students are required to complete the BSW Program's designated criminal history screening process (e.g., CastleBranch). However, field placement agencies may require additional or separate screenings, including but not limited to:

- State-level and/or national criminal background checks
- Fingerprinting
- Additional drug screenings
- Registry checks (e.g., child abuse, neglect, or elder abuse registries)

All associated costs including program-required screenings are the responsibility of the student.

### **Agency Requirements and Placement Eligibility**

Field placement agencies maintain the right to determine eligibility for placement based on the results of background checks and drug screenings. Some agencies are legally or policy-restricted from accepting students with certain criminal histories, regardless of academic standing.

Students should understand:

- A history of certain criminal convictions may limit or prevent placement opportunities
- Some agencies are legally precluded from accepting individuals with specific offenses
- Placement availability may be affected by agency-specific risk management policies

Students with pending criminal charges are required to disclose this information to Field Education, which will review the situation with the students and determine appropriate next steps (see Appendix L). While Field Education will make reasonable efforts to assist students in securing a placement, placement cannot be guaranteed, particularly when screening results limit agency eligibility.

### **Legal Considerations and Student Responsibility**

Students are responsible for:

- Understanding applicable laws related to criminal background records in the state where they are seeking placement
- Exploring options such as record expungement, when applicable
- Ensuring complete and accurate disclosure of required information

Failure to disclose relevant background information may result in removal from field placement consideration, dismissal from field education, and/or referral to program director regarding program status.

## Drug Screen Results

Students who do not pass a required **pre-internship drug screen**:

- Will not be approved for placement at that agency,
- May not be referred to an alternative agency for that placement cycle on a case by case basis, and
- Drug screen results may be disclosed to future agencies as appropriate

Field education is a required part of the social work program, so it is essential for students to secure a placement. If a student is unable to meet an agency's screening requirements, they may not be able to obtain a field placement. Without a placement, students may experience delays in progressing through the program or may be unable to complete their degree. Students who are concerned about possible barriers to placement are strongly encouraged to reach out to Field Education early for guidance and support.

## Section 8: Student Learning

### Student Learning Plan (SLP)

Quality learning experiences require thoughtful planning. The student-learning plan is a tool to facilitate such planning. The Student Learning Plan serves as both an educational tool and a primary assessment instrument, linking learning activities directly to competency measurement and evaluation outcomes. The student's learning plan should be individualized with regards to:

1. Student's present abilities, goals, and professional development needs;
2. Learning opportunities the agency setting can provide;
3. The Competencies established by CSWE;
4. The BSW Program's educational objectives for field education, and;
5. Application of the social work curriculum.

The student-learning plan should identify learning objectives, as well as activities and assignments to meet those objectives, and methods for evaluating if the student has met the learning objectives. Developing the student-learning plan delineates the expectations of both the student and the agency supervisor as well as provides data for evaluation of student performance.

The student will develop the SLP, in collaboration with the Field Instructor and Field Liaison, in alignment with the CSWE EPAS competencies and behaviors. Two objectives should be written for each of the behaviors for each of the nine competencies. These

objectives should follow guidelines for SMART goals: Specific, Measurable, Achievable, Relevant, and Time-bound. For additional information on writing SMART goals, please visit <https://www.mysocialworknews.com/article/how-to-use-smart-goals-in-social-work>

For employment-related placements, the Student Learning Plan must include a clear delineation of employment duties versus field education activities, including identification of new learning opportunities that support competency development. For more information on this see “Employment-Based Field Placements”.

## Required Practicum Hours in Field

The minimum hours must be completed within the semester the student is enrolled. Students must be available between Monday and Friday during traditional business hours (examples: 8 a.m. – 5 p.m.). Reminder that USI cannot guarantee a placement during non-traditional business hours (examples: nights and weekends). The BSW Practicum (BSW I & II) require at least 450 hours. The majority of hours should be in direct client related activities and students are permitted up to 20% of the total hours to be devoted to research, observation, and other activities for the agency / internship benefit.

|                     |                             |                      |
|---------------------|-----------------------------|----------------------|
| BSW I (Generalist)  | 150 hours (Fall Semester)   | 10-12 hours per week |
| BSW II (Generalist) | 300 hours (Spring Semester) | 20-22 hours per week |

The BSW Program does not count the following towards the required field hours:

- Field seminar class meetings
- Simulated practice tasks (unless assigned by and conducted at the field setting)
- Paid/unpaid time-off, such as lunch, holidays or sick days
- Self-care tasks
- Remote tasks not directly related to the field setting

## Documenting Field Hours

Students document their field hours through the program’s electronic field management system, Experiential Learning Cloud (ELC). Field hours should be entered weekly. Students will note the date, duration, activities and supervisor when entering their field hours into ELC. Tutorials for entering time in ELC are available on the Field Blackboard site. The time sheets must be signed by the Field Instructor. Students should track their time throughout the semester to ensure they complete the required hours.

## Supervision Expectations and Quality Assurance

The field instructor provides structured, educationally directed supervision designed to support the student’s development of professional competence. Supervision must occur

at a minimum of one hour per week and should be scheduled, consistent, and protected time. Supervision is documented in ELC as part of the student's timesheets as well as the content discussed within their Reflective Journal Assignments in Seminar Class. The Field Instructor signs the timesheets and the Faculty Liaison reviews both the timesheets and the reflective journals. This ensures monitoring and quality of the supervision is being maintained.

Effective supervision includes:

- Review and integration of the student's learning plan and CSWE competencies;
- Discussion of practice experiences, including assessment, intervention, and evaluation;
- Promotion of critical reflection, professional judgment, and ethical decision-making;
- Exploration of diversity, equity, inclusion, and anti-oppressive practice within the student's work;
- Ongoing feedback regarding student strengths, areas for growth, and professional development;
- Support in linking classroom knowledge with field practice.

Supervision should be interactive, reflective, and focused on the student's educational growth rather than solely on task completion or agency productivity. Supervision is expected to include opportunities for student self-assessment and reflective practice. Students are encouraged to actively participate in supervision by identifying learning needs, discussing challenges, and engaging in critical reflection on their practice. This process supports professional identity development and fosters intentional growth in alignment with CSWE competencies.

The field instructor holds primary responsibility for student supervision and evaluation. The task supervisor provides day-to-day guidance and task specific instruction, offers feedback to the student on performance, and communicates regularly with the field instructor regarding progress. Field instructors providing supervision must meet program and CSWE requirements for supervision, including appropriate social work education, licensure (where applicable), and professional experience. Field instructors are expected to maintain ongoing competence in supervision through participation in training, professional development opportunities, and review of program materials. Continued

approval as a field instructor is contingent upon the provision of effective, competency-based supervision and engagement with Field Education training and expectations.

Students are provided with structured opportunities to evaluate and provide feedback on their supervision experience, including the quality, consistency, and educational focus of supervision. This is monitored during the interactions in seminar class as well as captured in their reflective journals. They also fill out a feedback form at the end of their internship which is reviewed by the Field Department and made available for future students to review as they are considering placements.

Student feedback is collected through formal and informal mechanisms and is used by the Field Education Program to:

- Assess supervision effectiveness;
- Identify strengths and areas for improvement; and
- Inform decisions related to agency approval and field instructor continuation.

When concerns arise regarding supervision quality, the Field Education Program follows a structured process:

1. Initial consultation between the student, field instructor, and/or faculty field liaison;
2. Increased monitoring and support by the faculty field liaison;
3. Consultation with the BSW Field Director;
4. Development of a corrective action plan, when appropriate; and
5. Determination of continued placement appropriateness.

This process ensures timely intervention and maintains the integrity of the student learning experience.

When supervision is conducted using virtual or technology-assisted platforms, it must meet the same standards as in-person supervision.

Expectations include:

- Scheduled, synchronous interaction (e.g., Zoom, Teams, or similar platforms), with camera's on;
- Maintenance of confidentiality and professional boundaries;
- Active engagement in reflective and competency-based discussion; and

- Compliance with agency and program policies regarding technology use.

Remote supervision must not reduce the frequency or quality of required supervision.

## **Field Seminar Integration**

Students are required to take a field seminar course concurrently with their field placement. The primary purpose of the seminar is to integrate classroom content from across the curriculum with the practical experience in field. Specific course assignments are designed to meet this goal. Additionally, discussion of field experiences in the seminar raises policy and ethical issues, which aids analysis of case materials in relation to understanding human behavior and evaluation of one's own social work practice. The broad range of practice settings in which students gain generalist experience further enhance the learning process. This course allows the student to utilize competencies within their field experience.

## **Section 9: Evaluation and Competency Assessment**

### **Evaluation of Field**

Assessing student learning requires input from Field Instructors who are knowledgeable of the requirements and expectations for baccalaureate social work field placements. To ensure the Field Instructors and Task Supervisors are fully informed, Field Education, under the direction of the BSW Field Director, conducts a training at least once per year. This training is conducted through zoom, recorded, and placed on our website: <https://www.usi.edu/liberal-arts/social-work/field-education>. Participation in the training is documented and used to support continuous quality improvement, ensure alignment with CSWE competencies, and reinforce expectations related to ethical supervision, ADEI-informed practice, and student evaluation.

In the training, expectations of the agency and supervision are explained. This ensures that their evaluations of the students accurately reflect the students' skills. The scores they award on the Midterm and Final are used by the BSW Program to demonstrate achievement of the nine competencies, so their ability to assess student performance in a consistent manner is essential.

It is also important that the BSW Field Director evaluate the effectiveness of field instruction and supervision. Students are provided with structured opportunities to offer feedback on their supervision experience, including the quality, consistency, and educational focus of supervision. Faculty field liaisons also assess supervision practices during site visits and through ongoing contact with field instructors, and they provide input to the BSW Field Director on the quality of supervision.

Evaluation of agencies, field supervisors, and students are all used to support continuous quality improvement of field instruction and to ensure that supervision remains aligned with CSWE competencies and program expectations.

## **Competency Rubric**

BSW Students enrolled in field are expected to achieve the nine competencies identified by CSWE. The BSW Program utilizes a standardized competency-based evaluation rubric to assess student performance in field education. The rubric is aligned with the nine CSWE competencies and associated practice behaviors. Each competency is evaluated by the Field Instructor and/or Task Supervisor, in discussion with the Field Liaison, using clearly defined performance indicators that reflect observable practice behaviors demonstrated by the student in the field setting. Evaluation criteria are embedded within the Student Learning Plan (SLP) and assessed at midterm and final evaluation.

The rubric provides a structured framework for assessing:

- Application of knowledge, values, and skills;
- Demonstration of professional behavior;
- Integration of classroom learning into practice; and
- Progression toward competency attainment.

This rubric is completed using ELC; however, a sample of the rubric is available in the appendix M of this manual. The rubric uses the following rating scale:

- 5 - (Proficient) The student consistently demonstrates/engages in this practice behavior.
- 4 - (Meets Competency) The student is approaching consistent demonstration of and engagement in practice behavior. Consistency is anticipated in the near future.
- 3 - (Developing Competency) The student is developing behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
- 2 - (Limited) The practice behavior is beginning to emerge in the student's repertoire.
- 1 - (Does not Meet) This practice behavior has not yet emerged in the student's repertoire.

BSW students are evaluated using this rubric twice during each field placement (SOCW 401 & 411), midway through the semester and at the end of the semester.

## Performance Benchmarks

The rubric assesses student performance using a standardized rating scale that defines levels of competency development. Benchmarks, which are standards used to gauge success, are established to ensure consistency in evaluation and clarity of expectations.

The benchmark to receive a satisfactory grade for field placement is to achieve **a minimum rating of 3 (“Developing Competency”) or higher on the 80% of the tasks/behaviors on the final evaluation** (see Appendix M), as defined by the program’s evaluation rubric.

Students who do not meet competency benchmarks at midterm are required to participate in an improvement process through supervision. This process may include revising the learning plan, when necessary. Although it may be possible to receive a “NA” on items at midterm, it is not acceptable to have any “NA” ratings on the final.

Final evaluation ratings are used to determine whether the student has met the required competency standards for progression or completion of the program. The BSW Program has set a benchmark that 80% of students graduating from the program will score a 4 or higher on each of the nine competencies.

## Consistency in Evaluation

To promote consistency and reliability in the evaluation of student performance, the program utilizes several strategies to support alignment between field instructors and faculty field liaisons.

These include:

- Use of a standardized evaluation rubric and rating criteria across all placements;
- Training and orientation for field instructors on evaluation expectations and competency-based assessment;
- Ongoing consultation between field instructors and faculty field liaisons regarding student progress and evaluation standards;
- Review of midterm and final evaluations by faculty field liaisons to ensure consistency with program expectations.

Faculty field liaisons play a critical role in interpreting and validating evaluation outcomes, ensuring that ratings accurately reflect student performance and align with competency expectations.

## Program-Level Assessment

The BSW Program engages in a systematic process of program-level assessment by collecting, aggregating, and analyzing field education data to evaluate student competency attainment. Data from Student Learning Plans, field evaluations, and related assessment measures are compiled and reviewed on a regular basis to identify trends in student performance across CSWE competencies. Program-level assessment draws primarily from the same competency-based measures used throughout field education.

Data sources include:

- Mid-Term and Final competency ratings from field evaluations;
- Student Learning Plan outcomes;
- Feedback from field instructors and faculty field liaisons;
- Student self-assessment, assignments, and seminar performance.
- Student evaluations of field agencies and supervisors

This data is aggregated across cohorts and analyzed to:

- Identify areas of strength in student learning;
- Identify competencies that may require additional curriculum support;
- Monitor consistency across field placements and instructional formats.

Assessment findings are used to support continuous program improvement and ensure alignment with CSWE accreditation standards. Program-level assessment results are reviewed by:

- Field Education leadership;
- BSW Program Director;
- BSW faculty and the Field Committee.

Data-informed decisions may include:

- Revisions to curriculum content or sequencing;
- Enhancements to field seminar instruction;
- Additional training or support for field instructors;
- Identification of agency strengths or areas requiring further oversight;
- Updates to policies, procedures, or learning expectations.

This ongoing assessment and feedback process ensures that field education remains responsive to student learning needs, evolving professional practice standards, and accreditation expectations, while supporting continuous quality improvement across the Social Work Program.

## **Section 10: Student Safety and Risk Management**

Student safety is an essential component of the field education experience. Because BSW students may provide services in a variety of community, agency, school, healthcare, home-based and other professional settings, it is important that students understand potential risks and procedures designed to reduce those risks.

The BSW Program is committed to providing field education experiences that promote student safety, professional development, and ethical practice. In alignment with CSWE standards, Field Education takes a proactive approach to identifying, minimizing, and responding to risks within field placements. Students will sign a waiver prior to beginning the field placement (see appendix N).

### **Student Safety Training**

Students receive mandatory safety training prior to entering field placement, which includes content on professional boundaries, situational awareness, de-escalation strategies, and safety protocols relevant to social work practice settings. This presentation is also available on our website at <https://www.usi.edu/liberal-arts/social-work/field-education>. Safety is further reinforced in field seminar courses and through supervision.

### **Agency Safety Orientation**

All approved field education settings should provide students with agency-specific safety orientation at the beginning of the placement. This orientation must include:

- Review of agency safety policies and procedures;
- Emergency protocols (e.g., fire, active threat, medical emergencies);
- Procedures for home visits (if applicable);
- Guidelines for working with high-risk or vulnerable populations;
- Infection control, universal precautions, or other relevant health considerations;
- Reporting procedures for safety concerns or incidents within the agency.

Field instructors are responsible for ensuring that students receive this orientation and understand how to access safety resources within the agency.

## **Safety Responsibilities**

Safety within field placements is a responsibility shared by all parties involved in field education. To maintain a safe learning environment, it is important that everyone understands their roles and responsibilities.

### **Student Responsibilities:**

- Participate in required safety training;
- Follow agency safety protocols;
- Use professional judgment to avoid unsafe situations;
- Remove yourself from any situation that you reasonably believe to be unsafe; and
- Report safety concerns or incidents within 24 hours of the incident.

### **Field Instructor Responsibilities:**

- Provide agency-specific safety orientation;
- Reinforce safety practices in supervision;
- Respond promptly to student safety concerns;
- Notify the faculty field liaison of incidents within 24 hours of being notified.

### **Faculty Field Liaison Responsibilities:**

- Provide consultation and support following incidents;
- Assess the impact on student learning and safety;
- Communicate with the BSW Field Director.

### **BSW Field Director Responsibilities:**

- Review all reported incidents;
- Determine appropriate program response;
- Ensure documentation and follow-up actions are completed;
- Evaluate implications for continued use of the agency as a field placement site.

## **Incident Reporting**

The Social Work Program maintains a process for reporting and responding to safety-related incidents that occur during field placement. A safety incident is defined as any event that poses a risk to the physical, emotional, or psychological well-being of a student.

**Above all else, make sure to prioritize safety and call emergency personnel first when appropriate!!!!!!!!!!!!!!**

Examples include, but are not limited to:

- Threats or acts of violence;
- Harassment or discrimination;
- Unsafe environmental conditions;
- Ethical concerns impacting student safety;
- Injury or exposure to hazardous conditions.

These events should be reported immediately by the student. If the student is not able to report the event due to injury, the field instructor and/or task supervisor should complete the Field Incident Report Form found in Appendix O?.

You will use the following steps to report a safety-related incident from field:

1. **Seek immediate assistance.** The student should first address any immediate safety or medical needs. If the injury is serious or requires urgent care, the student or agency personnel should call 911 or seek emergency medical treatment.
2. **Notify the Field Instructor.** As soon as it is safe to do so, the student should notify the agency Field Instructor of the injury and follow the agency's policies and procedures for workplace injuries, incident reporting, medical treatment, and documentation.
3. **Complete the Field Incident Report Form.** The student should complete the BSW Program Field Incident Report Form as soon as possible, preferably within 24 hours of the incident. The report should include the date, time, location, nature of the injury, circumstances surrounding the incident, actions taken, and any medical attention received. The student should avoid including unnecessary confidential client information. If the student is unable to complete the form, the Field Instructor or Task Supervisor should complete the form.
4. **Submit the report through the chain of command.** The completed Field Incident Report Form should be submitted to the Field Instructor, who will sign it and share this with the Field Liaison. The Field Liaison will review the report, sign and forward to the Field Director.

5. **Notify the Field Director.** The Field Director should be informed of any student injury that occurs in field placement. Even though the Field Liaison will be sending the form, the Field Director should be notified right away via phone call or email.
6. **Consult the Program Director when appropriate.** If the injury is serious, involves ongoing safety concerns, requires a change in placement expectations, or may affect the student's ability to continue in field, the Field Director will notify and consult with the BSW Program Director.
7. **Participate in follow-up and safety planning.** The student may be asked to participate in follow-up meetings with the Field Instructor, Field Liaison, Field Director, and/or Program Director to review the incident, address safety concerns, determine whether accommodation or placement changes are needed, and support the student's continuation in field education.

Incident documentation will be maintained securely and confidentially in accordance with applicable privacy laws (including FERPA, where applicable) and institutional data protection policies. Access to records is limited to authorized personnel with a legitimate need to know. Records will be retained and disposed of in accordance with the university's established record retention schedule and any applicable legal or regulatory requirements.

## **Section 11: Field Setting Effectiveness and Quality Assurance**

The Field Education Program utilizes a continuous quality improvement process to strengthen field education and ensure ongoing compliance with program and accreditation expectations. Information from student evaluations, student learning plans, field instructor feedback, and faculty liaison feedback are reviewed to identify trends in competency attainment, supervision quality, and the overall effectiveness of field settings and field instructors. This information is used by Field Education leadership, program directors, and faculty to inform decisions related to policy revision, field instructor development, curriculum support, and agency oversight. Through this process, the program seeks to maintain consistency across placements and ensure that field education remains responsive to student learning needs, professional standards, and accreditation expectations.

Through ongoing monitoring, structured evaluation, and continuous quality improvement efforts, the Field Education Program seeks to ensure that all field education settings and field instructors provide high-quality, competency-based learning environments that

support ethical practice, student safety, professional formation, and alignment with CSWE accreditation standards.

## **Field Setting Effectiveness**

Field setting effectiveness is evaluated formally and informally, through information collected from students and field liaisons. Formally, BSW students complete an evaluation of the field setting and supervision at the end of each field placement (ie, semester). These forms are distributed by the Director of Field at the end of each semester, and students are asked to complete them at that time. Students are also asked to complete a brief feedback form, describing the tasks they performed at the field placement. This form is placed in the binders for future students to see when they are selecting field settings. The field liaisons are also asked to complete an evaluation of the agency and supervision.

Informally, the faculty field liaisons collect feedback from students and field instructors during site visits and seminar class. They report their observations to the BSW Field Director during Field Committee meetings. The liaisons also review all student learning plans, so they are able to assess whether the students at this setting are provided with appropriate learning opportunities.

When a field setting is not providing appropriate educational experiences, the Field Education Program works with the agency to improve the placement when possible. If concerns cannot be adequately resolved, the program may discontinue use of the agency as an approved field setting. In those situations, the BSW Field Director follows the formal Agency Review process outlined in this manual to ensure timely intervention and protection of student learning.

## **Supervision Effectiveness**

Careful attention is given to the quality of supervision provided within field settings, as effective supervision is essential to student learning and professional development. The program expects supervision to be regular, structured, and educationally focused, with attention to competency development, ethical decision-making, reflective practice, and culturally responsive, anti-oppressive social work practice. Supervision should support the integration of classroom learning with agency practice and provide students with

opportunities to reflect on professional use of self, the NASW Code of Ethics, and issues related to diversity, equity, inclusion, and anti-racist practice. The quality and consistency of supervision are assessed through formal surveys of field supervision completed by students and faculty field liaisons. They are modified each year and are distributed by the Director of Field at the end of each semester.

When concerns arise regarding the adequacy or quality of supervision, the program may provide consultation, require additional training, develop a corrective action plan, or discontinue approval of the field instructor or agency when necessary.

### **Field Setting Oversight and Gatekeeping**

The Social Work Program recognizes that gatekeeping is an essential responsibility of field education and extends to field settings as well as student performance. Approved field agencies are subject to ongoing monitoring and review to ensure that they continue to provide safe, ethical, and educationally sound learning environments. Concerns that may prompt additional review include inadequate or inconsistent supervision, limited opportunities for competency-based practice, use of students in non-educational roles, ethical concerns, safety concerns, or repeated reports that the learning environment does not support student development. When such concerns rise to a level that compromises the integrity of the educational experience, the program follows the Agency Review and Gatekeeping Process. Outcomes may include corrective action, suspension of student placements, removal of students from the setting, or discontinuation of the agency as an approved field education site.

### **Field Instructor Approval and Continuation**

The effectiveness of field instructors is also considered an important component of field setting quality assurance. Continued approval of field instructors is contingent upon the provision of effective, competency-based supervision, participation in required orientation and training, ongoing communication with the Field Education Program, and demonstrated ability to support student learning and professional development. Field instructors who do not meet these expectations may be required to participate in additional training or may be discontinued as approved supervisors. In settings utilizing task supervisors, the program requires that a qualified field instructor who meets CSWE supervision standards retains primary responsibility for the student's educational experience, supervision, and

evaluation. Task supervision is intended to supplement, not replace, required field instruction.

## **Section 12: Special Placement Types**

In alignment with the BSW Program's mission to provide equity and inclusion, the BSW Field program strives to provide opportunities for field placements that consider students' economic and living situations. Therefore, when possible, we work with students to identify or create placements that are in their geographic location or provide compensation.

### **Field Placements Involving Student Employment**

In accordance with Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS 3.3.7), the program permits the use of student employment in field education under clearly defined conditions that preserve educational integrity and ensure appropriate professional development.

The program distinguishes between two types of employment-related field placements: Concurrent Placements (Agency of Employment placements) and Employment-Based Placements.

A **Concurrent Placement** occurs when a student completes field education within their place of employment for generalist internships, but in a role that is clearly separate and distinct from their job responsibilities, emphasizing entirely new learning experiences, expanded practice opportunities, and intentional competency development.

An **Employment-Based Placement** allows for selected job tasks to be counted toward field hours during generalist internships when those tasks can be directly linked to social work competencies and the student's level of practice; however, even in these cases, the majority of the field experience must involve new learning opportunities that extend beyond routine job duties, consistent with CSWE requirements that field education remain primarily educational in purpose.



- Employment does not automatically qualify as a field placement
- New and distinct learning is required in all placements
- Clear supervision and role differentiation must be maintained
- Loss of employment may impact continuation of field placement

### **Criteria for Approval of Employment-Related Field Placements**

All employment-related and non-traditional field placements must receive formal approval from the Field Education Program prior to placement. Approval is based on the program's determination that the placement meets the educational standards required for competency-based social work education.

These are the criteria considered for Employment-Based Field Placements:

- The employing agency presents sufficient practice opportunities appropriate for the generalist placement level
- The employing agency presents meaningful learning opportunities that allow students to participate in activities directly linked to the nine social work competencies & demonstrate attainment of required competencies.
- The placement must be supported by agency management and approved by the USI BSW Field Director.
- Students must be in good standing and not involved in a review process. Students who have been terminated from a field placement may not be approved for an employment-based field placement.
- There must be an agency field instructor who has at least two years of post-degree experience. At a minimum, the Field Instructor must provide at least 60 minutes of regularly scheduled "field instruction" weekly.
- The student's field instructor and employment supervisor may be the same person. However, in such cases, supervision time for field education learning must be separate from supervision time for employment.
- Students must be employed at the proposed agency for at least 90 days, completed the probationary period, and not under any corrective action by the agency before completing the Employment-Based Internship/Field Placement application.
- Any employment-based internship proposals that do not align with these criteria may be denied.

- Completion of required application and documentation, including a job description and proposed learning plan. Request forms are located in the appendix of this BSW Field Manual (see Appendix P, Q, R, and S) .

Placements that do not clearly meet these criteria **will not be approved**.

## **Educational and Competency Expectations**

All employment-related placements must demonstrate clear alignment with the nine CSWE competencies and be documented in a formal Learning Agreement. A central requirement of this policy is that students must be able to clearly articulate and demonstrate new skills, knowledge, and experiences gained through the field placement, including exposure to new populations, interventions, or levels of responsibility, ensuring that field education extends beyond the scope of routine employment functions.

## **Risks of Using Employment as a Field Placement**

The program recognizes that utilizing a student's place of employment as a field placement presents inherent risks that must be carefully managed to maintain the integrity of the educational experience. These risks include, but are not limited to:

- role confusion between employee and intern responsibilities,
- potential exploitation of the student as labor rather than a learner,
- limitations in exposure to diverse practice experiences,
- conflicts of interest,
- challenges in maintaining appropriate professional boundaries and evaluation processes,
- increased risk that supervision may prioritize agency productivity over student learning, particularly if supervision roles are not clearly separated, and
- the dual role may create ethical dilemmas related to confidentiality, power dynamics, and performance evaluation.

To mitigate these risks, the program requires clear differentiation of roles, structured and documented supervision focused on learning, and ongoing monitoring by the faculty field liaison and Field Education.

## **Supervision Requirements and Expectations**

Supervision is a critical component of all field placements and is particularly important in employment-related settings to mitigate risk. Students must receive at least one hour of weekly field supervision focused on integrating theory and practice, professional reflection, and competency development. While it is strongly preferred that the field instructor differs from the employment supervisor, in cases where the same individual

serves in both roles, supervision for field education must be clearly separated, distinct in purpose, and appropriately documented. Agencies must support the educational objectives of the placement, provide appropriate learning opportunities aligned with the student's level of practice, and maintain a formal affiliation agreement with the University. Agency leadership must approve the placement and support any necessary modifications to the student's role to facilitate learning.

Field supervision must:

- Focus on learning, reflection, and competency development;
- Be scheduled as distinct time separate from employment supervision;
- Be documented as field instruction time;
- Address professional growth, ethics, and integration of theory into practice.

Under no circumstances may employment supervision alone be considered sufficient to meet field education requirements.

### **Role Differentiation and Separation of Responsibilities**

A central requirement of employment-related field placements is the clear and documented separation between employment responsibilities and field education activities.

Students, field instructors, and agencies must demonstrate:

- Clear differentiation between job duties and field learning assignments;
- Identification of new learning activities that extend beyond routine employment tasks;
- Documentation of distinct roles within the Student Learning Plan (SLP);
- Agreement that field education experiences are primarily educational in purpose rather than service delivery.

For Concurrent (AOE) placements, field work must occur in a separate role or function from employment responsibilities.

For Employment-Based placements, while some job tasks may be included, the majority of field hours must be dedicated to new or expanded learning opportunities aligned with CSWE competencies.

Failure to maintain clear role distinction may result in modification or discontinuation of the placement.

### **Safeguards to Prevent Role Conflict**

The program recognizes that employment-related placements present an increased risk of role confusion, dual relationships, and conflict of interest. To mitigate these risks, the following safeguards are required:

- Development of a written learning agreement clearly distinguishing employment and field roles;
- Ongoing monitoring by the faculty field liaison to assess role clarity and learning quality;
- Structured supervision that focuses specifically on educational objectives rather than job performance;
- Clear communication between the student, field instructor, and Field Education regarding expectations and boundaries;
- Regular review of the student's experience to ensure continued alignment with competency development.

Any concerns related to role conflict are addressed through the program's problem-solving and corrective action process.

## **Procedures for Loss of Employment During Field Placement**

Loss of employment during an employment-related field placement introduces significant risks to student progression and requires immediate review by the Field Education Program. Because employment-based placements rely on the agency context for learning, loss of employment may disrupt supervision, access to learning opportunities, and the student's ability to complete required competencies and hours.

### **Voluntary Separation from Employment (resignation)**

If a student voluntarily leaves their employment, the program will assess whether the field placement may continue in a modified form or whether transfer to a new agency is required. Decisions will be based on the student's progress toward mastery of the competencies, supervision availability, and the feasibility of maintaining a viable educational experience. Field Education will work closely with the agency to continue the field placement. However, there is a risk that the agency may not agree to continue the placement.



Students are advised to seek guidance from Field Education before resigning.

## **Involuntary Separation from Employment (termination)**

If employment is terminated due to performance concerns, ethical violations, or agency policy violations, the situation will be reviewed through the program's established problem-solving and corrective action process. Such circumstances may result in the agency choosing to no longer continue to host the student for internship. While every effort will be made to work closely with the agency to preserve the internship, there is no guarantee that there will not be disruption in the student learning process.

## **Field Placement Review, Transfer, and Continuation**

If employment ends and continuation at the agency is not feasible, the program will assess whether a transfer to a new field placement is appropriate. Any transfer must follow established field education procedures, including documentation of the prior placement, evaluation of competency progress, and approval by Field Education. Students may be required to complete all remaining hours in a new placement and may, in some cases, need to repeat field hours depending on the extent of disruption. As outlined in the field manual, transfer is not guaranteed and is granted only when there is sufficient evidence that the student can successfully continue in field education and that an appropriate learning environment is available. See "Transfer in Field" policy.

## **Monitoring, Evaluation, and Program Oversight**

All employment-related placements are subject to individualized review and ongoing evaluation by the program to ensure adequate learning opportunities, appropriate supervision, and clear role differentiation. Faculty field liaisons and Field Education provide oversight, support, and intervention when concerns arise.

Employment-related placements are subject to heightened monitoring due to the complexity of dual-role environments.

Monitoring includes:

- Review and approval of the Student Learning Plan to ensure role differentiation;
- Regular faculty field liaison contact and evaluation of the placement experience;
- Ongoing assessment of supervision quality and learning opportunities;
- Review of student feedback regarding role clarity and learning environment.

Placements found to lack sufficient educational focus may be:

- Modified to address concerns;
- Subject to corrective action; or
- Discontinued in accordance with the Agency Gatekeeping Process.

## **Exceptions and Approval Authority**

While exceptions to this policy may be considered based on unique circumstances, all exceptions must continue to meet CSWE EPAS requirements and be approved by Field Education.

**NOTE:** Before pursuing an employment-based internship, students should consult with their employer about any existing employment-based internship policies and procedures.

All employment-related and non-traditional placements must demonstrate that field education remains distinct, intentional, and competency-driven, ensuring that the student's role as a learner is prioritized over their role as an employee. The Social Work Program retains final authority to approve, modify, or discontinue placements that do not meet these standards.

## **Paid Field Placements**

The USI Social Work Program permits paid field placements, including placements supported through salary, stipend, grant-funded support, workforce development funding, agency payment, or other forms of compensation, when the placement meets all field education requirements and preserves the educational integrity of the practicum. Payment may be connected to field hours, employment hours, or a combination of field and employment hours; however, compensation alone does not determine whether activities qualify as field education. All paid field activities must be educationally focused, directly linked to the nine CSWE social work competencies and the student's level of practice, documented in the Student Learning Plan, supervised by a qualified field instructor, and approved by the Field Education Program prior to the student counting paid activities as field hours. Paid placements must not prioritize agency productivity, staffing needs, or employee labor over the student's role as a learner. The Field Education Program retains final authority to approve, modify, deny, or discontinue a paid placement if the placement does not meet educational standards, supervision requirements, student safety expectations, or CSWE competency-based learning expectations.

## **Paid Placement Affiliation Agreement Requirement**

Agencies offering paid field placements must have a fully executed University–Agency Affiliation Agreement and, when applicable, a paid placement affiliation agreement or paid placement addendum before the student begins counting paid activities as field hours. The paid placement agreement or addendum must clarify the nature of payment; whether payment is a stipend, salary, employment wage, grant-supported payment, or other form of compensation; the party responsible for payment; student status as intern, employee, trainee, or other agency-defined category; liability coverage; workers’ compensation or agency insurance responsibilities when applicable; supervision expectations; documentation requirements; and procedures for resolving changes in payment, employment, or placement status. The agreement must also confirm that compensation does not replace the agency’s obligation to provide educationally focused supervision and competency-based learning activities.

Students may not begin logging paid placement hours until the agency has been approved, the qualified field instructor has been confirmed, all required documentation has been completed, and the paid placement agreement or addendum has been executed. Additionally, no field hours can be accrued by students until the semester in which they are completing the internship begins.

## **Relationship Between Paid Placements and Employment-Based Field Placements**

A paid field placement is not automatically an Employment-Based Placement. Some paid placements provide a stipend or educational award while the student remains primarily in an intern role. Other paid placements may involve agency employment, salary, or job duties that overlap with field education. When compensation is connected to employment, the placement must also comply with the Employment-Based Internship Placement policy. In those situations, only activities that the Field Education Program preapproves in the Student Learning Plan as competency-based and appropriate to the student’s level of practice may count as field hours. Field education supervision must remain distinct from employment supervision, even when the same individual provides both forms of supervision.

If a paid placement is also an employment-based placement, the program reviews whether the agency can support both the employment role and the educational role without compromising student learning. The plan must identify which activities count as field hours, which activities are employment duties only, how supervision will be separated, and how new or expanded learning opportunities will be provided. Other social work field programs similarly require employment-based practicum proposals to demonstrate that the practicum plan is educationally focused, that paid employment hours may count only when they meet competency and program criteria, and that the agency maintains an affiliation agreement with the school.

## **Criteria for Approval of Paid Field Placements**

Before approving a paid placement that is also an Employment-Based Placement, the Field Education Program documents in the Student Learning Plan and role-differentiation materials:

1. Activities that count as field hours
2. Activities that remain employment duties only
3. The separate schedule and focus for field education supervision and employment supervision
4. New or expanded learning opportunities

This documentation ensures that the agency can support both the employment role and the education role without compromising student learning.

## **Requests for Agency Field Placement During Non-Traditional Hours**

Most agencies only have professional staff present during traditional business hours. Therefore, most placements for social work students are during traditional business hours and days. Agencies, which are open during non-traditional hours, may not be able to provide learning activities or supervision that fulfill the educational objectives of the social work program. The field office cannot guarantee the availability of a field placement during non-traditional hours (nights and weekends).

Part time students are often employed full time and wish to continue to be employed full time during their field placement. Students are advised upon admission to plan for making accommodations, so they can meet the demands of field placement. The recommendation is made out of concern for the students and clients as well because the availability of non-traditional hours is extremely limited.

## **Educational Standards in Non-Traditional Placement Settings**

Field placements occurring during non-traditional hours (e.g., evenings, weekends) must meet the same educational standards and supervision requirements as traditional placements.

Approval of non-traditional placements requires verification that:

- Qualified supervision is available during the student's scheduled hours;
- Learning opportunities align with CSWE competencies;
- Students have access to appropriate support, consultation, and safety resources;
- The placement provides sufficient structure to support intentional learning.

The program does not approve non-traditional placements that are based solely on student convenience and do not meet educational criteria.

## **Requests for Field Placement with Agencies without an Affiliation Agreement**

All social work students must complete required field placements with qualified Social Workers (Agency Field Instructors).

Students who are requesting field placements with agencies who do not have a current articulation agreement with the University of Southern Indiana Social Work Program must secure a placement at least one month before the beginning of the semester in which they are eligible for field education. In some instances, field placements may be completed in the student's home community.

All agreements with agencies and field instructors, and any related paperwork, must be finalized one month before beginning field placements. The student is responsible for identifying appropriate agencies and agency field instructors in their community. Agency field instructors may not be relatives or in a relationship (past or present) with the student.

Approval of selected agencies and agency field instructors must be obtained from Field Education at least one month before beginning the field placement. A completed written agreement with the agency (Articulation Agreement and any related paperwork) is required one month before initiating the field placement experiences.

In situations where students live outside the tri-state area, seek a niche area of social work practice, or have limitations due to age, criminal history, or other restrictions, students may encounter difficulty obtaining a field placement setting for completing required field hours. We will work with you to obtain an appropriate level placement; however, in identifying an agency, students may need to travel to reach this field placement opportunity.

1. Students must work closely with Field Education to ensure new agencies are appropriate for the level of social work education.
2. Send us a list of organizations you are interested in and any contact information you have located.
3. Continue to communicate with us. Should you identify additional agencies, please let us know as soon as possible.
4. Students must ensure that the field instructor is a social worker with the appropriate level of education, experience, and/or licensure.
5. All affiliation agreements and other related paperwork must be agreed upon and signed by both the University of Southern Indiana and the agency one month before a student begins their field placement.

**PLEASE NOTE!**  
**THIS CAN BE A LENGTHY PROCESS AND MAY TAKE SEVERAL MONTHS TO COMPLETE.**

## **Section 13: Problem-Solving Process in Field Education**

As required by CSWE, field education is educationally directed, coordinated, and monitored by the Social Work Department. When concerns arise in field placement, the Department takes an active role in consultation, problem resolution, and assessment of student performance to support student learning, protect clients, and maintain the integrity of the field education experience and to prevent the disruption of the placement. Efforts are made to resolve concerns at the lowest appropriate organizational level whenever possible. The student, the field instructor, or the faculty liaison may initiate the problem-solving process.

This section describes the procedures used when concerns arise in field placement, including problem-solving, corrective action, transfer to another agency, assignment of a grade of incomplete, unsatisfactory performance, termination from field, and the student's right to appeal.

### **Guiding Principles**

The problem-solving process is intended to address concerns in a timely, educational, and professional manner. Students, agency field instructors, faculty field liaisons, and the BSW Field Director each have a role in resolving concerns related to field performance, supervision, agency fit, or the educational quality of the placement. Concerns are ordinarily addressed first at the agency level and then move through the appropriate levels of consultation only when necessary.

Written documentation may be required during any stage of this process when concerns involve student performance, corrective action, transfer, termination, or other changes in field status.

### **Problem-Solving Process: Student-Initiated**

When a student perceives a problem during the field placement, the student is expected to first attempt resolution at the agency level unless circumstances require more immediate school involvement. The student ordinarily follows the steps below in the order listed, moving to the next step only if the issue is not resolved at the current level.

1. The student meets with the agency field instructor to discuss the concern and attempt resolution.
2. If the issue is not resolved, the student meets with the faculty field liaison.
3. If the issue remains unresolved, the student, agency field instructor, and faculty field liaison meet.

4. If the issue continues, the student and/or faculty field liaison meets with the BSW Field Director.
5. If needed, the student, Faculty Field Liaison and the BSW Field Director meet with the Program Director and/or Department Chair.

Students attend field seminar concurrently with practicum and may raise concerns with the faculty field liaison in seminar or in individual consultation. In most cases, however, the student is directed back to the agency field instructor for initial discussion and resolution at that level.

A student may request reassignment to another field agency at any point in this process. However, reassignment is not ordinarily pursued by the faculty field liaison or BSW Field Director without consultation with the agency field instructor. Reasonable efforts are made to resolve the concern before a new placement is considered. Before a transfer is approved, the student submits a written request to the BSW Field Director stating the reasons for the request, with copies provided to the agency field instructor and faculty field liaison. See “Transfer in Field Placement” policy.

### **Problem-Solving Process: Field Instructor–Initiated**

When the agency field instructor or other agency personnel has concerns about a student’s performance in field, the following steps are ordinarily used to address the concern:

1. The field instructor meets with the student to discuss the concern and expectations for improvement.
2. If the issue is not resolved, the field instructor consults with the faculty field liaison.
3. If needed, the field instructor and student meet together with the faculty field liaison.
4. If the issue continues to be unresolved, the BSW Field Director is consulted and may include additional parties, including the Program Director and/or the Department Chair, when appropriate.

It is not uncommon for the field instructor to consult with the faculty field liaison before meeting with the student to clarify concerns or discuss how to approach the issue. However, the field instructor ordinarily works directly with the student first before school personnel become involved in corrective action.

### **Problem-Solving Process: Faculty Field Liaison–Initiated**

In some instances, the faculty field liaison may become aware of a concern based on student self-report, seminar discussion, agency communication, or other information

indicating difficulties in the field agency, in supervision, or in the student's field performance. In those cases, the faculty field liaison may initiate the problem-solving process.

1. The faculty field liaison meets with the student to discuss the concern.
2. If the concern is not resolved, the faculty field liaison consults with the agency field instructor.
3. If needed, the student and field instructor meet jointly with the faculty field liaison.
4. If the issue remains unresolved, the BSW Field Director is consulted and may include additional parties, including the program director and/or the department chair, when appropriate.

## **Student Performance Review and Corrective Action**

The agency field instructor regularly reviews the student's work as part of the supervision process. Concerns about performance are discussed with the student as early as possible and include examples of the concern, expectations for improvement, and possible consequences if expectations are not met. If a serious incident occurs or if concerns persist, the problem-solving procedures outlined above are followed.

When warranted, a written corrective action plan (Performance Improvement Plan—PIP) is developed in consultation with the student, the field instructor, and the faculty field liaison. The plan identifies the concern, expected changes in performance, the timeline for review, and the possible outcomes if improvement does not occur.

Students complete a Student Learning Plan (SLP) based on CSWE competencies and associated learning expectations. Students who receive ratings below satisfactory (below at 3 on SLP) at midterm are expected to demonstrate improvement by the final evaluation. The faculty field liaison assigns the course grade after consultation with the field instructor and a review of the student's performance evaluations and related documentation.

To pass field, BSW students must earn a C+ or higher.

To receive a "satisfactory" grade for field placement, 80% of the items on the student's final evaluation must be rated at 3 or above.

## **Transfer / Change in Field Placement**

Students are expected to remain in the assigned field placement for the duration of the agreed placement period. Because students make a commitment to the agency and its clients, transfer to another agency is considered only when compelling educational,

administrative, or professional reasons exist. Maximum effort is made to address concerns and support continuation in the current setting before a transfer is initiated.

Examples of circumstances in which a transfer may be considered include:

- significant organizational, administrative, or staffing changes that limit the agency's ability to provide an appropriate educational experience,
- failure of the agency to provide expected standards of ethical and professional practice,
- failure of the agency to provide the appropriate level of learning opportunities,
- a student-agency match that is determined early to be inadequate for the student's educational needs, or
- The student has received an incomplete in an agency placement and it is either not feasible or not advisable for the student to continue their placement.

If transfer is pursued, the Department may disclose relevant prior placement information to a potential new agency to support educational planning and student success. A second placement may not be offered or secured in the same semester when student performance concerns indicate that a second placement would not be appropriate. This is addressed on a case-by-case basis. See the "Problem Solving Process" policies above.

## **Grade of Incomplete**

A grade of Incomplete may be assigned when:

- the student is making significant progress in previously identified problem areas but has not yet reached satisfactory performance and the placement agency agrees to extend the placement,
- the student has not completed the required field hours due to extenuating circumstances beyond the student's control and the agency agrees to an extension plan, or
- the student is transferred to another agency and completion of course requirements remains feasible and educationally appropriate.

Any incomplete grade requires a written agreement regarding remaining field hours, related coursework, and the timeline for completion. Students must complete all requirements related to the incomplete before progressing to the next level of field education.

The BSW Student Handbook and University Bulletin have information regarding incomplete work and an "I" grade as well.

## **Unsatisfactory Performance / Grade of Unsatisfactory**

A grade of Unsatisfactory may be assigned when the student fails to meet expected competency standards, violates agency or university policies, or engages in unprofessional, unethical, or illegal conduct. Recommendations and documentation from the agency field instructor are considered in consultation with the faculty field liaison and BSW Field Director.

Examples of unsatisfactory performance may include, but are not limited to:

- repeated violations of agency expectations related to attendance, timeliness, documentation, confidentiality, or practice,
- inability to engage appropriately in supervision or the learning process,
- failure to meet learning expectations or competency-based performance standards,
- unprofessional, unethical, or illegal behavior, or
- conduct or circumstances that interfere substantially with safe and effective field performance.

Students may apply for readmission to field one time to be considered for a second field placement. Approval for readmission and assignment to a second internship are not guaranteed. The Department reserves the right to deny readmission to field or a second placement based on student performance or other relevant information.

## **Termination of Field Placement**

Student conduct or performance that places clients at risk, is unprofessional, or is unethical or illegal may result in termination from the field placement at any time.

Agencies provide field placements on a voluntary basis and may suspend or terminate a student from placement when necessary. When that occurs, the agency notifies the BSW Field Director in writing and provides the reason for the action, with a copy to the student.

The Social Work Department may also terminate a student from field placement when student conduct violates professional standards, the NASW Code of Ethics, agency policy, university policy, or the educational expectations of field. In such situations, the student may receive a failing grade for the field practicum and may be referred for additional program review.

## **Examples of Conduct That May Result in Immediate Termination**

Examples of conduct that may result in immediate termination from field placement include, but are not limited to, the following:

- Conduct that places a client, agency staff member, fellow student, or community member at risk of harm.
- Serious violations of confidentiality, privacy, or documentation standards.
- Falsification of agency records, field documentation, time records, supervision records, or other required materials.
- Theft, fraud, dishonesty, or other illegal conduct.
- Harassment, discrimination, threatening behavior, or other conduct inconsistent with professional standards and the program's expectations for anti-racist, inclusive, and anti-oppressive practice.
- Reporting to the agency or engaging in field activities while impaired by alcohol, drugs, or another condition that significantly interferes with safe and professional practice.
- Refusal to follow agency policy, safety procedures, or reasonable supervisory direction when such refusal interferes with service delivery, student safety, or the educational process.
- Serious or repeated violations of professional boundaries or ethical standards.
- Inappropriate use of technology, social media, electronic communication, or client information in a manner that violates professional, agency, or university expectations.
- Repeated failure to maintain professional behavior, attend placement as scheduled, participate in supervision, or carry out field responsibilities after concerns have been addressed.

These examples are illustrative and are not intended to be exhaustive. Depending on the seriousness of the concern, termination may occur immediately or after prior efforts at problem-solving, corrective action, or review. The Social Work Department reserves the right to determine, in consultation with the agency and consistent with program policy, whether the circumstances warrant termination from field, a failing grade, referral for further review, or other action.

### **Student Right to Appeal**

A student who is terminated from field placement or receives a failing grade in field may appeal the decision through the appropriate university grievance or appeal process.

Students who wish to pursue an appeal should meet with the Program Director for information regarding applicable appeal procedures after the field problem-solving process has been completed, unless university policy provides otherwise.

If a student believes that discrimination or other violation of student rights has occurred, the student may file a grievance through the appropriate university process. Students should refer to the Student Handbook and University Bulletin for additional information regarding appeals, grievances, and corrective action procedures.

## **Section 14: Administrative and Support Policies**

The policies in this section are intended to support an accessible, equitable, safe, and professionally appropriate learning environment for students engaged in field education. As part of the program's commitment to student development, implicit curriculum, and continuous quality improvement, these policies may be updated as university requirements, agency expectations, legal guidance, or accreditation standards change. Students, field instructors, and agencies are expected to remain informed of current requirements and to consult the Field Education Department when questions arise.

### **Use of Service Animals**

The use of service animals is governed by university policy and applicable law. The University of Southern Indiana follows the definitions and requirements of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and applicable State of Indiana regulations. A service animal is an animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or task performed by the animal must be directly related to the individual's disability. Animals whose sole function is to provide comfort, emotional support, companionship, or well-being are not considered service animals under the legal definition.

Students who utilize a service animal in academic or field settings are expected to comply with university policies and any procedures established by the placement setting, provided those procedures are consistent with applicable law and university policy. Students are encouraged to communicate with the appropriate university office and the Field Education Department as early as possible when planning for field placement so that reasonable coordination can occur with the agency, when needed.

Because access, inclusion, and equitable participation are important components of the social work learning environment, the program seeks to support student access to field education in a manner consistent with university policy, agency expectations, professional standards, and student safety.

For current university guidance, students should consult the USI Student Handbook and the USI office for Disability Services for disability-related accommodations and access.

### **Compensating Students for Travel**

Agencies are expected to compensate students for use of a personal vehicle when travel is required as part of agency business and is directly related to field placement responsibilities. Reimbursement, when provided, should be at the same rate and under the same conditions applied to agency staff performing comparable agency-related travel.

Agencies are not expected to compensate students for routine travel between home and the field placement site.

Students should discuss transportation expectations with the field instructor at the beginning of placement, including whether travel is required and documentation necessary for reimbursement. Travel expectations should be consistent with agency policy, student safety considerations, and the educational purpose of the placement.

The Social Work Department encourages agencies to be clear and transparent about travel expectations during the placement process so that students understand transportation-related responsibilities before placement begins. Clear expectations and equitable practices in this area support student development, access, and successful participation in field education.

## **Conference Attendance**

Students may be permitted to attend professional conferences, workshops, trainings, or continuing education events and count those hours toward field placement requirements when the experience is relevant to the student's educational goals and field learning. Approval for conference attendance in lieu of regularly scheduled field hours is at the discretion of the field instructor and may depend upon agency needs, student responsibilities, and the educational value of the event.

When conference or workshop attendance is approved for field hours, the experience should relate to the student's Student Learning Plan (SLP), professional development, or competency-based learning goals. Students may be asked to discuss or reflect upon the learning gained from the event in supervision, seminar, or written assignments, as appropriate.

The Social Work Department supports professional development opportunities that enhance students' understanding of social work practice, ethics, policy, anti-racist and inclusive practice, and emerging issues in the field. Such activities should supplement—not replace—the student's ongoing agency-based learning and supervision.

## **Agency Screening Requirements**

As noted in the section on the [Student Placement Process](#), many agencies require students to complete and successfully pass criminal background checks, drug screens, fingerprinting, or other pre-placement screening procedures as a condition of placement. Students are responsible for complying with all agency screening requirements within the timelines established by the agency and / or the Field Education Department.

Failure to meet, complete, or maintain required screening standards may prevent a student from beginning field placement or continuing in an assigned placement. If a student is unable to meet an agency's requirements, the Social Work Department cannot guarantee that an alternative placement will be available. In some situations, inability to meet agency requirements may delay or prevent completion of field education requirements.

Students are encouraged to address potential concerns related to screening requirements as early as possible in the field planning process. The Field Education Department may assist students in understanding requirements and procedures; however, agencies retain authority to determine whether a student meets their placement eligibility standards. These requirements are part of the agency's responsibility to provide safe and appropriate services and are consistent with the program's obligations related to student safety, professional suitability, and field placement oversight.

## **Health Insurance and Medical Coverage**

Depending on the placement setting, an agency may require a student to provide proof of health insurance prior to the start of field placement. Students are responsible for submitting any required documentation directly to the agency or as otherwise instructed.

Although injuries in field placement are uncommon, participation in social work practice carries some degree of personal risk depending on the setting and assigned activities. Students in field placement are not employees of the agency solely by virtue of being placed there for educational purposes unless otherwise specified in a separate employment arrangement. As a result, students should not assume that medical costs related to illness or injury in field will be covered by the placement agency or by the University.

Students are strongly encouraged to maintain personal health insurance coverage while participating in field education. Students who do not have health insurance should explore available coverage options prior to beginning placement. Students may also review services available through university health resources to better understand what support may be available through the institution.

The University of Southern Indiana is not responsible for medical expenses or accidents that may occur in connection with class, field work, travel, or related educational activities. Students are responsible for understanding their own insurance coverage and for taking reasonable precautions related to health and safety while in placement.

## **Liability Insurance**

Students are strongly encouraged to obtain professional liability insurance for the duration of their field placement. While some agencies may maintain professional liability coverage that extends to students functioning within the scope of the placement, students should not assume that such coverage is in place unless the agency has clearly stated so.

Obtaining individual professional liability coverage is a prudent step in supporting professional practice and risk awareness during field education. Students may wish to explore coverage options available through professional organizations, including student policies that are designed for social work interns.

The Social Work Department recommends that students clarify with the agency, at the start of placement, whether agency coverage applies to student activities and whether there are any limits to that coverage. This discussion is part of sound field planning and supports student readiness, professionalism, and informed participation in agency-based practice.

## **Section 15: Appendices**

Most forms for BSW Field Education are in Electronic Learning Cloud, but samples of all forms are located in the appendix of this manual for your general information and reference.

Appendix A

**Clinical education agreement**

**BETWEEN**

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

**AND**

**University of Southern Indiana  
8600 University Boulevard  
Evansville, Indiana 47712**

This **Education Agreement** (hereinafter the “agreement”) is entered into by and between the **University of Southern Indiana** an educational institution located at 8600 University Boulevard, Evansville, Indiana 47712 (hereinafter the “University”), and is effective as of the date last executed by the parties (the “Parties”).

**Background**

- A. The University offers an accredited Social Work program through its College of Liberal Arts (the “Program” or “Programs”);
- B. University and Facility wish to form a relationship to provide clinical and/or generalist educational experiences (herein referred to as “Educational Experience”) for one or more students enrolled at University (hereafter “Student”), and Facility has the environment necessary for such learning experience. This document establishes agreement between the above parties to provide clinical education experiences for students with the objective of producing competent graduates upon degree completion.
- C. The Facility operates one or more facilities which can provide a setting for such educational experiences;
- D. The Facility desires to cooperate with the University by providing qualified professionals and making its facilities available to the Faculty Member and Students for such practical learning educational experiences.

NOW THEREFORE, in consideration of the Background information described above and the mutual covenants and undertakings contained below, it is agreed as follows:

1. **GENERAL AGREEMENT.** The Facility agrees to provide the Students in the Programs in which it participates the opportunity to obtain educational experiences practical experiences in its facilities, and the University agrees to assign Students from time to time to the Facility to obtain such educational experiences, which shall be on the terms and conditions set forth in this agreement.

- a. There will be no discrimination against a University Student or Faculty Member due to any legally protected classification including, but not limited to, race, gender, national origin, disability, religion, age, or veteran status. The Parties shall comply with Title VI and IX.
- b. The placement and determination of the number of Students to be assigned to the Facility shall be at the recommendation of the University and a joint decision of the University and the Facility based on necessary educational experiences and available staff and space in the Facility.
- c. Students will be required to comply with all applicable policies and procedures of the Facility. In the event of conduct or an occurrence which (i) may involve legal liability on the part of a Student or Faculty Member, (ii) may violate any policy or procedure of the Facility, (iii) involves unsatisfactory performance or behavior, including but not limited to, a good faith belief of impairment because of alcohol consumption and/or substance abuse, by a Student at the Facility, or (iv) involves problems or issues relating to the educational experiences, the Facility will give the Director of Field of Social Work in the College of Liberal Arts immediate notice by e-mail in which the subject line will say "Violation of Policies or Procedures" and the Parties will cooperate with each other in making a prompt investigation of the facts and/or circumstances of such conduct or occurrence. The Facility acknowledges that the investigation and any disciplinary action involving a Student is at the discretion of the University and must follow and comply with the appropriate policies and procedures of the University.
- d. The University and the Facility will cooperate in developing the methods of instruction, objectives and other details of the Students' educational experiences and will provide documentation to each Student. The University and the Facility will coordinate their respective efforts to help ensure understanding of the expectations and roles of the Parties in providing a quality experience. Notwithstanding anything to

the contrary herein, the Facility shall at all times retain ultimate control of the Facility and responsibility for patient care.

e. Students and Faculty Members will not be afforded coverage by the Facility's worker compensation, health insurance or other of its benefit programs. Any expenses for injury or treatment shall be borne individually by the Student or Faculty Member.

f. Students are deemed trainees and shall not receive compensation by the Facility for any services provided. Faculty Members shall not receive compensation by the Facility for any services provided. The University shall not be required to compensate the Facility or any of its agents or employees for any services or facilities provided by Facility hereunder.

g. Nothing in this agreement requires or obligates the University to admit or cause the admittance of a patient to the Facility or to use the Facility's services. None of the benefits granted pursuant to this agreement is conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other party. Neither party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

h. The University or Facility may end a student's educational experience if the Student is not compliant with University and/or Facility guidelines, policies, procedures, or in the event that the continuation of the educational experience would put the Student, University or Facility at risk.

2. **UNIVERSITY RESPONSIBILITIES.** During all times that the Parties are operating under this agreement, the University agrees to:

a. Maintain its accreditation from the Higher Learning Commission of the North Central Association of Universities and Schools and other appropriate accrediting bodies.

b. Retain responsibility for the education of each Student, including assigning one or more appropriately certified Faculty Members who shall coordinate Student educational experiences and assist the Facility in monitoring the quality of care provided by Students in accordance with Program expectations. Upon the Facility's written request to the Faculty Member, the Faculty Member shall provide the Facility with curriculum and course content information.

c. Provide the Facility with (i) names and contact information for all Faculty Members, (ii) the name and contact information for the University contact person for purposes of questions and providing notices as set forth herein, and (iii) the

name, class level, and educational experience desired for each Student who will be assigned to the Facility.

d. Assure that all Faculty Members and Students assigned to the Facility have completed necessary orientations.

e. Provide each Student and Faculty Member assigned to the Facility with all of the Facility's regulations, policies, and procedures applicable to the Program.

f. The University will provide a certificate to facility upon request. Assure that Students assigned to the Facility have professional liability insurance with limits of \$1,000,000 per claim and \$3,000,000 annual aggregate. Records documenting these criteria shall be available at the University for review by authorized personnel of the Facility.

g. Assist in orienting appropriate Facility personnel to the goals, objectives and educational methods of the Program, as well as from time to time advise the Facility of any proposed changes in educational experiences for a Student.

h. Assure that each Student assigned to the Facility is in good academic standing at the University and has an appropriate level of academic instruction to participate in the practical learning and educational experiences experience. If requested by the Facility, it will be the responsibility of each Student to provide the facility with a record of a physical examination and proof of all immunizations in accordance with the recommendations for immunizations for health care professionals established by the Centers for Disease Control and Prevention and the Advisory Committee on Immunization Practices.

i. Assure that each Student assigned to the Facility has completed training related to the Health Insurance Portability and Accountability Act ("HIPAA") and its regulations and the Occupational Safety and Health Administration ("OSHA") Blood-borne Pathogens Standard requirements, prior to working in the Facility.

j. Assure that each Student assigned to the Facility is in compliance with Indiana State Law P.L. 11-1994; Conviction of Sexual Offenses Against Children (also known as Zachary's Law), or such other similar law (if any) if the Facility is located outside the State of Indiana.

k. Assure that each Student assigned to the Facility has undergone a criminal background check, which results shall be satisfactory to the University, before arriving at the Facility. If requested by the Facility, students may be required to undergo other screenings such as, but not limited to, drug and alcohol screens, TB tests, immunizations, and or additional background checks.

l.

- m. Coordinate with Facility to schedule Student assignments and monitor Student's performance.
- n. Assure that Students comply with all policy and dress code requirements.

3. **FACILITY RESPONSIBILITIES.** During all times that the Parties are operating under this agreement, the Facility agrees to:

- a. Provide an appropriate level of educational experience to Students assigned to the Facility, including but not limited to supervising Students in observing and assisting in various aspects of patient care, to the extent permitted by applicable law and without disruption of patient care.
- b. Be responsible for the organization, administration, financing, staffing, and operation of its services and the maintenance of standards accepted for efficient management by the appropriate accrediting body and operate in accordance with acceptable health care standards and certifying such compliance to the University, as well as permit authorized representatives of the University to inspect the records of the Facility, and its facilities.
- c. At the request of the University, evaluate each Student's performance and when requested provide an evaluation on University-provided forms;
- d. Assure that each Student from the University is afforded an optimal educational experiences, even when the Facility is hosting students from other institutions of higher learning.
- e. Establish and make accessible to Faculty Members and Students specific space in the Facility for conferences, if such space is deemed necessary by the University for the Program.
- f. Accept each Student for educational experiences in those courses for which placement has been mutually reviewed, planned, and arranged and make available those educational experiences agreed upon.
- g. Designate person(s) who will act as liaison(s) between the University and the Facility's staff.
- h. Provide to each Student and Faculty Member appropriate orientation to address the policies, programs and procedures of the Facility. Inform the University of all new and revised policies and procedures which may affect the clinical experiences described herein.

- i. Retain ultimate authority and responsibility for the care of the Facilities out-patients and those admitted to the Facility, including but not limited to administrative and professional supervision of Students insofar as the Students presence affects the direct or indirect provision of care and services to patients of the Facility.
- j. Maintain a sufficient level of staffing to carry out the Facility's obligations hereunder, which staffing shall not be reduced as a result of any Students receiving a practical learning and clinical experience.
- k. Maintain professional liability insurance coverage with limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate as well as general liability insurance with limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate. Facility will provide University a certificate of insurance upon request.
- l. Comply with the Family Educational Rights and Privacy Act of 1974, as amended, governing the privacy of student records.

4. **INDEMNIFICATION CLAUSE.** The University and the Facility agree to notify one another promptly of any claim made by or expected from a claimant against a party to this agreement, which claim relates to the subject matter of this agreement. The Parties agree to cooperate to dispose of any such claim. Each party to this agreement (the "Indemnitor") agrees to indemnify and hold harmless the other party (the "Indemnitee") (together with Indemnitee's successors, assigns, directors, trustees, officers, employees, and any other person for whom Indemnitee may be legally responsible) from and against any loss, cost, claim, or expense, including reasonable attorneys' fees, arising from any act of negligence or other breach of duty by Indemnitor, its successors, assigns, directors, trustees, officers, employees or agents; provided however, that the obligation of each Indemnitor to hold the other Indemnitee harmless shall be limited in substance by statutes designed to protect and limit the exposure and liability if Indemnitor is an instrumentality of the State of Indiana (e.g. actions and conditions as to which either Indemnitor may be immunized by the Indiana Medical Malpractice Act and/or the Indiana Tort Claims Act, dollar limits stated in such Acts, exemption from punitive damages, and the continued ability to defeat a claim by reason of contributory negligence or fault of the claimant), so that either Indemnitor's liability to hold harmless shall not exceed what might have been its liability to claimant if sued directly by claimant and all appropriate defenses had been raised by Indemnitor. If a party becomes aware of a claim or threatened claim involving a party or the other party, the party with knowledge of the claim or threatened claim shall inform the other party in writing within ten (10) days after receiving knowledge of such claim or threatened claim.

5. **HEALTH INSURANCE PORTABILITY ACT COMPLIANCE.** The Facility and the University agree that each party shall comply with all federal and state regulations, rules and orders, including but not limited to regulations made part of HIPAA. Facility and the University agree that for purposes of HIPAA, the University is not a business associate of Facility by reason of the fact that the University sends students to Facility to receive an educational experience. Solely for the purpose of defining Students and Faculty Members role in relation to the use and disclosure of the Facilities protected health information, all Students and Faculty Members shall be considered members of the Facility's workforce, as that term is defined by HIPAA, and the University agrees to require Students and Faculty Members to participate in any training provided by Facility for its workforce members so that Facility may comply with HIPAA. Furthermore, the Facility and the University shall promptly amend the agreement to conform to any new or revised legislation, rules and regulations concerning the Standards for Privacy of Individually Identifiable Health Information in order to ensure that Facility is at all times in conformance with HIPAA. If, within thirty (30) days of either party first providing notice to the other of the need to amend the agreement to comply with HIPAA, the Parties, acting in good faith, are (i) unable to mutually agree upon and make amendments or alterations to this agreement to meet the requirements in question; or (ii) alternatively, the Parties determine in good faith that amendments or alterations to meet the requirements are not feasible, then either party may terminate this agreement upon ninety (90) days prior written notice.

6. **AMENDMENT AND TERMINATION.**

- a. This AGREEMENT shall be effective from the date last executed by the Parties and it will remain in full force and effect for three (3) years after the effective date or until terminated as herein provided. To the extent not terminated, upon expiration of the initial terms this agreement shall be renewed upon like terms for one (1) year periods as memorialized in an annual letter of renewal executed by the Parties.
- b. Amendment of this agreement will be made only by mutual written consent of the Parties. The Parties recognize that addendums may be necessary for certain clinical programs and agree to enter into and execute such addendums from time to time, which shall be deemed incorporated and made part of this agreement.
- b. This agreement may be terminated by either party with or without cause with a minimum of ninety (90) days written notice of a party's intention to do so, provided that any Student who has been assigned to work in the Facility shall be given the

opportunity to complete their practical educational and clinical experience as offered.

7. **NOTICES.** All notices to be given in writing hereunder shall be delivered or sent to:

To the University: University of Southern Indiana  
8600 University Blvd.  
Evansville, Indiana 47712  
Attn: Chair, Social Work Department

To the Facility:

8. **COUNTERPARTS.** This agreement may be executed simultaneously in several counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties agree that this agreement may be signed by electronic or facsimile transmission and shall be deemed to be original signatures.

9. **HEADINGS.** All headings set forth herein are included for the convenience of reference only and shall not affect the interpretation of this Agreement.

10. **COMPLETE AGREEMENT.** This document is the final agreement, contains the entire, complete and exclusive agreement between the Parties concerning the matters discussed herein, and supersedes all prior oral or written understandings, agreements or contracts, formal or informal, between the Parties.

11. **AUTHORITY TO EXECUTE.** Each individual executing this agreement on behalf of the respective Parties hereto represents and warrants that such person is duly authorized to execute and deliver this agreement on behalf of the respective Parties and that this agreement is binding upon the respective party hereto in accordance with its terms.

12. This agreement shall be governed by and construed under the laws of the State of Indiana, without regard to the choice of law principles of Indiana or any other jurisdiction. The parties hereby agree to grant exclusive jurisdiction and venue to any federal or state court of competent jurisdiction in Vanderburgh County in the State of Indiana for any disputes arising out of this agreement or the relation of the parties.

As used in this agreement, the plural shall be substituted for the singular, and the singular for the plural, where appropriate; and words and pronouns of any gender shall include any other gender.

**The Parties**, by their duly authorized representatives, have caused this agreement to be executed as of the date last set out below.

**University of Southern Indiana**  
**College of Liberal Arts**  
**Social Work Department**

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

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

City, State, Zip: \_\_\_\_\_

College of Liberal Arts Signature

Agency Signature

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

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix B

### **Experiential Learning Agreement**

(with Student to be paid by Facility)

BETWEEN

UNIVERSITY OF SOUTHERN INDIANA

[insert academic program]

8600 University Boulevard

Evansville, IN 47712

and

Facility Name

Facility Mailing Address

City, State, Zip

This Experiential Learning Agreement (Agreement) is entered into by and between the University of Southern Indiana (“USI”), located at 8600 University Boulevard, Evansville, Indiana 47712 and \_\_\_\_\_ (“Facility”), a health care or other provider located at \_\_\_\_\_. USI and Facility may be collectively referred to herein as the “Parties.”

1. Purpose: Provide experiential learning for students in good standing at USI who are enrolled in programs which require experiential learning courses. Experiential learning includes, but is not limited to, practicums, internships, selected fieldwork, and training opportunities. Observational experiences like, but not limited to, USI sponsored fieldtrips are not included in this definition.

2. Mutual Responsibilities: The Parties agree to provide a quality learning experience for each USI student assigned to the Facility. To do this, the following agreements and understandings have been reached:

- a. Each party will comply with all federal, state, and municipal laws, rules, and regulations applicable to the performance of this Agreement.
- b. Each party will comply with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 including, but not limited to, the legal requirement that there shall be no discrimination against a student or faculty member because of any legally protected classification including, but not limited to, race, gender, national origin, disability, religion, age, or veteran status.
- c. USI students are employees of the Facility. Students will be advised by USI that their assignment to a Facility does not create an expectation of long-term employment with the Facility as employment is “at will”.

d. This experiential learning experience will be a paid experience with the student (or students) being paid by the Facility. The student(s) and the Facility agree, in a written document signed by an employee of the Facility who has the authority to enter into such an agreement, that a student(s) will be paid by the Facility and be recognized as an employee of the Facility.

e. The number of students to be assigned to the Facility will be based on recommendations made by the USI faculty, if these recommendations are also agreed to by the Facility, based on learning experiences and available staff and space at the Facility.

f. USI Students will be required to comply with all applicable policies and procedures of both USI and the Facility.

g. USI faculty members will not be covered by the Facility's worker compensation insurance or any other of the Facility's benefit programs available to Facility's employees. Whereas the student will be covered by Facility's workers compensation insurance program. However, Student may be required to provide proof of health insurance coverage if not eligible for Facility's health insurance plan. Any expenses relating to accident or injury shall be borne by the injured faculty member or by USI's workers compensation insurance.

h. The Parties will participate in an annual review of aggregate evaluation data to determine the success of the experiential learning experience and to identify mutually agreed upon improvements to subsequent experiential learning experiences.

i. Either party may terminate a student's experiential learning experience if the student is not complying with USI and/or Facility guidelines, policies, and procedures, or in the event that continuation of the experiential learning experience would put the student, USI, or the Facility at risk.

3. USI's Responsibilities: During all times the Parties are operating under this Agreement, USI agrees to:

a. Maintain its accreditation from the Higher Learning Commission of the North Central Association of Universities and Schools and other appropriate accrediting bodies.

b. Retain responsibility to achieve learning outcomes for each student and to assign each student a final grade for their experiential learning experience.

c. Provide the Facility with the name of and contact information for the USI course instructor assigned to the Facility as well as the name, class level, and educational experience sought by each student assigned to the Facility.

d. Maintain professional liability insurance with limits of \$1,000,000 per person and \$3,000,000 annual aggregate for faculty participating in the experiential learning program as well as general liability insurance with limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate. Records documenting these criteria shall be available to Facility upon request.

e. Verify that Facility members understand the goals, objectives, and educational methods for the experiential learning experience.

f. Assure that each student assigned to the Facility is in good academic standing at USI and has an appropriate level of academic instruction to participate in the experiential learning experience.

g. Assure that each student assigned to the Facility is in compliance with Indiana State Law P.L. 11-1994; Conviction of Sexual Offenses Against Children (also known as Zachary's Law). If the Facility is outside Indiana, USI will, if required by the law of the state, assure such compliance.

h. Coordinate with Facility to schedule each student's assignment to the Facility.

4. Facility's Responsibilities: During all times that the Parties are operating under this Agreement, the Facility agrees to:

a. Provide supervised experiential learning for each student assigned to the Facility.

b. Provide feedback on student performance at the request of USI faculty.

c. Afford an optimal learning environment for each student that has been mutually reviewed, planned, and arranged and also provide the educational experiences agreed upon.

d. Designate person(s) who will act as liaison(s) between USI and the Facility's staff.

e. Provide to each student and faculty member appropriate orientation materials which describe the policies, programs and procedures of the Facility.

f. Maintain a sufficient level of staffing to carry out the Facility's obligations hereunder, which staffing shall not be reduced as a result of any Students receiving an experiential learning experience.

g. Maintain professional liability insurance coverage with limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate as well as general liability insurance with limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate. Records documenting these criteria shall be available to USI upon request.

h. Comply with the Family Educational Rights and Privacy Act of 1974, as amended, governing the privacy of student records.

5. Health and Training Documentation: If requested by the Facility, it will be the responsibility of each USI student to provide the Facility with health and training documentation unless USI has established specific requirements for health and training and has identified these requirements in the syllabus of the course for which the student has been assigned to the Facility.

6. Notification and Indemnification: To the fullest extent provided by law, each party agrees to INDEMNIFY, DEFEND, AND HOLD HARMLESS the other party, and their respective officers, agents, and employees, from and against any and all losses, liabilities, demands, causes of action, damages, costs, claims, fees, and expenses (including but not limited to reasonable attorneys' fees), whether based on statutory or common law, tort (including negligence), contract law, strict liability, or otherwise, whether for personal injury, death, property damage (collectively, "Claims"), to the extent arising from: (a) the obligations to be performed by the indemnifying party pursuant to this Agreement; (b) any acts or omissions of the indemnifying party, or their respective officers, agents, or employees; (c) breach of this Agreement by the indemnifying party; and/or (d) the indemnifying party's non-compliance with applicable laws, provided however, that the indemnification obligations of each party hereunder shall be limited by applicable laws designed to limit the liability of each party if it is an instrumentality of the State of Indiana. If either party to this Agreement becomes aware of a claim or threatened claim against the other party, the party with knowledge of the claim or threatened claim shall inform the other party in writing within ten (10) days after becoming aware of such claim or threatened claim. Notwithstanding anything herein to the contrary, in no event shall either party be liable to the other for any incidental, consequential, indirect, special, treble, punitive, or exemplary damages.

7. Health Insurance Portability and Accountability Act Compliance (HIPAA): The Parties agree they will comply with all federal and state regulations, rules, and orders, including but not limited to HIPAA and its regulations. For the purposes of HIPAA, USI is not a "business associate" of the Facility as defined by HIPAA.

8. Termination: This Agreement will be effective from the date last executed by the Parties and it will remain in full force and effect for three (3) years or until terminated as herein

provided. This Agreement may be terminated by either party, with or without cause, upon providing written notice of termination to the other party no less than ninety (90) days prior to terminating the Agreement, provided that any student who has been assigned to the Facility

will be given the opportunity to complete their experiential learning experience as a student at the Facility as offered.

9. Effective Date: This Agreement is effective as of the date signed by both of the Parties.

10. Notices. All notices to be given in writing hereunder shall be delivered by certified mail – return receipt requested to:

To the University: \_\_\_\_\_

University of Southern Indiana  
8600 University Blvd.  
Evansville, Indiana 47712

Attn: \_\_\_\_\_

To the Facility: \_\_\_\_\_

Attn: \_\_\_\_\_

11. Counterparts. This agreement may be executed simultaneously in several counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties agree that this agreement may be signed by electronic or facsimile transmission and shall be deemed to be original signatures.

12. Headings. All headings set forth herein are included for the convenience of reference only and shall not affect the interpretation of this Agreement.

13. Complete Agreement. This document is the final agreement, contains the entire, complete and exclusive agreement between the Parties concerning the matters discussed herein, and supersedes all prior oral or written understandings, agreements or contracts, formal or informal, between the Parties.

14. Authority to Execute. Each individual executing this agreement on behalf of the respective Parties hereto represents and warrants that such person is duly authorized to execute and deliver this agreement on behalf of the respective Parties and that this agreement is binding upon the respective party hereto in accordance with its terms.

15. Governing Law. This agreement shall be governed by and construed under the laws of the State of Indiana, without regard to the choice of law principles of Indiana or any other

jurisdiction. The parties hereby agree to grant exclusive jurisdiction and venue to any federal or state court of competent jurisdiction in Vanderburgh County in the State of Indiana for any disputes arising out of this agreement or the relation of the parties.

AGREED:

**UNIVERSITY OF SOUTHERN INDIANA**

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

Title: \_\_\_\_\_

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

**[NAME OF FACILITY]**

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

Title: \_\_\_\_\_

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

Appendix C  
**Field Placement Agency Profile**

Name of Agency/Organization \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_ Zip \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

Fax Number \_\_\_\_\_ Email Address \_\_\_\_\_

Check Best Way to Contact: Email \_\_\_\_ Phone \_\_\_\_ Best Time to Contact \_\_\_\_\_

Mission of Agency \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Population served: \_\_\_\_\_  
\_\_\_\_\_

Date Form Completed \_\_\_\_/\_\_\_\_/\_\_\_\_

**Student Educational Opportunities**

List the learning opportunities that you agency can provide at either or both levels of instruction designated below. (See attached definitions for generalist v. advanced levels.) It is not necessary that your agency be able to meet the criteria for both levels. You may also prefer students at only one level. “Generalist” level students are either undergraduate seniors or first year graduate students. “Advanced” (“Clinical/Specialization”) level students are advanced standing graduate students.

Generalist (BSW I & II and MSW Generalist Practicum I):

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

Advanced Clinical/Specialization (MSW Advanced Practicum II):

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

The agency profile information will become part of the field agency file and will be shared with students in the advising process regarding selection of their field placement agency. This information will enhance their ability to make an informed choice and provide the agency with a “goodness of fit” student to interview as a perspective student in placement.

PLEASE RETURN: Agency Profile, the Field Instructors Credentials  
(Resume or Form) and Memorandum of Understanding to:

BSW FIELD DIRECTOR  
SOCIAL WORK DEPARTMENT  
UNIVERSITY OF SOUTHERN INDIANA  
8600 UNIVERSITY BOULEVARD  
EVANSVILLE, IN 47712

Appendix D

**Field Instructor Credentials**

**To be completed by all persons supervising students**

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

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

Job Title: \_\_\_\_\_ From: \_\_\_\_\_ to \_\_\_\_\_

Agency Address: \_\_\_\_\_ City & State: \_\_\_\_\_

Agency Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

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

Job Responsibilities\*:

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*\*Please specify activities that highlight your expertise in generalist and/or clinical practice.*

LICENSURE: (Circle all that apply)      LCSW      LCAC      LSW      LAC

LICENSE NUMBER: \_\_\_\_\_

ADDITIONAL CERTIFICATIONS/LICENSURE: \_\_\_\_\_

---

**EDUCATION**

College/University: \_\_\_\_\_

City and State: \_\_\_\_\_ Degree: \_\_\_\_\_

Major Studies: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

- If you have a social work degree, was the program CSWE accredited?

☐ Yes \_\_\_\_\_ ☐ No \_\_\_\_\_

College/University: \_\_\_\_\_

City and State: \_\_\_\_\_ Degree: \_\_\_\_\_

Major Studies: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**PROFESSIONAL EMPLOYMENT: PAST**

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

Job Title: \_\_\_\_\_ From: \_\_\_\_\_ to \_\_\_\_\_

Professional Activities\*:

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**PROFESSIONAL EMPLOYMENT: PAST**

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

Job Title: \_\_\_\_\_ From: \_\_\_\_\_ to \_\_\_\_\_

Professional Activities\*:

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**PROFESSIONAL EMPLOYMENT: PAST**

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

Job Title: \_\_\_\_\_ From: \_\_\_\_\_ to \_\_\_\_\_

Professional Activities\*:

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*\*Please specify activities that highlight your expertise in generalist and/or clinical practice.*

Appendix E  
**BSW Field Instructor Guidelines**

The title, Field Instructor, refers to the student's agency-based supervisor who plans and monitors the student's learning activities within the agency. Specific university expectations of the Field Instructor include the following:

1. To see that the student is provided with an agency orientation.
2. To provide supervision and guidance for the student as he or she assumes specific field assignments.
3. To meet with the student on a weekly basis to review learning and issues arising out of the placement.
4. To develop cooperatively with the student a Student Learning Plan using social work practice competencies for the practicum experience. Included in the Plan should be (1) goals or objectives, (2) tasks or activities in meeting those goals and (3) mechanisms for evaluating each task or activity.
5. To help the student match interests and agency opportunities within the broad scope of field instruction objectives as defined by the Department of Social Work.
6. To periodically participate in conferences with the Faculty Field Liaison to keep the liaison abreast of the student's development and level of performance.
7. To consult with the University Faculty Field Liaison as needed in regard to planning or implementation of the student's educational program in the agency and particularly if concerns arise in regard to the student's conduct or performance.
8. To complete a formal mid-term and final evaluation of the student.
9. To assure understanding and adherence to the National Association of Social Worker's Code of Ethics.

(See the BSW Field Manual for a more complete discussion of responsibilities).

**Agency/Placement Information**

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

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

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

**Student Seeking Placement:**

☐ BSW I (Fall: 150 hours)

☐ BSW II (Spring: 300 hours)

☐ BSW I & II (Fall: 150 hours & Spring: 300 hours)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Agency Representative Information**

Agency Representative's Name: \_\_\_\_\_

Agency Representative's Title: \_\_\_\_\_

**Education:**

Education Level:

☐ BSW      ☐ MSW      ☐ PhD      ☐ Other: \_\_\_\_\_

Years of Professional Social Work Experience: \_\_\_\_\_

**Signatures**

☐ I am the Field Instructor (Supervisor).

☐ The Field Instructor (Supervisor) and or Task Instructor will be assigned at a later date.

Authorized Site Representative Signature: \_\_\_\_\_

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

Appendix F  
**USI Social Work Field Education  
Agency Concern Documentation and Review Form**

Purpose: This form documents, assesses, and monitors concerns related to field education settings in alignment with CSWE EPAS 3.3.

**Section 1: Initial Identification and Documentation**

Date Concern Identified: \_\_\_\_\_

Name of Person Reporting Concern: \_\_\_\_\_

Role: Student ☐ Field Instructor ☐ Faculty Field Liaison ☐ Field Education Staff ☐  
Other ☐

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

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

Student(s) Affected: \_\_\_\_\_

Description of Concern: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Type of Concern: Supervision ☐ Learning Opportunities ☐ Safety ☐ Ethical ☐ Role  
Confusion ☐ ADEI ☐ Other ☐

**Section 2: Consultation and Assessment**

Date of Consultation: \_\_\_\_\_

Consultation Between: Faculty Liaison ☐ Director ☐ Other ☐

Severity: Low ☐ Moderate ☐ High ☐

Summary of Assessment: \_\_\_\_\_  
\_\_\_\_\_

Immediate Action Required: Yes ☐ No ☐

**Section 3: Agency Communication and Corrective Action Plan**

Date Agency Contacted: \_\_\_\_\_

Method: Email ☐ Phone ☐ Meeting ☐ Site Visit ☐

Agency Representative(s): \_\_\_\_\_

Identified Concerns: \_\_\_\_\_  
\_\_\_\_\_

Corrective Actions: \_\_\_\_\_  
\_\_\_\_\_

Timeline: \_\_\_\_\_

Monitoring Methods: Site visit ☐ Communication ☐ Student feedback ☐

SLP Review ☐ Other ☐

**Section 4: Monitoring and Follow-Up**

Follow-Up Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Follow-Up Findings: \_\_\_\_\_

Progress: Satisfactory ☐ Partial ☐ None ☐

**Section 5: Decision-Making Outcome**

Outcome: Resolved ☐ Monitor ☐ Suspend Placement ☐ Remove Student

☐ Discontinue Agency ☐

Rationale: \_\_\_\_\_

Date of Decision: \_\_\_\_\_

**Section 6: Documentation**

Completed By: \_\_\_\_\_

Title: \_\_\_\_\_

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

Record Location: ELC ☐ Field Files ☐ Other ☐

**Section 7: Signatures**

Faculty Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

BSW Field Director: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix G  
**Application for BSW Field Placement**

BSW I (SOCW 401 & SOCW 402) and BSW II (SOCW 411 & SOCW 412)

Semester you will be start this placement?      Fall              Spring

Year: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Will you be age 21 by August of next year?              Yes              No

Can we text you?      Yes              No

In case of Emergency, notify: \_\_\_\_\_

Emergency Contact Phone Number: \_\_\_\_\_

**BSW Field Application Guidelines**

The BSW I placement is completed during the fall semester of senior year and requires 150 hours in the agency, averaging 10 to 12 hours per week. The BSW II placement is completed during the spring semester and requires 300 hours, or typically 20 to 22 hours per week. Students must register for 'Soc Wrk Practicum' and 'Soc Wrk Practice' concurrently for the Field Education courses. Only social work majors are permitted to take these courses. The BSW Program Director and the Field Director must approve the student's eligibility for field. BSW I and II provide "generalist" social work practice experiences. Practicum assignments are based on: (1) student interest; (2) educational and experiential preparation for practice; (3) professional development needs of the individual student; (4) ability of the agency to provide a "generalist" social work experience under qualified supervision and (5) availability of the setting.

Are you currently pursuing the addiction concentration with the Social Work Program?

☐ YES                      ☐ NO

*(If yes, both placements must be in a setting that is primarily providing addiction services)*

Are you currently in the Indiana Child Welfare Scholars program?

☐ YES                      ☐ NO

*(If yes, both placements will be with the Department of Child Services)*

Are you considering doing a distance placement? *(Distance placements are 60 miles or more from USI.)*

☐ YES

☐ NO

List any special skills or knowledge beyond your social work education or experience that might be an asset to your field experience (i.e., fluent in Spanish or sign language). (Put "N/A" if this does not apply.)

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**Disability Accommodations:** If you have a disability for which you may require academic accommodations, you must be registered with the University's Disability Resources (DR). Students who have an accommodation letter from DR are encouraged to meet privately with the Director or Assistant BSW Field Director to discuss the provisions of those accommodations prior to turning in your Field Application. However, please note that approved academic accommodations may not apply to field placements/internships.

Do you have any emotional or physical difficulties which may require special arrangements in a field practicum placement?

☐ YES

☐ NO

Will you have the use of a car for field?

☐ YES

☐ NO

Do you have a valid Driver's License?

☐ YES

☐ NO

Are you planning to apply for an Employment-Based Field Placement?

☐ YES

☐ NO

### PLACEMENT INTERESTS

**Populations of Interest:** Check all that Apply

☐ Addictions

☐ Adults

☐ Children

☐ Domestic Violence

☐ Homeless

☐ Mental Health

☐ Older Adults

☐ Persons with Disabilities

☐ Other:

**Type of Site Interest:** Check all that Apply

☐ Community Based

☐ Corrections

☐ Faith Based

☐ K-12 School

☐ Inpatient/Residential

☐ Outpatient

☐ Rural

☐ Urban

☐ Other:

### Field Education Statement of Criminal Record

*The BSW Program offers professionally supervised field education in preparation for Social Work practice. Licensing is available in IN, IL, and KY at the Bachelor level and is frequently required by employers. The application for the examination to obtain licensure includes an evaluation of the applicant's criminal record.*

Students seeking a degree in Social Work are required to complete the CastleBranch background check prior to admittance into Field. Students are also required to sign a Statement of Criminal Record related to any criminal acts, including pending charges, which they may have committed or been charged with since the submission of their original CastleBranch background check.

“Zachary Law” (PL11-1994) checks will occur upon admission into the Social Work Program and again before beginning Field I and Field II.

Have you been convicted of any criminal acts, including pending charges, since submitting your CastleBranch background check?

☐ YES

☐ NO

All students who have a criminal record on their background check **MUST** meet with the BSW Field Director, Bonnie Rinks. If you know something is going to show up on your background check, please be proactive and set up a meeting with Bonnie prior to turning in your application. You may set up an appointment by e-mailing her at [berinks@usi.edu](mailto:berinks@usi.edu).

### **Student Agreement and Consent Form for BSW Field Placements**

Please read the following statements and sign below for your consent: The Interest Form and Field Application is not routinely shared with prospective field agency personnel. However, some information provided may be shared if deemed appropriate, usually for strengthening the student’s position as an applicant. Please initial beside the following statements:

\_\_\_\_ 1. “I attended and/or viewed the Field Application Presentation.”

\_\_\_\_ 2. “I grant permission to the University of Southern Indiana’s Social Work Field Education personnel to release information from my Interest Form and Field Application for the purpose of arranging and maintaining my field placement. This release extends to several agencies when necessary for confirmation of a mutually agreeable placement.”

\_\_\_\_ 3. “I grant permission to contact my emergency contact in the event of an emergency.”

\_\_\_\_ 4. “I understand the academic requirements to enter field education, including earning at least a “C+” in each Social Work course, maintaining a 2.75 cumulative GPA in required Social Work courses, having a 2.75 or higher overall GPA, AND earning at least 90 credits before starting a placement.”

\_\_\_\_ 5. “I understand that most agencies operate during tradition business hours and obtaining a placement that operates outside of those traditional business hours is rare.”

\_\_\_\_ 6. “I understand that all field placements must be approved by the BSW Field Director and require an affiliation agreement with the agency.”

\_\_\_\_ 7. “I understand BSW Field I is 150 hours during the fall semester. And, I must successfully complete BSW Field I before I am eligible for BSW Field II in the spring semester.”

\_\_\_\_ 8. “I understand BSW Field II is 300 hours during the spring semester. And, I must successfully complete BSW Field I and II as a BSW graduation requirement.”

\_\_\_\_ 9. "I understand there are LIMITED placements and the ultimate decision is up to the placement agency."

\_\_\_\_ 10. "I understand agencies are extremely competitive and that there is a high possibility during the COVID-19 pandemic, I may not be able to secure a placement."

\_\_\_\_ 11. "I understand that Field Education will make every effort to keep you close to the university. However, the pandemic has caused placements to be difficult to obtain and may require travel greater than one hour."

\_\_\_\_ 12. "I understand it is a Conflict of Interest to intern at an agency where I have had experience before, such as employment, a previous internship, have volunteered, received services from, or have a family member that works there. I will avoid such conflicts."

\_\_\_\_ 13. "I understand it is my responsibility to communicate with field education promptly."

\_\_\_\_ 14. "I understand it is my responsibility to communicate with prospective field agencies promptly when authorized to do so."

\_\_\_\_ 15. "I understand it is my responsibility to attend field orientation, obtain health insurance, and get a USI Social Work Intern Name Badge prior to starting internship."

\_\_\_\_ 16. "My field application for the Bachelor of Social Work (BSW) Field Education program is complete and accurate. I understand that false, incomplete, and/or inaccurate statement(s), including the omission of criminal charges or DCS issues since my admission to the BSW program, may result in my suspension/withdrawal from candidacy and/or permanent dismissal from the baccalaureate degree program in Social Work."

#### PLEASE CAREFULLY REVIEW & SIGN

I understand that an incomplete or inaccurate statement, including the omission of criminal charges since my admission to the Social Work Program, may result in my suspension/withdrawal from Field and/or permanent dismissal from the Social Work Program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix H  
**Agreement to Host an Intern**

Specific university expectations of social work internship host agency:

1. Complete the agency application forms;
2. Provide services representative of generalist social work for the Generalist Field Practicums (BSW I, II and MSW I) and clinical social work for the Clinical Field Practicum II (MSW II);
3. Preferably, have a licensed (LBSW, LSW for generalist and LCSW for clinical) social work staff member with the recommended practice experience who can serve as the agency field instructor;
4. Provide time for weekly supervision sessions between the field instructor and the student at least one time weekly for one hour;
5. Ensure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and;
6. Be committed to the values and ethics of the profession of social work.

*Note: if an agency meets all criteria except for having a qualified social worker on staff, the social work faculty can provide supervision, with the agency providing task supervision.*

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

**Phone:** \_\_\_\_\_

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

**Student Seeking Placement:** \_\_\_\_\_

- ☐ BSW I (Fall: 150 hours)
- ☐ BSW II (Spring: 300 hours)
- ☐ MSW I - Generalist (Spring: 425 hours)
- ☐ MSW II - Clinical (Fall & Spring: 300 hours per Semester, 600 hours total)
- ☐ BSW I & II (Fall: 150 hours & Spring: 300 hours)
- ☐ OASAS - Online Advanced Studies in Addiction Science (350 hours/semester, 700 hours total)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix I  
**Agreement to Supervise an Intern**

The title, **Field Instructor**, refers to the student's agency-based supervisor who plans and monitors the student's learning activities within the agency. Specific university expectations of the Field Instructor include the following:

1. Attend the orientation workshop for new field instructors as appropriate;
2. Provide the student with an orientation to the agency;
3. Provide regular and consistent supervision, including pre-scheduled conferences equivalent to one hour per week;
4. Assist the student obtaining information needed to complete field related assignments, including seminar assignments, when appropriate;
5. Assist the student in the development of the individualized learning plan;
6. Assess the quality of the student's performance in field and complete the mid-term and final evaluation instruments provided by the school and review the evaluations with the student. While an evaluation in a narrative form is not required, they are highly valued, and as a qualitative assessment often more effectively individualizes the report. Including a narrative appraisal is optional;
7. Participate in conferences with the Faculty Field Liaison and the student in conjunction with your evaluation of the student's performance, or otherwise as appropriate;
8. Consult with the faculty liaison whenever such contact might be of benefit to you or the student;
9. Contact the faculty liaison whenever concerns emerge in regard to the student's performance in field, and;
10. Assure adherence to the NASW Code of Ethics

*(See the BSW Field Manual for a more complete discussion of responsibilities).*

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

**Phone:** \_\_\_\_\_

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

**Student Seeking Placement:** \_\_\_\_\_

- ☐ BSW I (Fall: 150 hours) ☐ BSW II (Spring: 300 hours)  
☐ MSW I - Generalist (Summer: 425 hours)  
☐ MSW II - Clinical (Fall & Spring: 300 hours per Semester, 600 hours total)  
☐ BSW I & II (Fall: 150 hours & Spring: 300 hours)

Appendix J  
**Student Agreement for Generalist Field Placement**

I agree to spend \_\_\_\_\_ hours per week at \_\_\_\_\_  
beginning the week of \_\_\_\_\_ and ending the week of \_\_\_\_\_

- I attended and/or viewed the Field Orientation Presentation.
- I understand and was present for/viewed the Safety Presentation.
- I agree to review the complete coverage of student responsibilities contained or referenced in the Field Manual and comply with those directives.
- I agree to treat my field placement in a responsible and enthusiastic manner. In addition, I
- realize both areas will be evaluated as part of my overall placement performance.
- I agree to contact my Agency Field Instructor to discuss any absences in advance and to makeup those hours, if agreeable.
- I understand my seminar class will have the same Faculty Field Liaison, on the same day of the week, at the same time, for both the fall and spring semesters. I also understand that I must attend and participate in all integrative seminars and complete all required assignments.
- I agree to carry out the tasks assigned by my Agency Field Instructor/Supervisor and be open to supervision.
- I agree to participate during the mid-term and final evaluations.
- I understand that I must meet with my Faculty Field Liaison for individual or group conferences at the scheduled time. I further agree to immediately consult with my Agency Field Instructor and/or Faculty Field Liaison when concerns, problems, or issues emerge. See Field Manual on the USI Social Work website for further directions as to sequence of process.
- I agree to develop, in cooperation with my Agency Field Instructor, an individualized Student Learning Plan (SLP). Included in the plan will be concrete learning goals/objectives, tasks/activities to meet these goals, and criteria for evaluation if the goal has been met. I understand this will be completed in Tevera and my Agency Field Instructor and Faculty Field Liaison will need to sign it.
- I agree to obtain health insurance and a USI Social Work Intern Name Badge prior to starting internship.

The following is my weekly schedule of days at my field placement.

☐ Monday   ☐ Tuesday   ☐ Wednesday   ☐ Thursday   ☐ Friday   ☐ Saturday   ☐ Sunday

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## BSW Field Orientation Checklist

### Student Checklist

Students will receive this checklist after orientation and must complete it before starting in the field.

### Required Material to Review

- ☐ Field Manual (<https://www.usi.edu/liberal-arts/social-work/student-resources> -> Field Education -> Field Manuals)
- ☐ Field Orientation & Safety Slides
- ☐ Student Emergency Event Guide
- ☐ Student Self-Screening

### Required Documents to Complete

To be eligible for the Field Practicum, students MUST provide the following:

- ☐ Student Agreement for Generalist Field Placement
- ☐ Statement of Criminal Record
- ☐ Social Work Clinical Participation Waiver

### Required Field To-Dos

To be eligible for the Field Practicum, students MUST do the following:

- ☐ Obtain Social Work Student Intern Name Badge (USI Eagles Office - bring your Student ID and \$5.00)
- ☐ Obtain Medical Insurance (HealthCare.gov, 1-800-318-2596, <http://www.usi.edu/healthcenter/fees-insurance/office-visit-plan-ovp>)

### Highly Encouraged Field To-Dos

Not required to enter Field Practicum, but highly encouraged:

- NASW Student Membership (<https://www.socialworkers.org/students>)
- Professional Liability Insurance (<https://naswinsure.com>)
- Flu & COVID Vaccinations

My signature confirms I have completed all the above tasks.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix L

**Background Screening Meeting and Release of Information**

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

I met with USI Social Work Field Education faculty on: \_\_\_\_\_

regarding information on my background screening dated: \_\_\_\_\_

In this meeting, I verified the information on the background screening was: (Choose one.)

☐ Accurate ☐ Inaccurate (If inaccurate, student will contact Castlebranch)

I understand the information on record in my background screening may prevent me from being placed in some agencies.

I give permission to disclose the information on my background screening to each agency I am applying to for my field practicum.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

USI Social Work Field Education Faculty Name: \_\_\_\_\_

USI Social Work Field Education Faculty Signature: \_\_\_\_\_

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

## Appendix M

### **BSW Field Final Evaluation**

Student:  
Semester:  
Year:  
Agency:  
Agency Address:  
City:  
State:  
Zip Code:  
Agency Phone:  
Field Instructor:  
Field Instructor email address:

This document will serve as the Final Evaluation document for Social Work students who are enrolled in generalist field practicum/internship. Each competency and the practice behaviors for each competency are to be demonstrated in field, are to be met by all students graduating with a BSW degree (or completing their generalist field requirements for an MSW degree) from all CSWE accredited programs.

The Field (Agency) Instructor/Supervisor should ensure that tasks on the educational contract are appropriate for students working under supervision. Evaluation of the student activity is based on task accomplishment and is not related to course grading criteria.

The Field (Agency) Instructor/Supervisor should evaluate the student at mid-term and at the end of the semester using the following scale:

- 5 = The student consistently demonstrates/engages in this practice behavior.
- 4 = The student is approaching consistent demonstration of and engagement in practice behavior. Consistency is anticipated in the near future.
- 3 = The student is developing behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
- 2 = The practice behavior is beginning to emerge in the student's repertoire.
- 1 = This practice behavior has not yet emerged in the student's repertoire.

| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|
| <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and antioppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:</p> |                       |                     |
| <b>a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Midterm Rating</b> | <b>Final Rating</b> |
| <b>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Midterm Rating</b> | <b>Final Rating</b> |
| <b>c. use technology ethically and appropriately to facilitate practice outcomes; and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Midterm Rating</b> | <b>Final Rating</b> |
| <b>d. use supervision and consultation to guide professional judgment and behavior.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Midterm Rating</b> | <b>Final Rating</b> |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

| <b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|
| Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers: |                       |                     |
| <b>a. advocate for human rights at the individual, family, group, organizational, and community system levels; and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Midterm Rating</b> | <b>Final Rating</b> |
| <b>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Midterm Rating</b> | <b>Final Rating</b> |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

| <b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, |

race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

**a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

**b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence

derived from inter-professional and diverse research methods, approaches, and sources.  
Social workers:

**a. apply research findings to inform and improve practice, policy, and programs; and**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

**b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

**a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

**b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

**a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

**b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person in-environment, as well as inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use inter-professional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

|                                                                                                                                                                                                           |                       |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|
| <b>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and</b> |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                 | <b>Midterm Rating</b> | <b>Final Rating</b> |
| <b>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</b>                     |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                 | <b>Midterm Rating</b> | <b>Final Rating</b> |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|
| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                     |
| Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in inter-professional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers: |                       |                     |
| <b>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Midterm Rating</b> | <b>Final Rating</b> |
| <b>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                     |
| <b>Tasks:</b><br>1.<br>2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Midterm Rating</b> | <b>Final Rating</b> |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and antioppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

**a. select and use culturally responsive methods for evaluation of outcomes; and**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

**b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.**

| Tasks: | Midterm Rating | Final Rating |
|--------|----------------|--------------|
| 1.     |                |              |
| 2.     |                |              |

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Comments:

Final Comments:

Final Average Score:

Midterm Overall Average Score:

Final Overall Average Score:

**Final Overall Assessment:**

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance for each area.

Also attach any written comments.

5 = Strongly Agree

4 = Agree

3 = Disagree

2 = Strongly Disagree

1 = Did not have time to adequately assess the student.

This student exhibited an eagerness to learn new things and accept responsibility.

☐ 5

☐ 4

☐ 3

☐ 2

☐ 1

|                                                                                                          |                            |                            |                            |                            |
|----------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| This student is well organized.                                                                          |                            |                            |                            |                            |
| <input type="checkbox"/> 5                                                                               | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| This student was ready for this field experience.                                                        |                            |                            |                            |                            |
| <input type="checkbox"/> 5                                                                               | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| This student is prepared to perform as an entry-level social worker.                                     |                            |                            |                            |                            |
| <input type="checkbox"/> 5                                                                               | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| If given the opportunity, I would recommend this student for employment in this agency.                  |                            |                            |                            |                            |
| <input type="checkbox"/> 5                                                                               | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| If given the opportunity, I would recommend this student for employment in the field of social services. |                            |                            |                            |                            |
| <input type="checkbox"/> 5                                                                               | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| Written Comments on Overall Performance of Student:                                                      |                            |                            |                            |                            |

Signatures Task Supervisor Comments:

Task Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor Comments:

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student - Please Select One:

☐ I have reviewed my evaluation and I am in agreement with the results.

☐ I have reviewed my evaluation and I am not in agreement with the results.

Student Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison Comments:

Faculty Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix N

**Social Work Simulation, Lab, & Clinical Participation Waiver**

To complete the necessary requirements to graduate from the University of Southern Indiana (“USI”) with a degree from the College of Liberal Arts in Social Work, students must complete certain simulation(s), lab(s), and/or clinical(s) as identified by the program faculty. It is important students understand these simulation(s), lab(s), and/or clinical(s) will be made available to them for completion at a later date, but postponing participation may inhibit their ability to meet graduation requirements within their current academic timeline and may delay graduation.

Students in programs within College of Liberal Arts Social Work program shall review and acknowledge the below affirmative statements before they may participate in any simulation, lab, or clinical.

1. I acknowledge that my participation in any simulation, lab, or clinical is voluntary. I further understand that there will be no penalty if I choose not to participate other than the delay of meeting graduation requirements.
2. I agree to follow all Center for Disease Control (CDC) guidance associated with the COVID-19 prevention, including all personal protective equipment (PPE), while participating in any USI program.
3. I agree to follow instructions from my professor or site supervisor regarding preventative measures, including any required PPE, or screening procedures to participate in any simulation(s), lab(s), and/or clinical(s). Failure to comply with these instructions prior to participation may result in me being ineligible and I will not be allowed to complete the academic requirement.
4. I agree to immediately contact the chair of my program if I test positive for COVID-19, develop symptoms of a possible infection with COVID-19, and/or come in close contact with an individual testing positive for COVID19. I understand that it may be necessary for the chair to provide this information to my professors and/or site supervisors.
5. I acknowledge that I understand the potential risks related to my participation. I further acknowledge the USI College of Liberal Arts Social Work Handbook and any other applicable programmatic handbook will continue to govern my conduct.
6. I agree to indemnify and hold harmless the University of Southern Indiana, its trustees, its agents, and its employees from all liabilities or charges for any damages, injuries, deaths, or other claims related to or resulting from my participation.
7. I agree to provide this signed document to the chair of my program prior to participation.

8. I certify that I have read and signed this document with full knowledge of its significance.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**USI's Acknowledgement of Receipt of Waiver**

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

Appendix O  
**USI FIELD EDUCATION PROGRAM**  
**Incident Report Form**

**Section 1: Basic Information**

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Program** (please circle) **BSW / MSW I / MSW II**

**Faculty Field Liaison:** \_\_\_\_\_

**Agency / Field Placement Site:** \_\_\_\_\_

**Agency**

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

**Section 2: Incident Details**

**Date of Incident:** \_\_\_\_\_

**Time of Incident:** \_\_\_\_\_

**Date Reported here:** \_\_\_\_\_

**Time Reported here:** \_\_\_\_\_

**Location of Incident:** \_\_\_\_\_

**Section 3: Type of Incident (check all that apply)**

- ☐ Injury / Accident
- ☐ Exposure
- ☐ Threat or Violence
- ☐ Harassment / Discrimination
- ☐ Unsafe Environmental Conditions
- ☐ Ethical Concern
- ☐ Client-related Incident
- ☐ Other: \_\_\_\_\_

**Section 4: Persons Involved**

**Injured / Affected Person:** \_\_\_\_\_

**Role:** \_\_\_\_\_

**Witness 1 Name & Contact:** \_\_\_\_\_

\_\_\_\_\_

**Witness 2 Name & Contact:** \_\_\_\_\_

\_\_\_\_\_

### **Section 5: Description of Incident**

Describe what happened:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Section 6: Nature of Injury**

**Type of Injury / Impact:** \_\_\_\_\_

**Body Part Affected:** \_\_\_\_\_

**Type of  
Exposure:** \_\_\_\_\_

**Medical Treatment** (please circle) **Yes/No**

**Where Treatment  
Received:** \_\_\_\_\_

### **Section 7: Actions Taken**

- ☐ First aid provided
- ☐ Medical treatment sought
- ☐ Area secured
- ☐ Supervisor notified
- ☐ Faculty liaison notified
- ☐ Emergency services contacted
- ☐ Other

Describe actions taken:

---

**Section 8: Follow-Up & Recommendations**

Preventative steps or corrective  
actions: \_\_\_\_\_

---

**Section 9: Notification Log**

**Field Instructor Notified (date/time):** \_\_\_\_\_

**Faculty Liaison Notified  
(date/time):** \_\_\_\_\_

**Field Director Notified (date/time):** \_\_\_\_\_

**BSW or MSW Program Director Notified (date/time):** \_\_\_\_\_

**Section 10: Supporting Documentation (attach if applicable)**

- ☐ Witness statements
- ☐ Medical records
- ☐ Agency report
- ☐ Photos
- ☐ Emails

**Section 11: Signatures**

**Student Signature & Date:** \_\_\_\_\_

**Field Instructor Signature & Date:** \_\_\_\_\_

**Faculty Liaison Signature & Date:** \_\_\_\_\_

**Field Director Signature & Date:** \_\_\_\_\_

**Program Director Signature & Date:** \_\_\_\_\_

Appendix P  
**Request for Field Placement in Agency of Employment**

The field instruction experience should provide new learning experiences not provided in prior field placements and/or employment. *This form is to be completed by the student.*

I have been employed by, \_\_\_\_\_

Since \_\_\_\_\_.

My job title is \_\_\_\_\_.

Employment Supervisor: \_\_\_\_\_

Employment activities include: \_\_\_\_\_

\_\_\_\_\_

This placement/internship is for:

☐ BSW      ☐ MSW Generalist      ☐ MSW Advanced Clinical

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

Licensure: (Select all that apply)

☐ LCSW      ☐ LCAC      ☐ LMFT      ☐ LSW      ☐ LAC

☐ LBSW      ☐ Other:

Placement/Internship activities will include: \_\_\_\_\_

\_\_\_\_\_

Authorized Site Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

BSW Field Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix Q  
**Paid Internship by Agency Request**

**Student Agreement**

I, \_\_\_\_\_,

have been offered a paid internship by \_\_\_\_\_

I request to turn my nonpaid internship into a paid placement effective this date: \_\_\_\_\_

The field instruction experience will provide learning experiences appropriate for Social Work Education.

My job title is: \_\_\_\_\_

My activities of internship/ employment include: \_\_\_\_\_

\_\_\_\_\_

I will be under the Agency's liability insurance effective this date: \_\_\_\_\_

My Work Supervisor at the Agency is: \_\_\_\_\_

Is your supervisor a licensed social worker?

☐ Yes

☐ No

My Field Instructor (the person at the Agency who will supervise the internship) is:

\_\_\_\_\_

Is your Field Instructor a licensed social worker?

☐ Yes

☐ No

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Agency Representative Agreement**

**I, \_\_\_\_\_ acting as the employing Agency representative agree to the field placement plan, which protects the learning experiences for the student employee.**

Agency Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix R

### **Employment-Based Field Placement Policy and Application**

The Council on Social Work Education (CSWE), in the 2022 Educational Policy and Accreditation Standards (EPAS 3.3.7) states: “Student employment and employee tasks may qualify as field hours when directly linked to the nine social work competencies and level of practice.” While it is preferred that a student's field instructor and employment supervisor differ, there may be situations in which the same person may provide both employment and internship supervision if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6.”

While overlap between employment tasks and internship is allowed, it is preferred that the majority of the internship should be new activities to facilitate growth for the student and meet new learning and professional goals.

Generalist internships (ie, BSW & MSW I) may qualify for Employment-Based Field Placement if all criteria is met and the employment agency allows overlap. However, the MSW II placements must be clinical, and employment responsibilities that do not align with this clinical internship focus may not qualify for an Employment-Based Field Placement.

*(Note: Before pursuing an employment-based field placement, students should consult with their employer about any existing employment-field placement policies and procedures.)*

- The employing agency presents sufficient practice opportunities appropriate for the placement level (Generalist (BSW I, II & MSW I))
- The employing agency presents meaningful learning opportunities that allow students to participate in activities directly linked to the nine social work competencies & demonstrate attainment of required competencies.
- The placement must be supported by agency management and approved by the USI Field Director.
- Students must be in good standing and not involved in a review process. Students who have been terminated from a field placement may not be approved for an employment-based field placement.
- There must be an agency field instructor (internship supervisor) who has at least two years of post-degree experience. At a minimum, the Field Supervisor must provide at least 60 minutes of regularly scheduled “field instruction” weekly.

- The student's field instructor and employment supervisor may be the same person. However, in such cases, supervision time for field education learning must be separate from supervision time for employment.
- Students must agree to complete all hours:
  - BSW I -150 hours (10-12 hours per week)
  - BSW II - 300 hours (20 -22 hours per week)
  - MSW I - 425 hours (28-30 hours per week)
- Students must be employed at the proposed agency for at least 90 days, completed the probationary period, and not under any corrective action by the agency before completing the Employment-Based Internship/Field Placement application,
- Any employment-based internship proposals that do not align with these criteria may be denied; however, the Field Director ultimately has the final say in such decisions.

### **Student Information**

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

Phone #: \_\_\_\_\_

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

Proposed Placement Start Date: \_\_\_\_\_

### **Agency Information**

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

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

Student's Job Title: \_\_\_\_\_

Length of time employed in this position: \_\_\_\_\_

Current Work Supervisor Name: \_\_\_\_\_

Title: \_\_\_\_\_

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

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

**Proposed Internship Supervisor**

*(Please note: the individual must be a social worker from a CSWE accredited program. Clinical internships require a clinically licensed MSW with at least two years of post-graduate experience who is willing to serve as a Field Supervisor.)*

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

Title/Credentials: \_\_\_\_\_

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

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

**Generalist Field Placements (BSW & MSW I)**

Please provide information about your current job responsibilities.

---

---

Please provide a general description of the proposed internship opportunities and how they align with the social work competencies and related behaviors (listed below). Use a separate sheet attached to this, if needed.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Agency Endorsements**

*We, the undersigned, attest to the accuracy of the attached statements and have read the proposed plan. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment.*

*We recognize that no placement activities may commence until a fully executed contract is in place.*

*If the agency is not approved, or all parties cannot come to an agreement, we understand that the student employee may not conduct a field placement at this site.*

**All signatures must be completed for proposal consideration.**

**No placement hours may be logged until the proposal is authorized by USI.**

---

Student/Employee Signature

Date

---

Employment Supervisor Signature

Date

---

Agency Field Supervisor Signature

Date

---

University of Southern Indiana Field Education Signature

Date

## Agency of Employment (AOE)

**Student Name:** \_\_\_\_\_

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

### Policies Regarding Field Placement in Agency of Employment

Students currently employed in a social service agency or human service organization may complete a field placement in the current employment setting, if the following conditions are met:

1. The field instruction experience must provide new learning experiences not provided in prior field placements or employment. The proposed field education activities must be distinct from the normal work activities in this agency and evaluated separately from them.
2. The designated field instructor must be someone other than the job supervisor who evaluates the student as an employee and must meet the eligibility criteria to be an approved field instructor.
3. The employing agency must agree to the field placement plan, [Field Instructor Guideline (FIG)], which protects the learning experiences for the student employee.

The following procedures will be utilized by the Department of Social Work to implement the above policy:

- A. The student must file a Request of Field Placement in Agency of Employment form.
- B. The request must be signed by the student and the appropriate personnel of the agency attesting to their review and support of the student's proposal.
- C. The request proposal will be reviewed by the BSW Field Director and/or other designated university personnel as the primary documentation utilized in the decision to approve or disapprove the request and will become part of the student's field education file.
- D. The Faculty Field Liaison/Seminar Instructor will be provided a copy of the proposal so that they can support and monitor its implementation throughout the field placement.

**For Agency Field Instructor/Internship Supervisor:**

I, \_\_\_\_\_,

am acting as the employing agency representative agreeing to the field placement plan, Field Instructor Guideline (FIG), which protects the learning experiences for the student employee.