



CARVER SCHOOL OF SOCIAL WORK

Bachelor of Social Work

BSW FIELD EDUCATION MANUAL

Field Practicum Manual and Policies

(subject to change – last updated May 2025)

The BSW Program at Campbellsville University is accredited by
The Council on Social Work Education

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I. Introduction

Welcome to the BSW Field Placement at the Carver School of Social Work

The Field Education program is a vital component of your social work training, offering the opportunity to apply classroom knowledge in real-world settings. Through your field placement and accompanying Field Instruction Course, you will integrate theory, policy, research, and practice across micro, mezzo, and macro levels. This experience is designed to prepare you to become an ethical, professional, and competent generalist social work practitioner.

Let this manual serve as your roadmap as you prepare for and complete your BSW field placement.

Blessings,

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Field placement is designed to provide students with an opportunity to learn within an agency setting and to apply the knowledge, skills, and values acquired through their classroom coursework. This manual provides BSW students, Field Instructors, and other agency personnel involved with the practicum experience at the Carver School of Social Work with the current BSW fieldwork policies, procedures, and requirements.

Undergraduate social work education is considered a professional educational program and field placement is a key component of this competency-based educational process. Students are required to spend 450 practicum hours at an approved site that provides learning opportunities related to the Council of Social Work Education core competencies/behaviors under the supervision of a BSW or MSW level social worker. Students conduct their practicum in one agency in either the last full semester of their senior year or the last two full semesters, depending on their preference and ability.

CARVER SCHOOL OF SOCIAL WORK BACCALAUREATE MISSION

Campbellsville University's Carver School of Social Work BSW Program prepares students to excel in generalist Social Work practice. Utilizing a person-in-environment framework with a social justice emphasis, the program strives to produce well-rounded servant leaders who uphold the values of the profession while promoting human and community well-being.

Guided by our Christian faith since 1907, the program is dedicated to fostering respect for human diversity and human rights while advancing the quest for social, racial, economic, and environmental justice with a global perspective. Grounded in scientific inquiry and evidence-based methods, students are prepared to enhance human relationships at the individual, family, group, organizational, and community levels through the incorporation of diverse experiential learning opportunities.

GOALS OF THE BACCALAUREATE SOCIAL WORK PROGRAM

1. Prepare students for competent practice as generalist-level social workers with client systems of various sizes and types;
2. Prepare students for practice with diverse populations, particularly in rural settings;
3. Provide content about the social context of social work practice, the changing nature of that context, the behavior of organizations, and the dynamics of change;
4. Help students acquire values, ethics, and beliefs that are universal in the social work profession and help in preparing students for leadership and Christian service;
5. Prepare graduates who are aware of their responsibility to continue their professional growth, development, and education.

II. Field Education Program

OVERVIEW OF FIELD EDUCATION

BSW field education enables students to enhance their knowledge, values, and skills in generalist social work practice. Students participate in experiential learning that facilitates their working with

client systems on micro, mezzo, and macro levels under the supervision of a seasoned social worker in an approved setting and alongside a field instruction course. Field education, identified as the signature pedagogy, is the curricular area that socializes students into the social work profession through learning how “to think, to perform, and to act intentionally, ethically, and with integrity” (“2022 EPAS”, 2022, p. 20).

By providing opportunities for students to demonstrate the behaviors and progressively develop proficiency in the nine corresponding generalist social work competencies, field work complements and reinforces classroom learning. The field practicum is designed to provide an experiential learning opportunity for application of social work theories and constructs, and development of the student’s professional social work self. It is “where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice...where anti-racism, diversity, equity, and inclusion are valued” (“2022 EPAS”, 2022, p. 20).

BSW field education is critical to the development of competent, effective, and well-prepared generalist social work professionals. The Carver School of Social Work is committed to strong and diverse field education opportunities that challenge and support students in their professional development.

FIELD TITLES

Field education, the signature pedagogy of social work curriculum, heavily relies on the work and commitment of numerous individuals to provide an effective educational experience for future professional social workers. The following titles are used by the field education department:

Field Director – The Field Director provides leadership to all aspects of field instruction, including monitoring of field students, oversight of the evaluation of field students, and approval of field agencies. The Field Director has oversight of the BSW field education program, which is responsible for the administration of the field program, including field curriculum, planning the program, development of placement processes, advising students on placement opportunities, oversight of Field Instructors, and maintaining the field manual and field forms.

Field Liaison – Refers to the member who represents the Carver School of Social Work and provides the link between the department, the agency, and the student. The Field Liaison monitors, consults, and intervenes when necessary to ensure a quality field experience occurs for all students. The Field Liaison acts as the *liaison* between the university and the agency, and is assigned to oversee the field experience, teach the field instruction course, and maintain close contact with the student and Field Instructor throughout the placement.

Field Instructor – a staff person employed by an agency who meets criteria for supervising an undergraduate social work student and agrees to provide supervision through the field experience. The Field Instructor will have earned a BSW or MSW degree from a CSWE-accredited program and have at least two years of post-graduate work experience.

III. Field Education Process

The Director of Field Education admits students to the Field Education Program. For students to be eligible for admission and to register in field education, they must meet the following criteria:

FIELD PLANNING BEGINS:

Field planning begins at least the semester prior to the BSW student's senior year. BSW students will enter their field practicum placements during their final semester or last two semesters of their senior year, depending on if they choose the one or two-semester field placement option. Students may enter field in the Fall, Spring, or Summer, but a two-semester practicum must be completed consecutively.

ELIGIBILITY CRITERIA FOR ENROLLING IN FIELD PRACTICUM

1. Students conduct their field practicum during the last semester or last two semesters of their **senior year**, depending on if they choose the 1-semester or 2-semester field placement. It is recommended that students who anticipate needing additional time to complete their practicum or work full time, choose Extended Field Instruction I (SWK 420) and II (SWK 421), which is a two full semester practicum course.
2. Students must be in good standing academically at the time they are ready to begin the process for their field practicum and must have completed most all social work courses before entering Field. SWK 450 may be taken concurrently with the one-semester practicum and one additional social work course may be taken concurrently with field if the student has chosen a two-semester practicum.
3. The academic requirements include a minimum of a 2.75 GPA and a grade of C or better in all core curriculum courses.
4. Submit a complete application packet to the BSW Field Director one semester prior to registering in field education courses with the following documents: BSW Field Placement Application, Disclosure Statement Form, Agency Placement Agreement, BSW Field Placement Student Agreement, and Waiver of Liability
5. Attend a Pre-Placement/Individual Orientation and Group Orientation

APPLICATION TO FIELD AND REQUIRED STEPS FOR BSW FIELD PRACTICUM:

The process for entering field begins the semester before the student plans to be enrolled in the appropriate field practicum course. Each academic year, the BSW Field Director facilitates a virtual informational session. During the information session, the Field Director reviews the admission to field process, pre-admission requirements, required documentation, as well as, information regarding IPT, and field placement opportunities. Students also receive an email from the Field Director, which includes instructions for securing a field placement along with a copy of the BSW Field Manual and all field placement forms.

Upon completion of the Information Session (and/or review of email with attachments), the student submits the BSW Field Practicum Application and Disclosure Statement Form to the Field Director, and then schedules a Pre-Placement/Individual Virtual Orientation with the BSW Field Director to discuss their client population of choice, placement choices, student interests, and identify any specific needs.

1. Students will contact the BSW Field Director and attend a Pre-Placement/Individual Orientation with the BSW Field Director. During this virtual Orientation, the student will

learn about Field courses, expectations of Field, Practicum Placement options, deadlines for securing a practicum placement, and the student will gain access to IPT (Individual Placement Tracking) which will assist the student in locating a practicum placement. This Pre-Placement/Individual Orientation should take place at least the semester prior to beginning Field.

2. The Carver School of Social Work Field Department has a self-initiated practicum where the student is responsible for identifying, researching, and interviewing the agency that best meets their needs. The student can begin using IPT to assist in finding a field placement of their chosen agency. Securing a field placement agency can be a lengthy process and must be started as soon as possible.
3. Students must review and comply with mandatory due dates for submission of all documentation for placement. Student will keep Field Director up to date on progress related to placement.
4. Once placement is secured, the student completes the Agency Placement Agreement to include the information related to the agency, requests signature from the approved Field Instructor, and emails the form to the Field Director. (Document listed in “Forms” Section of Field Manual). If the student is not accepted by the agency, the student continues contacting other agencies until placement is secured.
5. All students will attend a **mandatory** Group Orientation webinar. This Orientation will take place just prior to the semester beginning and will be conducted virtually by the Field Director. This Orientation will discuss Field Instruction Course expectations, Moodle and IPT assignments, the Field Learning Contract, field hours, student responsibilities, and Field Instructor responsibilities.
6. Before a student can begin their field practicum, **personal student liability insurance** is required along with completion of the BSW Field Placement Student Agreement and Waiver of Liability. Information on where to purchase student liability insurance is included in “Liability Insurance” section of Field Manual. **Students are responsible for the payment of these fees.** This is discussed more in depth during the Field Orientation.
7. Field education is a course with an instructional seminar. All students will begin their placement the first week of the academic calendar and finish the last week of the semester. Students will be evaluated at mid-term and at finals through use of a Field Learning Contract.

CRITERIA FOR SELECTION OF FIELD AGENCY

The primary concern in selecting agencies for social work field experiences is that the Council on Social Work Education (CSWE) guidelines are followed. Therefore, field agencies should:

1. Have a commitment to the Social Work profession with its knowledge, values, and skills, and to the provision of social services;
2. Have a staff member with the social work supervisory qualifications of a BSW or MSW degree (from a CSWE-accredited institution) and experience as detailed under criteria for selection of Field Instructor.
3. Provide opportunities for student learning of generalist social work practice with individuals, families, groups, communities, and organizations;
4. Provide students with learning opportunities that relate to the core competencies/behaviors and be willing to sign the Agency Placement Agreement. (Document listed in “Forms” section of Field Manual)
5. Agree to the conditions and mutual responsibilities outlined in the Carver School of

Social Work Memorandum of Agreement. (Document listed in “Forms” section of Field Manual)

6. Agree to provide one-hour weekly supervision with the student, with at least 50% being one-on-one meetings.

CRITERIA FOR SELECTION OF FIELD AGENCY INSTRUCTOR

When a social welfare or human service organization is identified as a potential site to provide the field placement experience and is in conformity with standards of the Council on Social Work Education, the Field Instructor or agency designee is asked to review the BSW degree requirements and expectations of the field experience.

It is expected that Field Instructors:

1. Have a **MSW or BSW degree** from an institution accredited by the Council on Social Work Education and have at least 2 years post-graduation work experience;
2. Have a commitment to the social work profession including the embracing of its knowledge, values, and skills;
3. Have a sensitivity to and an appreciation of racial, ethnic, and cultural diversity;
4. Have the motivation to be “a lifelong learner”;
5. Be open to the unique differences in students’ needs, learning styles, and maturation levels;
6. Complete orientation and review information provided by Carver School of Social Work about requirements.
7. Be willing to help arrange learning opportunities regarding the core competencies/behaviors.

FIELD PRACTICUM PLACEMENT DEADLINES

Summer Practicum

| | |
|----------|--|
| February | Registration Opens (contact Field Director) Individual Orientation Webinar (Date TBA) |
| April 1 | Deadline for submission of all Field documents |
| May | Group Orientation Webinar (Date TBA) |

Fall Practicum

| | |
|---------|--|
| May | Registration Opens (contact Field Director) Individual Orientation Webinar (Date TBA) |
| July 15 | Deadline for submission of all Field documents |

August Group Orientation Webinar (Date TBA)

Spring Practicum

September Registration Opens (contact Field Director)
Individual Orientation Webinar (Date TBA)

December 1 **Deadline** for submission of all Field documents

January Group Orientation (Date TBA)

IV. Practicum/Seminar Course Overview

BSW FIELD PRACTICUM COURSE OVERVIEW

Course Description:

Students have two options for completing their field placement/practicum hours. They can take it either in one full semester (16 weeks) with the SWK 410 course or two full consecutive semesters (32 weeks total) with SWK 420 and SWK 421. Both options have the same requirements. Students will have assignments to complete along with the required practicum hours in the course. Students are required to complete a total of 450 hours for their practicum. Below you will see the course description for each course.

BSW Field Instruction, SWK 410 - Course Description:

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of social work program objectives. Students spend a minimum of 450 clock hours during the last semester of their senior year at an approved practicum setting that meets the criteria for social work field education, as stated by the Council on Social Work Education. Application for field instruction must be processed and approved the semester before registering for SWK 410. Prerequisites are: All social work courses except SWK 450, which may be taken concurrently. Social work majors only.

BSW Extended Field Instruction I, SWK 420 - Course Description:

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of social work core competencies at a qualified agency. Practicum settings must meet the criteria for social work field education as stated by the Council on Social Work Education. Prerequisites are: The Majority of all social work course must be completed, including SWK 220 Practice I and SWK 340 Practice II, before entering field. Social work majors only. In choosing to take this practicum course you understand that this is a two-semester field course in which you will have to meet all requirements, including completing 225 hours, in order to pass the course.

BSW Extended Field Instruction II, SWK 421 - Course Description:

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of social work core competencies at a qualified agency.

Practicum settings must meet the criteria for social work field education as stated by the Council on Social Work Education. Prerequisites are: All social work courses, including SWK 420 Extended Field Instruction I, except SWK 450, which may be taken concurrently. Social work majors only. In choosing to take this practicum course, you understand that this is a two-semester field course in which you will have to meet all requirements, including completing 225 hours, in order to pass the course. This course is required to be taken immediately following SWK 420 without a break between the courses, as the practicum locations are required to be the same.

Students who do not meet the 450-hour requirement will not pass field. Students enrolled in the extended field are required to complete SWK 420 and SWK 421. These two semesters are completed consecutively, and students are required to complete a total of 225 hours each semester during each semester. Students who do not meet the 225-hour requirement for SWK 420 do not move into SWK 421.

TEACHING FORMAT

The structure of the field practicum course as a seminar will include sharing of field experiences, answering reflection questions, and completing integrative exercises. Course assignments are designed to increase the student's awareness and understanding of both the personal and professional self within their role as a field placement student and as a generalist social work practitioner. They also allow the student to demonstrate, in written form, their integration of classroom learning to practice and development of professional social work self.

REQUIRED TEXT AND OTHER RESOURCES

BSW Field Education Manual

Supplemental Resource:

Ward, K. & Mama, R.S. (2020). *Breaking Out of the Box: Adventure- Based Field Instruction (4th Ed)*. Chicago, IL: Lyceum Books, Inc.

Course Competencies, Practice Behaviors & Dimensions

The BSW Field Practicum will encompass all Competencies, all Practice Behaviors, and all Practice Dimensions.

1. Demonstrate Ethical and Professional Behavior

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 anti-oppressive 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:

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

2. Advance Human Rights & 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 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:

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

3. Engage Anti-Racism, Diversity, Equity, and Inclusion 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 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:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. Demonstrate cultural humility by applying critical reflect, 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

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 interprofessional and diverse research methods, approaches, and sources

Social Workers:

1. Apply research findings to inform and improve practice, policy, and programs; and
2. 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.

5. Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, 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:

1. 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
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

Social workers:

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

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:

1. 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
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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 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 interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

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

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 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:

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

Practice Dimensions: These dimensions of practice are implemented as indicated in the course:

- **Knowledge (K)** –necessary knowledge to achieve a given competency
- **Values (V)** – identification of and adherence to social work values
- **Skills (S)** – acquisition of various social work skills

- **Cognitive and Affective Reactions and Processes (C/A)** – opportunity to demonstrate critical thinking, affective reactions, and appropriate judgment

FIELD LEARNING CONTRACT

The evaluation of the student's performance is an ongoing process in which the Field Liaison and Field Instructor provide the student with constructive feedback and an accurate description of their performance. The student is jointly evaluated at the Midterm and Final. The Field Learning Contract is agreed upon, signed in IPT at an Initial Virtual Conference (within first month of semester), signed at Mid-term Virtual Conference, and signed again at the Final Virtual Conference and provides the framework for the evaluation. Evaluations are tied directly to the Learning Contract for a clear picture of the competency, behavior, and the learning task/activity being evaluated. The rating scale is located in the Field Learning Contract in IPT.

The Field Learning Contract contains all nine Social Work Core Competencies and 21 corresponding Behaviors. Students are required to complete all listed Behavior tasks within their 450-hour practicum. A joint collaboration between the student and Field Instructor will decide how the tasks will be completed within the agency. Students will comment on each Competency and how they completed the Behaviors through inclusion of comments on Field Learning Contract and/or during virtual evaluations. On the Field Learning Contract, The Field Instructor will comment on each Competency regarding how well the student completed the Behavior and their overall comprehension of the Competency.

Students will be rated on the following scale:

Strong Competent Performance: The intern/student **demonstrates strong application** of the knowledge, values, and skills related to the performance of the practice behavior.

Adequate Competent Performance: The intern/student **demonstrates adequate application** of the knowledge, values, and skills related to the performance of the practice behavior.

Emerging Competent Performance: The intern/student **demonstrates emerging application** of the knowledge, values, and skills related to the performance of the practice behavior.

Inadequate Performance: The intern/student **demonstrates inadequate application** of the knowledge, skills or dispositions related to the performance of the practice behavior.

Lacking Performance: The intern/student **lacks the ability to demonstrate application** of the knowledge, values, and skills related to the performance of the practice behavior.

Lack of Opportunity or N/A*: The intern/student **has not had the opportunity** to work on the skills related to the performance of the practice behavior.

**The "lack of opportunity" or N/A rating is only available for the mid-term evaluation*

V. Roles and Responsibilities

Practicum Student Responsibilities

The student begins their practicum with a generalist knowledge base acquired through the social work curriculum and volunteer experience required by Practice courses. The student has already developed some of the skills and competencies needed for the generalist social worker as noted on the evaluation instrument used to assess the student's performance. The standard by which a student is to be compared is that of a new generalist social worker. Within the practicum setting their role is to begin to assume the professional responsibilities that allow them learning opportunities related to the social work core competencies and behaviors under the careful supervision of a BSW/MSW level social worker and other trained staff at the placement agency.

- Completes Individual Orientation and Group Orientation with Field Director.
- Reads BSW Field Education Manual
- Maintains professional student liability insurance throughout practicum.
- Accepts responsibility for and ownership of their own learning process.
- Actively seeks to establish a positive, courteous and effective working relationship with the Field Director, Field Liaison, Field Instructor, and other staff at the practicum site in a manner that reflects a commitment to the ethics and values of the social work profession, the Carver School of Social Work and the practicum site.
- Completes Field Learning Contract in achievement of the core competencies/practice behaviors.
- Uses engagement skills in a professional manner that clarifies and establishes appropriate roles and boundaries with clients and other colleagues at the practicum site.
- In response to varied client needs and requests, selects from a knowledge base of theories and conducts a variety of social work assessments, interventions and evaluations within the constraints of the individual practicum site.
- Completes practicum and Field Instruction Course learning assignments, in Moodle and IPT, as required by the Carver School of Social Work guidelines reflected in the course syllabus.
- Prepares for and participates in weekly field supervision meetings with the Field Instructor.
- Meets virtually or face to face with the Field Liaison and Field Instructor three times per semester, to discuss progress on Field Learning Contract, achievements, concerns, and deficiencies.
- Informs the Field Liaison and Field Instructor of potential problems and conflicts in a timely and appropriate manner so as to ensure opportunity for discussion and problem solving at the earliest possible time.
- Actively participates in Field Instruction Course.
- Completes evaluations on the Field Liaison, Field Instructor, and the Practicum Agency.

Field Instructor Responsibilities

- Actively seeks to establish a positive, courteous and effective working relationship with the student and the Field Director and Field Liaison, and others who may be involved in the student's practicum experience.
- Reviews Field Education Manual to inform self of Carver School policies, procedures and course requirements for the student.
- Interviews and selects practicum students by way of a mutual assessment of appropriateness of

the match between student and organization.

- Ensures that the student is appropriately oriented to the organization and is afforded reasonable and adequate opportunity to enter the “culture” of the organization as a learner.
- Ensures that the student is informed of and understands all safety procedures of the agency (see “Student Safety Checklist” in “Forms” section of manual).
- Facilitates the student in the development and implementation of a written achievable learning plan that will allow them access to learning opportunities related to core competencies/behaviors.
- Provides the student with opportunity to engage, assess, intervene, and evaluate in social work change efforts with individuals, families, groups, communities and organizations.
- Ensures that the student has opportunity for interactions that allow for exploration of diversity to the fullest extent that is possible in the practicum setting.
- Prepares for and conducts weekly field supervision meetings (a minimum of one hour, one-on-one supervision per week) with the student, and uses the student’s Field Learning Contract and other written work, as well as feedback from other agency personnel as guides in planning those supervisory meetings and for on-going monitoring of student progress in the placement.
- Completes written evaluation of student in the form of documenting comments on each competency within the Field Learning Contract.
- Attends conference at least three times per semester with the Field Liaison and the student to discuss the Field Learning Contract and any other concerns or accomplishments.
- Notifies the Field Liaison and/or Field Director of potential problems or conflicts in a timely manner to allow for problem-solving at the earliest possible time in the semester.

Agency Representative Responsibilities: Task Instructor within the Agency
(Only upon prior approval of Field Director)

The Agency Representative (or Task Instructor) occurs in the event that the assigned Field Instructor is not on site and/or there are no other BSW or MSW employees at the agency. The Task Instructor must work with the appointed and approved external Field Instructor and the student to ensure that the practicum process works well for all involved. The Agency Representative must demonstrate a knowledge and appreciation for the core values and ethical principles of the NASW Code of Ethics and be willing to utilize the social work knowledge and practice skills within the practicum setting. There must be close contact between the Agency Representative and the credentialed BSW/MSW external Field Instructor to ensure that the practicum is meeting the standards of a social work guided practicum. The Agency Representative:

- Actively seeks to establish a positive, courteous and effective working relationship with the student, the external Field Instructor, the Field Liaison, and others who may be involved in the student’s practicum experience.
- Participates in Field Education Orientations, with Field Director, in order to familiarize themselves with the practicum course requirements and maximizes their skills and abilities to undertake the role of Agency Representative.
- Assists the student and the external Field Instructor (BSW or MSW) in overseeing the Field Learning Contract, along with the Field Liaison and activities at the practicum setting, which will allow the student the necessary opportunity to meet course requirements for the practicum.
- Provides direction, information, training, orientation, and consultation to both the student and the external Field Instructor, as well as to the Field Liaison, in regard to agency objectives,

structure, services, processes, methods, trends, issues, and practice realities.

- Ensures that the student is afforded reasonable and adequate opportunity to enter the “culture” of the organization as a learner.
- Ensures that the student is afforded reasonable and adequate learning opportunities related to the core competencies/practice behaviors.
- Ensures that the student has opportunity for interactions that allow for exploration of diversity to the fullest extent that is possible in practicum setting.
- Provides input to the external Field Instructor by assisting with the completion of the Rating Scale for Evaluation at the mid-point and the final, but understands the external Field Instructor will complete and sign the evaluations.
- Attends conference with the student, external Field Instructor, and the Field Liaison.
- Notifies the external Field Instructor and Field Liaison of potential problems or conflicts in a timely manner to allow for problem solving at the earliest possible time in the semester.
- Discusses student field hours within the agency prior to external Field Instructor signing time sheets.

Field Liaison Responsibilities

- Serves as a Campbellsville University representative to the Field Instructor and as an Academic Instructor for the student enrolled in the Field Instruction Course/field placement.
- Serves as a communication link between the Field Instructor and the Field Director regarding student progress.
- Directs monitoring of student work and development through Moodle and IPT
- Assists agencies and students in problem-solving and mediation of any difficulties that may arise.
- Advocates for the student in the agency.
- Assists the Field Instructor and student with IPT, assignments, and evaluation.
- Reinforces social work values, ethics, and professional competencies.
- Teaches online Field Instruction Course for students and assists student integration of coursework and theoretical concepts with student experience in the agency.
- Encourages student development in a manner consistent with the NASW *Code of Ethics*.
- Evaluates student progress in the field and assigns course grades.
- Ensures that the student has a quality learning experience and an opportunity to practice social work competencies and skills at the practicum agency.
- Conducts three (3) virtual conferences per semester. Each virtual conference includes Field Instructor and Student:
 - Initial Conference: To create a positive working relationship, overview of assignments for course, review requirements for practicum, and answer questions. No later than end of Week 4 of semester.
 - Midterm Conference: Review Field Learning Contract, discuss practicum experience, confirm # of hours, discuss strengths, address areas of needed focus throughout end of semester, and opportunities of student skill practice. No later than end of Week 8 for SWK 410 or Week 16 for SWK 420.
 - Final Conference: Review Field Learning Contract, Timesheet, and

overall practicum experience for student. No later than last week of semester (for SWK 410 or SWK 421).

- Serves as the front line contact for Field Instructor and student; providing ongoing support to the student and Field Instructor through phone and/or email (addressing expectations, questions, assignments, role clarifications)
- Assists the student and Field Instructor in understanding the expectations of the Learning Plan and Practice Behaviors
- Responds to all contacts from phone calls or emails, within 24 hours.
- Responds and addresses issues from the student regarding practicum problems.
- Provides feedback to the Field Director regarding students and partner agencies.

VI. Policies and Procedures Related to Field Practicum

AGENCY PRACTICUM REQUIREMENTS

Most, if not all, social service agencies require at least one, if not more than one, background check for their volunteers/interns/practicum students. Some agencies require drug testing. Some agencies have more requirements. These items and the costs are the responsibility of the student, if not covered by the field placement agency. (Please keep in mind that these items may take **at least a few weeks** to be approved when planning for your practicum approval.)

BACKGROUND CHECKS

In the event an agency requires students to complete fingerprinting/background checks, the student will be responsible for any associated costs, unless the field placement agency covers the cost.

DRUG SCREENING/IMMUNIZATIONS/TB TEST

In the event that an agency requires any type of drug screening or medical requests, the student will be responsible for any associated costs, unless the field placement agency covers the cost.

EMPLOYMENT BASED FIELD PLACEMENT (Effective Fall 2025)

An employment-based field placement is an internship where the student/employee completes BSW field placement requirements within their place of employment and the students' work hours count towards field placement hours where the work meets the generalist social work competencies identified by the Council on Social Work Education (CSWE) and listed on the Field Learning Contract.

Identified by CSWE as the signature pedagogy, field education is where students integrate classroom learning to practice and are socialized to the social work profession. While in an employment-based field placement, we encourage students to view their work as a learning experience that provides an opportunity to acquire generalist social work knowledge and skills and develop their professional social work identity.

Field placement hours must be completed in an approved setting where the student has worked for at least 90 days. The field placement must provide learning opportunities which allow the student to demonstrate competency within the 9 competencies and corresponding behaviors as listed in the Field Learning Contract and BSW Field Education Manual. The BSW student must also be supervised by a Field Instructor, preferably not the work supervisor, to provide support and oversight to field learning tasks, while also satisfying administrative needs (e.g., time sheets, mid-term/final evaluation), and providing

weekly 1-hour supervision meetings as outlined in the Agency Placement Agreement and BSW Field Education Manual.

Employment-Based BSW Field Placement Policies

Students who want to use their place of employment as a field placement site must complete the Employment-Based Field Placement Application along with other required BSW field placement documents by deadline noted in BSW Field Education Manual. Students may only apply for an employment-based field placement if they have been at their job for at least 90 days, and are in good standing with the employer as an employee and with CU as a BSW student.

Agencies that provide an employment-based field placement must meet criteria for BSW field placement agencies as mandated by CSWE and complete all Carver School of Social Work (CSSW) required forms for a field placement agency. They must also provide a Field Instructor and learning opportunities/tasks that allow for student to demonstrate competency in generalist social work practice as listed on the Field Learning Contract and in the BSW Field Education Manual.

Field Instructors in employment-based field placements must meet criteria required by CSWE and CSSW for a Field Instructor, which includes but is not limited to provision of 1-hour weekly educational supervision meetings and learning opportunities/tasks that allow for student to demonstrate competency in generalist social work practice. If possible, agencies are encouraged to provide a Field Instructor for student that is not their employment supervisor. Field Instructors must have a BSW or MSW degree and at least 2 years post-graduation work experience. Evaluations of the student's performance in field placement must be separate from performance evaluation for employment purposes.

Students who leave their employer will no longer be able to continue their field placement at agency. If this happens and dependent on circumstances of departure from employer, a student may have to forfeit all hours, withdraw from Field Instruction Course, and/or create a corrective action plan with BSW Director of Field Education.

Approval Process for BSW Employment-Based Field Placement

To be considered for an employment-based field placement, a student must complete the following steps by deadline for field forms as listed in BSW Field Education Manual:

1. Be in good standing within the academic (CSSW/CU) and employment setting, and not be involved in a review and/or probation process.
2. Submit a copy of the job description to BSW Director of Field Education
3. Submit a copy of current resume to BSW Director of Field Education
4. Identify a Field Instructor (social work supervisor), preferably not your employment supervisor, willing to supervise field learning tasks, provide at least 1-hour weekly supervision meetings, and complete other assigned duties as identified in the BSW Field Education Manual and Agency Placement Agreement. The proposed Field Instructor must have a BSW and/or MSW degree (from a CSWE-accredited institution) and possess at least 2-years post-graduation work experience.
5. Complete the Employment-Based Field Placement Form (located in "Forms" section of this manual) and obtain all necessary signatures
6. Complete any additional forms and steps required for a BSW field placement as outlined in the BSW Field Education Manual

This process is subject to review and approval of the Carver School of Social Work Field Education Department, including the BSW Director of Field Education and BSW Program Director.

SAFETY REQUIREMENTS

At the onset of the field practicum, the student and Field Instructor review each item on the Student Safety Checklist. This document contains vital information for the student in the event of an emergency. The Field Instructor and student sign the document in IPT, acknowledging review of each item on the document.

PERSONAL SAFETY GUIDELINES*

Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. A discussion on safety in the agency is provided as part of the Field Instruction course. Additionally, students should request in-service training and orientation in the agency regarding the particular safety information in that setting. The student should review the agency's personnel policies and safety guidelines before any work with the agency begins. Students are expected to follow the practice setting's recommended safety guidelines rigorously, and to use discernment when making home visits or delivering services in the community. Students should always let someone in the agency know where they will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request an alternate assignment. They have the right and responsibility to appeal to the Field Liaison or the Field Director if they have concerns about the response to their request. Finally, students are expected to follow the agency's infection control guidelines to protect from contagious diseases.

Please note that Campbellsville University (CU) faculty, staff, and social work field directors comply with CU's Title IX policies and procedures for reporting sexual harassment, sexual violence, stalking, and domestic/dating relationship violence. For more information, go to <https://www.campbellsville.edu/policy/title-ix-policy-procedure/> or contact the Title IX Coordinator.

In regard to personal safety, students, whether participating in activities on CU's campuses or in internship/academic activities off-site, should plan carefully all aspects of their educational experience to maximize the academic experience and minimize any potential safety or health problems.

The following guidelines emphasize student responsibility for planning and communicating during the program and in the event of any emergency.

1. Know how to obtain emergency health and law enforcement services on campus and off site (e.g., field practicum site).
2. Obtain, read, and carefully consider materials related to any off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
3. Consider your health and personal circumstances when applying for or accepting field placements.
4. Make available to the field practicum site and CU accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy field education program experience.
5. Assume responsibility for all the elements necessary for personal preparation for the campus and field practicum site.
6. Participate fully in any orientations by the field placement site and the Carver School of Social Work at Campbellsville University
7. Obtain or maintain appropriate insurance coverage, particularly health insurance, in the event

of sickness or injury during the program. Students purchase student liability insurance through Preferra prior to beginning their field placement.

8. Inform next of kin and others with a need to know about participation in the field placement site.
9. Provide next of kin and the School of Social Work Field Director with emergency contact information (listed on IPT database) and keep them informed on an ongoing basis.
10. Understand and comply with the field placement site's terms of participation, codes of conduct, and emergency procedures, as well as CU's terms of participation, codes of conduct, and emergency procedures. (CU's codes of conduct apply off site.)
11. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the field placement site and the Carver School of Social Work at CU.

In case of an emergency or threat to your safety while on the CU campus, inform Campus Safety (<https://www.campbellsville.edu/campus-life/campus-resources/campus-safety-and-security/index.html>). In case of an emergency or threat to your safety while at your field practicum site, follow the safety procedures of your field placement agency and promptly notify the Director of Social Work Field Education.

TIMESHEETS

Students in the BSW Field Placement are required to spend a minimum of 450 hours in an approved practicum agency under the supervision of an approved BSW/MSW supervisor. Field hours may not begin prior to the semester beginning, without prior approval by the Field Director, and ends during the final week of the semester. An exception to field hours beginning prior to the semester include mandatory orientation/training at the agency and approved field hours earned on a Carver School of Social Work service/mission trip. The Field Director must preapprove these field hours. (See "Frequently Asked Questions" section of Field Manual for more details). Students may complete field hours during Spring break and Fall break, but are not permitted to complete hours during Christmas break. Field hours begin on the first day of the semester if the student has verified obtaining their student liability insurance.

LIABILITY INSURANCE

Social work is a rewarding career, but like many professions, it has its risks in today's litigious society. Insurance is the first step as part of preparing for your practicum. This is required and students are responsible for the payment of these fees.

INSURANCE

Students are required to purchase student Malpractice Liability Insurance through Preferra, which is \$25.00. The application can be found here: <https://socialworkinsure.com>. Once insurance has been purchased, receipt must be uploaded in IPT on Student Detail page under tab, "Student Liability Insurance".

RESTRAINTS

BSW students may **not** physically restrain a patient or client.

TRANSPORTING CLIENTS

BSW students are not allowed to transport clients in their own vehicles or in an agency vehicle. Students may accompany an employee of the agency when the employee is transporting a client(s).

CONFLICTS OF INTEREST*

BSW students, Field Instructors, field placement agencies, and Social Work faculty should all be aware of potential conflicts of interest. BSW students and Field Instructors, particularly, should make known to the Field Liaison and/or BSW Field Director any potential conflicts of interest.

BSW students shall not be placed at agencies where relatives, significant others, or family members are employed or serve on the Board of Directors without the approval of the BSW Field Director.

UNSATISFACTORY FIELD PERFORMANCE PROCEDURES*

The Carver School of Social Work (CSSW) believes that a student's career as a social worker begins when they enter the social work program. The CSSW is accountable to the profession and to society in making sure that graduates demonstrate qualities and abilities suitable for the social work profession. Students' professional development involves not only attaining social work knowledge, skills, and values, but also maintaining high standards of personal and professional conduct guided by the values and ethics inherent in the profession, along with the NASW Code of Ethics. Professional attitudes and behaviors toward self, clients, student peers, colleagues, and faculty should be influenced by the social work core values (dignity and worth of the person, importance of human relationships, integrity, service, competence, and social justice).

Due to the gatekeeping responsibility of social work programs given by NASW and CSWE, every effort is made to ensure students are ready before starting the field practicum. Those who appear unsuited for social work, based on CSWE and NASW professional standards, will be advised to pursue other degree options that are a better fit. However, a student's suitability to the social work profession and skill capabilities are also confirmed through agency setting field practicum experiences. A student's field education placement site serves as the place where a student can demonstrate practice with actual client systems and the willingness and ability to make use of supervision. It is sometimes not clear until this point that a student has serious deficiencies that will hinder their practice of generalist social work.

The field placement is an integral component of the student's development as a generalist social work practitioner, particularly as it emulates the student's ability to integrate academic course content and incorporate professional knowledge and skill with professional behaviors (CSWE competencies and behaviors) appropriate for the practice setting. As future social workers, students are expected to adhere to the standards and guidelines for professional behavior as outlined in the NASW Code of Ethics and state social work licensure rules and regulations. Students failing to meet expectations in field and demonstrating unprofessional, unethical, or noncompliant behaviors in field or during field-related activities may be subject to disciplinary action, which could include termination from field placement, withdrawing from or failing the Field Instruction course, and/or dismissal from the BSW Program.

BSW students must maintain professionalism and ethical behavior through adherence to the following BSW field student expectations:

- a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

- b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c) Demonstrate professional demeanor in behavior; appearance; and in interactions with colleagues, clients, and peers
- d) Use supervision and consultation to guide professional judgment and behavior
- e) Utilize appropriate professional communication, including written, verbal, and non-verbal communications. When confronted with a difficult situation, respond respectfully, being open to listening to the other side and disagreeing in a manner that upholds the dignity of yourself and the other person
- f) Use technology, including cell phones and social media, in ethical and appropriate ways and in compliance with the agency's policies and the NASW and Association of Social Work Board's Standards for Technology in Social Work.
- g) Adhere to agency policies and procedures and take initiative in asking questions when in doubt about policies, procedures, practice and/or ethical issues
- h) Demonstrate regular and on-time attendance
- i) Demonstrate a willingness to learn and a willingness to be open to constructive feedback
- j) Demonstrate an openness to learning from and about those who hold different opinions and values than you
- k) Take initiative in seeking learning opportunities
- l) Present with appropriate professional dress, as required by field placement agency
- m) Exercise sobriety and good, professional judgment

Should a student's personal issues, psychological/physical well-being, lack of maturity, or lack of readiness in the role of BSW field student negatively impact a student's performance in field related responsibilities, the Field Instructor/Task Instructor, Field Liaison, and BSW Field Director have the responsibility to intervene.

The BSW Field Director has the responsibility of removing any BSW student from field when the student's professional/ethical behavior puts the agency and/or the agency's clients at risk. The BSW Field Director will consult, when appropriate, with the Field Instructor/Task Instructor, Field Liaison, BSW Program Director, Dean of the CSSW, and/or the Provost of Campbellsville University (CU).

ADDRESSING UNPROFESSIONAL BEHAVIORS

Regular supervision is key to identifying problems early in the student's field practicum. The Field Instructor has the responsibility to document and address any work-related concerns or professional behavior on a timely basis with the student and provide appropriate support and guidance to remedy the concerns.

When student issues and unacceptable or problematic behaviors become evident, the Field Instructor/Task Instructor should document the observed behaviors and first arrange a meeting with the student to bring awareness to the issue and address the behavior.

If the issue cannot be resolved satisfactorily between the BSW student and Field Instructor/Task Instructor, then the Field Instructor should notify the Field Liaison to create a Corrective Action Plan.

One or more of the following are grounds for Field Practicum dismissal but are not limited to:

- Serious or repeated violation of the NASW Code of Ethics and the Standards of Practice.
- Serious or repeated violation of the field placement agency rules, policies, and regulations.
- Repeated tardiness and unexcused absences with and/or without notification to field supervisor(s)
- Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship.
- Lack of progress in demonstrating correction of identified deficiencies and concerns, as outlined in supervisory meetings/documentation or a Corrective Action Plan
- Arrest or conviction that would prevent or interrupt a field placement.
- Demonstrated unwillingness or inability to use supervision.
- Unprofessional behavior that is unacceptable for continuation in the program.
- Failure to complete required number of hours for field placement.
- Failure to comply with terms of any waiver of eligibility criteria or written contract, supplemental to the student's Field Learning Contract.
- Significant lack of progress towards demonstration of competency with competencies and corresponding behaviors on Field Learning Contract
- Failure to comply with Campbellsville University class policies for SWK 410, 420, and/or 421.
- Cumulative grade below 70% for all required IPT and Moodle assignments for Field Instruction Course.

Students who exhibit deficiencies in their ability to function as a generalist social work practitioner during their Field Instruction course according to the above criteria may receive a grade of F or Unsatisfactory (with field being a pass or fail course).

CORRECTIVE ACTION PLAN

When a BSW student demonstrates continued unsatisfactory behaviors in field placement that warrant corrective action, the Field Instructor/Task Instructor will notify the Field Liaison so they can arrange a virtual meeting with the student to discuss the problematic behaviors and develop a Corrective Action Plan (See "Forms" Section). An Evaluative Conference, to discuss whether student complied with the Corrective Action Plan, will be scheduled within a reasonable timeframe for corrective behavior to be exhibited by student.

If corrective behavior is not exhibited by the student within the agreed upon time, the Field Instructor will inform the Field Liaison of the behavior (prior to the Evaluative Conference) and include the necessary documentation on the Corrective Action Plan. At the Evaluative Conference it will be determined whether the student demonstrated compliance with Corrective Action Plan, next steps will be discussed, and a written record of the outcome of the conference will be included on the Corrective Action Plan form.

STUDENT TERMINATION PROCESS:

When a student does not demonstrate improvement, based on requirements outlined in Corrective Action Plan, the field placement agency or the BSW Program may withdraw the student from the field practicum and/or Field Instruction course.

The following process should be followed:

1. The Field Liaison shall notify the BSW Field Director regarding non-compliance with the Corrective Action Plan.
2. At the Evaluative Conference (for Corrective Action Plan), the BSW Field Director will meet virtually with the Field Liaison, Field Instructor, and/or the student to discuss next steps.
3. The BSW Field Director will confirm the termination with the Field Liaison and Field Instructor/Task Instructor.
 - a. If possible, the Field Instructor will complete the student evaluation on the Field Learning Contract
4. The BSW Field Director will meet virtually with the student to notify the student that withdrawal from not only the field placement but also the Field Instruction course is necessary.
 - a. During this virtual meeting, a mutual decision regarding the student's future plans shall be derived, and that decision will be relayed to the BSW Program Director.
5. The student will need to meet with the appropriate social work faculty, as recommended by the BSW Field Director, to discuss future plans and appropriateness of continuation versus termination in the social work program. Termination from the BSW program can be a likely outcome of termination at a field placement.
6. Students have a right to appeal this decision to the BSW Program Director.

IMMEDIATE FIELD PLACEMENT TERMINATION

The agency Field Instructor/Task Instructor, Field Liaison and/or BSW Field Director may request that a student be withdrawn immediately from a field placement agency for one or more egregious behaviors outlined in the NASW Code of Ethics and State Board of Social Worker Examiners Code of Conduct.

The following egregious behaviors may be grounds for immediate dismissal at a field placement agency but are not limited to:

- Conduct that violates boundaries of professional education or training
- Engaging in conflicts of interest that interfere with the exercise of professional discretion and impartial judgement
- Taking advantage of any professional relationship or exploitation of others to promote self-interests (personal, religious, political, or business)
- Engaging in disrespectful behavior toward colleagues that interferes with the workplace collaboration
- Personal issues that interfere with their professional judgment or place the agency or clients at risk
- Disclosing confidential information without appropriate or valid consent
- Engaging in sexual activities with a current client, former client, or agency staff
- Engaging in physical contact or altercation(s) with clients
- Engaging in sexual harassment of a client, supervisor, or colleagues
- Using derogatory language (verbal or written) to or about clients
- Participating in dishonesty, fraud, or deception that impacts professional responsibilities or a client's well-being

- Violation of agency policy and procedures that would be considered a terminating offense for an employee

IMMEDIATE FIELD STUDENT TERMINATION PROCESS:

The following process will be followed for egregious behaviors warranting immediate field placement removal:

1. The agency Field Instructor/Task Instructor and/or Field Liaison will notify the BSW Field Director regarding the specific problem.
 - a. If possible, the Field Instructor will complete the student evaluation on the Field Learning Contract
2. The BSW Field Director will notify the student that withdrawal from the field placement agency is necessary.
3. The student will meet virtually with the BSW Field Director and Field Liaison, and potentially the BSW Program Director, to discuss the student's status in the BSW Field Program and render a decision. The student's egregious behaviors may also impact the student's status in the BSW Program. In this case, the BSW Program Director will be notified and part of the decision-making process.
4. Students have a right to appeal this professional decision to the BSW Program Director.

STUDENT RIGHTS TO APPEAL

A student who receives a failing grade in the Field Instruction Course and/or is terminated from field placement has the option of appealing the decision.

If a student wishes to appeal a decision related to termination from field placement, they should contact the BSW Program Director to review the appeals process. For Field Instruction Course grade appeals, see "BSW Program Handbook" for instructions on next steps.

STUDENT GRIEVANCE PROCEDURES*

Any student grievance or area of concern related to the agency setting (and/or Task Instructor) should first be discussed with the agency Field Instructor, when appropriate. If the concern is not satisfactorily resolved at this level then the following course of action is available to the student:

1. The student should request a virtual meeting with the Field Liaison to discuss the concern. The Field Liaison may suggest ways for the student to readdress the issue with the Field Instructor, which if not satisfactory, leads to the next step.
2. If the concern is not satisfactorily resolved, the Field Liaison will inform the BSW Field Director and request a joint conference with the agency Field Instructor, where applicable the Task Instructor, and the BSW student.
3. If these avenues fail, the student should request another virtual meeting with the Field Liaison and BSW Field Director to discuss the situation in hopes of coming to a mutually acceptable solution to the problem.
4. If the problem is not resolved to the satisfaction of the student, the next step is for the student to schedule a virtual meeting with the BSW Program Director

Any student grievance or area of concern related to the Field Instructor should first be addressed with

the Field Liaison. The Field Liaison may suggest ways for the student to address the issue with the Field Instructor. If the concern is not satisfactorily resolved at this level then the following course of action is available to the student:

1. The Field Liaison will inform the BSW Field Director of the issue and request a joint conference with the BSW Field Director and student to discuss the concerns and recommendations for next steps.
2. If these avenues fail, the student should request another virtual meeting with the Field Liaison and BSW Field Director to discuss the situation in hopes of coming to a mutually acceptable solution to the problem.
3. If the problem is not resolved to the satisfaction of the student, the next step is for the student to schedule a virtual meeting with the BSW Program Director

Any student grievance or area of concern related to the Field Liaison when not also BSW Field Director should first be addressed with the BSW Field Director. The BSW Field Director may suggest ways for the student to address the issue with the Field Liaison. If the concern is not satisfactorily resolved at this level then the following course of action is available to the student:

1. The BSW Field Director will inform the BSW Program Director of the issue and request a joint conference with the BSW Program Director and student to discuss the concerns and recommendations for next steps.
2. If these avenues fail, the student should request another virtual meeting with the BSW Field Director and BSW Program Director to discuss the situation in hopes of coming to a mutually acceptable solution to the problem.
3. If the problem is not resolved to the satisfaction of the student, the next step is for the student to schedule a virtual meeting with the Dean of the CSSW.

Any student grievance or area of concern related to the BSW Field Director should first be addressed with the BSW Program Director. The BSW Program Director may suggest ways for the student to address the issue with the BSW Field Director. If the concern is not satisfactorily resolved at this level then the following course of action is available to the student:

1. The BSW Program Director will inform the CSSW Dean of the issue. The BSW Program Director will then meet virtually with the student to discuss the situation in hopes of coming to a mutually acceptable solution to the problem.
2. If the problem is not resolved to the satisfaction of the student, the next step is for the student to schedule a virtual meeting with the CSSW Dean.

REPEATING FIELD INSTRUCTION

Students who have been terminated from their field placement agency and/or who had to withdraw or made a failing grade in the Field Instruction course but were not terminated from the BSW Program may wish to repeat the Field Instruction course. However, students who apply to repeat the Field Instruction course must submit written documentation to the BSW Field Director that previous behaviors and/or skills deficits have been addressed. This documentation (which will vary depending on reason for termination) will be reviewed by BSW Field Director to determine if a second field placement is in the best interest of the student, the BSW Program, and the potential field placement agency. If approved, a probationary document along with other provisions, based on reason for termination and/or failing grade or withdrawal from Field Instruction Course, may be put in place by the BSW Field Director as the student proceeds with repeating Field Instruction Course (and BSW field placement).

Two failed field placements, based on student performance, will result in an automatic recommendation of dismissal from the BSW Program.

NON-STUDENT ISSUES RESULTING IN REMOVAL OF A STUDENT*

If, through no fault of the student, the agency Field Instructor, Field Liaison, and/or BSW Field Director believe that the field placement agency is not appropriately meeting the needs of the BSW student, for any variety of reasons, the student may be changed to another agency placement. This action is taken only if it is documented that all efforts have been made by all parties to correct the problem. Any change of placement is coordinated with the BSW Field Director. Every effort will be made to reassign the student to another field placement setting as quickly as possible, depending on the availability of appropriate sites.

Students terminated by a field placement agency or the BSW field education office due to performance (academic or professional behavior) do not fall under these guidelines.

A student may be removed from field in this case due to, but not limited to:

- Decision of the BSW Field Director that the agency experience is not meeting the outlined learning competencies of the field practicum set forth by CSWE.
- Agency closure, change in regulations, change in supervisor, or agency restructuring, which does not support BSW internship requirements.
- Agency failure to demonstrate a commitment to the values and ethics of social work practice in working with students, clients, or the community.
- Agency failure to demonstrate commitment to the Carver School of Social Work's mission and program goals as an approved BSW field placement site.
- Student's personal safety is at risk by continuing the field placement.

STUDENT REQUEST TO CHANGE FIELD PLACEMENT*

Students are expected to complete their 450-hour field practicum at their assigned field placement agency. Changes in placement, based on student request, during the semester or between semesters are only considered in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are not considered sound educational reasons for making a change during the semester of placement. Any change in placement must be supported by educational reasons and approved by the BSW Field Director.

Any change of placement may result in the assignment of extra field hours to cover the orientation period for the new field placement site.

VII. Frequently Asked Questions

1) Does my Field Agency Instructor have to be a BSW or MSW?

Yes. The Field Agency Instructor must possess a BSW or an MSW degree (from a CSWE-accredited institution) and have at least two years of social work practice experience post-graduation.

2) There is no one at my agency to provide my Field Supervision; however, there is an LPCC or LMFT on staff. Can that person be my Field Agency Instructor?

No, your Field Agency Instructor must be a social work practitioner with a BSW or MSW degree (from a CSWE-accredited institution) who has at least two years of social work practice experience post-graduation.

3) Are there any Non-Traditional (After Hours/Weekend) Placements?

The vast majority of placements are available only during regular weekday business hours. Although there are many organizations that serve clients on a 24 hour/7 days a week basis, the social work staff usually works during normal business hours. If a Field Instructor is willing to work with a student to ensure weekly meetings and a competent Task Instructor is on site, an after-hours placement is possible. However, students should consider altering their full-time work schedule to ensure the highest quality of practicum experience.

4) Can I get a Paid Practicum?

Some practicum agencies may have the ability to offer paid practicums in the form of stipends, paid internships, or special fellowships, but these are rare at the BSW level, and the Field Director must be notified at the time of agency approval. If the student is offered a paid practicum, the student must notify the Field Director immediately.

5) Can I do a hospital practicum?

Yes, however, these types of agencies typically take longer to secure. There are a few types of institutions with specific gatekeeping requirements before accepting students. These are often social work host agencies where their primary mission is medical services. Large hospitals or medical groups require Campbellsville University to sign their Blanket Student Internship Affiliations Agreement. This may differ completely from the Campbellsville University MOA. This may require the legal document to be rewritten and examined by an attorney. If you choose a placement agency that fits into this process, please understand you will be responsible for providing Campbellsville University Field Education staff with copies of all the medical requirements for the internship, including but not limited to: immunizations, TB skin tests, certification in CPR, and several other items in order to fulfill their own accreditation standards and risk management purposes. These must be on file before a student can begin the practicum. This process can take upwards of 4-6 months to complete.

6) Can I start my practicum early?

Field Practicum is a course that follows the academic calendar. The practicum begins when the semester begins. Some agencies require students to complete an orientation to their organization prior to beginning the practicum. This usually is 2-4 days long and is routinely scheduled by the organization at set monthly intervals. In such circumstances, students are permitted to attend their agency orientation prior to the start of the semester and can count those hours towards the total hours required for the semester practicum. Students should first inform their Field Liaison and/or Field Director about such required orientations. After completion of the early, required agency orientation, students then wait until the start of the semester to continue in the practicum.

7) What happens if I don't have a practicum by the deadline?

Students who have not secured a practicum placement by the deadline will be unable to

enroll in practicum and will be referred to the next semester. Students should seek additional assistance from Field Director for securing placement and meeting deadlines. (See deadlines in “Field Practicum Placement Deadlines” section of Field Manual).

8) Can I use student service learning trips towards practicum hours?

Students may earn up to 40 hours of additional hours through approved Carver School of Social Work Service (CSSW) Learning trips. The student shall inform the CSSW faculty who is leading the trips they are interested in earning field hours. (CSSW Service Learning trip requires at least one faculty member from CSSW to lead or accompany a group of students in the social service related service learning.) These hours must be related to the CSWE core competencies and linked in the students’ Field Learning Contract. The trip must be within six months of beginning Field Placement and the additional hours accrued will be counted toward the 450 hours on the first time sheet upon student entering Field Placement. See Field Director for more information.

9) Incomplete Grade Request Process

When a student is unable to complete the practicum hours required at the end of the term (225 for SWK 420/421 or 450 hours for SWK 410), an **Incomplete** grade will be assigned for that term, **IF** the student is in good standing (meaning student has completed assignments in a timely manner, has at least a minimum of 70% on total assignments, and has activities on Field Learning Contract near completion). When a student does not complete the required hours in the agreed upon time frame, the student will receive an unsatisfactory grade for that term. **Students cannot move forward in the practicum sequence until the incomplete grade has been changed to a passing grade.**

10) What happens if I need to change my placement?

Students are expected to complete their field placement at their assigned agency. Changes are only made in extreme cases and are highly discouraged. Practicum sites may be changed if there are circumstances that either the Field Liaison and/or the Field Agency Instructor agree would be in the best interest of the student. In the event a student desires to change practicum sites for personal reasons, the student would have to be in agreement that they would start over at the new site and may not be allowed to carry over hours from the previous site. There are unique circumstances where a change of placement is necessary, such as a program closing or conditions where a student is in an unsafe environment. In these rare cases, students would be allowed to carry hours earned forward to the new practicum agency. All placement changes require Field Director approval.

11) May I complete my practicum where I work?

Yes. See “Employment Based Field Placement” section of this manual for more details.

VIII. Forms

**BSW/MSW MEMORANDUM OF AGREEMENT
CARVER SCHOOL OF SOCIAL WORK
CAMPBELLSVILLE UNIVERSITY**

This agreement is entered into by and between Campbellsville University, Carver School of Social Work, hereinafter referred to as “Carver School of Social Work”, and _____, hereinafter referred to as “Agency”, to describe the manner in which the parties agree to cooperate on the placement and supervision of the social work practicum students for the purpose of providing an educational experience designed to assist the student in applying the knowledge, skills, values and ethics of the profession of social work in an actual field setting. Therefore, the Carver School of Social Work and the Agency execute this Practicum Agreement and mutually agree that the responsibilities of each party shall be stated herein.

I. The Carver School of Social Work shall:

- A. Conduct a program in the field of social work in conformity with all applicable statutes and regulations of the State of Kentucky and the United States and in keeping with the Council on Social Work Education and the National Association of Social Workers’ Code of Ethics for the social work profession.
- B. Identify agency placement sites in accordance with CSWE qualifications and provide students with technical assistance in locating an appropriate practicum based on student interest and location.
- C. Ensure that the Agency is provided adequate opportunity to interview and determine the appropriateness of interested practicum students before any student is assigned to the Agency.
- D. Orient practicum students and personnel who serve in the capacity of Field Agency Instructors and Task Supervisor practicum requirements, policies and procedures of the Carver School of Social Work.
- E. Expect Social Work students and all Carver School of Social Work faculty to abide by the National Association of Social Workers’ Code of Ethics.
- F. Designate a community professional or a faculty member of the Carver School of Social Work to serve as Field Course Instructor between the University and the Agency. The Field Course Instructor will provide regularly scheduled contacts with the Field Agency Instructor and/or Task Supervisor and student to promote the integration of academic learning and the agency-based practice experience by the student, and offer technical assistance and problem solving as needed or at the request of the student or the Agency

- G. Designate the Field Course Instructor to oversee the student's learning in the practicum by the use of a Field Learning Contract.
- H. Require all students to purchase and carry their own malpractice liability insurance policy while at field practicum.
- I. The Field Learning Contract provides tasks/activities for the student to complete during the placement at the agency. The Field Agency Instructor provides direction and oversight to the student and evaluates the student's social work skills and behaviors utilizing the Field Learning Contract at mid-term and final.
- J. Ensure that the designated Field Course Instructor completes a minimum of three teleconference contacts with Field Agency Instructor and student. Field Course Instructor will have ongoing communication throughout the practicum.
- K. Agree that the Carver School of Social Work Field Director(s), any designated Field Course Instructor and the practicum student follow all policy, procedure and professional practice expectations as written and implemented by the Agency, especially related to confidentiality and client rights.

II. The Agency shall:

- A. When supervising an MSW student, assign a member of the Agency staff who meets MSW criteria established for a Field Agency Instructor by the Council on Social Work Education (MSW with two years' experience), and who is acceptable to the Carver School of Social Work to provide supervision of the student's learning activities in the practicum. This person is referred to as the "Field Agency Instructor". The Task Supervisor who is working closely with the student will work in conjunction with the outside Supervisor.
- B. When supervising a BSW student, assign a member of the Agency staff who meets BSW criteria established for a Field Agency Instructor by the Council on Social Work Education (BSW with two years' experience), and who is acceptable to the Carver School of Social Work to provide supervision of the student's learning activities in the practicum. This person is referred to as the "Field Agency Instructor". The Task Supervisor who is working closely with the student will work in conjunction with the outside Supervisor.
- C. Ensure an adequate educational learning experience by allowing the designated Field Agency Instructor and/or Task Supervisor to access the Carver School of Social Works Field Practicum materials through the Carver School of Social Work Field Website and actively utilize the Intern Placement Tracking System.
- D. Agree that Field Agency Instructor or a Task Supervisor who work with a practicum student(s) become familiar with and adhere to the policies, procedures, roles and responsibilities outlined in the MSW Field Manual/BSW Field Manual.

- E. Retain all authority regarding all services to clients and other consumers of Agency services. Services provided by the student while in the agency are for the benefit of the student's development. These services cannot be represented to the client, or any other party, as professional service. In addition, insurance cannot be billed for the student's learning experience.
- F. Provide reasonable opportunity for the Carver School of Social Work Field Liaison to become oriented to the Agency and Field Agency Instructor in order to facilitate coordination of student success.
- G. Provide the student with a detailed Agency orientation and learning opportunities essential to satisfying the core competencies and program behaviors established by the Council on Social Work Education and as written below.

The Council on Social Work Education core competencies and practice behaviors for students to achieve during their practicum experience.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion 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

- H. Provide the release time necessary for the Field Agency Instructor, if employed by the Agency, to offer the student a minimum of one hour per week of supervision and allow for adequate time for student evaluations and communications with University faculty.
- I. Provide reasonable and adequate logistical support for the student during the practicum, including, but not limited to, a work space, use of a telephone as required, writing materials, computer and other office supplies necessary for Agency report writing and other activity documentation, etc. The Agency is not responsible for housing, transportation to the placement site, or usual living costs for the student.
- J. Prohibit the student from personally transporting clients in an Agency or personal vehicle unless the student can provide proof of additional insurance certification required by the Agency for transportation of clients.
- K. Notify the Field Course Instructor of the Carver School of Social Work if any questions or problems arise at the earliest possible date.

III. Both parties agree to the following:

- A. This agreement is mutually beneficial to the Carver School of Social Work and the Agency. There will be no reimbursement from either party for benefits received. The Agency recognizes that students are not their employees and shall therefore not be entitled to any wages or benefits as a result of their participation in this program unless an internship stipend is part of the Agency practice.
- B. This Memorandum of Agreement shall be effective on the date it is signed and may be terminated at the option of either the Carver School of Social Work or the Agency upon written notice given to the other party no less than thirty (30) days prior to the date of termination unless both parties agree upon immediate termination.
- C. This agreement shall be governed and construed according to the laws of the State of Kentucky and the guidelines of the Council on Social Work Education and the Campbellsville University Carver School of Social Work and the represented agency.

ACCEPTED (CARVER SCHOOL OF SOCIAL WORK)

UNIVERSITY: Campbellsville University

BSW Director of Field Education-Rebecca Bohner

Date

MSW Director of Field Education - Kalon Moody

Date

ACCEPTED (AGENCY):

AGENCYNAME:_____

Agency Director/Executive Director Name:_____

Title:_____

Agency Director Signature

Date

Distribution:

Originals (2): Agency and Carver School of Social

FIELD PLACEMENT AGENCY APPLICATION

Thank you for your interest in partnering with us to provide a social work internship at your agency. We value this collaboration and seek to serve your work and mission while providing a practical learning opportunity for our students. Please complete the form below so that we might obtain information that will assist us in identifying students who are most appropriate to the needs, tasks, and environment of your agency setting. It is also necessary that your agency context meet the requirements of our accrediting body, Council for Social Work Education (CSWE). We look forward to potentially partnering with you in an effort to meet both of our specific considerations.

Date _____

Agency Name _____

Agency Address _____

City State Zip _____

Phone _____ Agency Website/URL _____

Agency Contact Name _____ Contact Phone _____

Contact Email _____

Which intern level fits your agency? (Circle One)

MSW Students

BSW Students

Both

Does your agency offer non-traditional work hours for interns? Weekend Evening

Does your agency require specific background checks, drug screening or testing? YES NO

If so, is the student responsible for obtaining and paying? YES NO

If yes, please list what is required:

Does this agency provide students with the opportunity to demonstrate Social Work Competencies through in-person contact with client systems and constituencies? YES NO

Does your agency employ staff with a BSW or MSW degree? YES NO

Do you provide stipends or paid internships? YES NO

Do you provide mileage reimbursement? YES NO

Agency Mission Statement:

Please provide a brief description of your agency programs/ services (or attach a brochure about your agency programs/ services.)

Circle the population(s) your agency serves:

Infants/Children

Adolescents

Adults

Seniors

Community

Other (_____)

From the following lists, please identify types of service(s) your agency provides:

| Micro Level Services | Macro Level Services |
|-------------------------------|----------------------|
| Residential Treatment | Administration |
| Bio-Psycho-Social Assessments | Advocacy |
| Case Management | Education/Training |
| Client Intake | Fundraising |
| Discharge Planning | Grant Writing |
| Education | Management |
| Family Counseling | Community Organizing |
| Group Counseling | Policy |
| Individual Counseling | Program Evaluation |
| Crisis Intervention | Research |
| Information & Referral | Program Development |
| Medication | Social Planning |
| In-Home Services | Collaboration |
| Other _____ | Other _____ |

From the following lists, please indicate your agency's areas of practice focus:

| | |
|----------------------------|-----------------------|
| Aging/Gerontology | Maternal/Child Health |
| Immigration | Physical Disabilities |
| Child Welfare | Domestic Violence |
| International Social Work | Housing/Homelessness |
| Legal Services | Employment |
| Criminal Justice | Poverty |
| LGBTQ Services | Foster Care/Adoptions |
| Developmental Disabilities | Public Health |
| Health Care | Government |
| Public Health | School Social Work |
| HIV/AIDS | Substance Abuse |
| Hospice | Gang Outreach |
| Other _____ | Other _____ |

The academic calendar includes a 3-4 week break between terms in December. Please indicate if this is acceptable for an intern in your setting or if this needs to be discussed: YES NO

Is there any additional information that you would want an intern to know before interning at your agency?

Agency Representative Signature: _____ Date: _____

FIELD INSTRUCTOR APPLICATION

Carver School of Social Work Please complete the following profile to represent your professional credentials. This will assist the Carver School of Social Work in verifying your qualifications for field instruction, which is a requirement for our accrediting body. Thank you for your willingness to help educate future social workers.

NAME _____ EMAIL _____

AGENCY _____

AGENCY WEBSITE _____

ADDRESS _____

PRIMARY PHONE _____ ALTERNATE PHONE _____

SOCIAL WORK EDUCATION: DSW LCSW CSW MSW BSW

University/ Degree _____ Graduation Date _____

University/ Degree _____ Graduation Date _____

University/ Degree _____ Graduation Date _____

Are you licensed? YES NO

If so, State/License Number _____

Years of Experience Post-BSW _____ Years of Experience Post-MSW _____

Previous Field Instruction Experience? YES NO

Your signature below affirms your intention to provide direct supervision for the social work students, and to fulfill the following:

- Actively seek to establish a positive, healthy, effective working relationship with student, Field Director and Field Liaison.
- Avoid dual relationships with SW students when under your supervision as Field Instructor.
- Ensure that SW student is appropriately oriented to organization & is afforded reasonable & adequate opportunity to enter the 'culture' of the organization as a learner.
- Ensure that BSW student is informed of & understands all safety procedures of the agency
Complete Student Safety Checklist on IPT database.
- Facilitate student development & implementation of Field Learning Contract that will allow student access to learning opportunities related to generalist social work competencies/ behaviors.
- Provide student with opportunity to engage, assess, intervene, and evaluate in SW change efforts with individuals, families, groups, communities & organizations.
- Ensure that student has opportunity for interactions that allow for exploration of diversity to the fullest extent that is possible in practicum setting.
- Prepare for & facilitate weekly field supervision meetings with SW student.
- Complete written evaluation of student on Field Learning Contract for mid-term and final evaluation.
- Attend initial, mid-term and final virtual conference with Field Course Instructor/Field Liaison and SW student to discuss accomplishments & any areas of growth or concern.

- Notify Field Liaison of potential problems or conflicts.

Please send this completed form and a copy of your resume to rebohner@campbellsville.edu

Field Instructor Signature _____ Date _____

Direct any questions to:

Rebecca Bohner
BSW Field Director
Campbellsville University
1 University Dr. UPO 855 Campbellsville, KY 42718
Office Phone: (270) 789-5480

BSW FIELD PLACEMENT APPLICATION

Name of Student _____

Address _____

City _____ State _____ ZIP _____

Student ID # _____ CU Email _____

Student GPA _____

I. Semester you plan to start Field Placement (circle one):

Fall Spring Summer

II. Course Selection (select one):

- ☐ SWK 410 - 1 semester/ 450 hours/ 28-30 Hours per week.
- ☐ SWK 420/ SWK 421 – 2 consecutive semesters/ 450 hours total (225 hours per semester)/ 15-18 hours per week.

III. Social Work Courses Completed/ Currently Taking

| Required Courses | Completed | Enrolled This Semester |
|------------------|-----------|------------------------|
| SWK 210 | | |
| SWK 220 | | |
| SWK 310 | | |
| SWK 311 | | |
| SWK 312 | | |
| SWK 340 | | |
| SWK 342 | | |
| SWK 365 | | |
| SWK 366 | | |
| SWK 450 | | |
| SWK 455 | | |

Check all that apply:

- ☐ CW Prep Student
- ☐ Work Full-Time
- ☐ Need Non-Traditional Field Placement (evenings/weekends)

BSW students complete their field placement during their last semester or final year of the BSW program, depending on if they choose the 1-full semester, full-time (450 hours) or 2-full semester, part-time (225 hours each semester) field placement option. Students can complete field placement in the fall, spring, or summer semesters, with the 2-full semester field placement undertaken in consecutive semesters. Employment-Based BSW Field Placements are allowable. (See “Employment Based Field Placement” section of BSW Field Education Manual for more details). For students to be eligible for admission and to register for the Field Instruction Course (SWK 410, 420/421), they must meet the following criteria:

- Must complete most SWK courses
 - o SWK 450 is an allowable course option during field placement
 - o If choosing the 1-full semester field placement option, students must acquire permission from BSW Field Director to take additional courses beyond the Field Instruction Course (SWK410) in same semester
 - o If choosing the 2-full semester field placement option, students can take up to 2 classes concurrently with Field Instruction Courses (SWK 420/421) but are encouraged to consider what is realistic given other responsibilities while completing BSW degree
 - Students who work full-time and/or have multiple other responsibilities (e.g., caretaker, student athlete) will complete the 2-full semester field placement option
- Must have a minimum of a 2.75 GPA and a grade of C or better in all core curriculum courses
- Submit required paperwork 1 month prior to semester start date of field placement
 - o Deadlines: Fall – July 15th; Spring – December 1st; Summer – April 1st
- Attend a virtual BSW Information Session and Pre-Placement Individual Orientation

BSW students begin the field placement process one semester prior to entering field placement. However, students are encouraged to explore potential field placement options prior to this date. The Carver School of Social Work engages in a student-initiated practicum where the student is responsible for identifying, researching, and interviewing the agency that best meets their needs. Students are given access, by the field education team, to an electronic database (IPT) that lists approved field placement agencies. Students are welcome to explore and secure new field placement agencies though they must be approved by the BSW Field Director.

BSW students will begin their field placement the first week of the semester (SWK 410 or SWK 420) and finish the last week of the semester (SWK 410 or SWK 421)

Student Signature: _____ Date: _____

DISCLOSURE STATEMENT FORM

In order for the Field Director to assist you in selecting an appropriate field placement the following information is needed.

1. Have you been charged or convicted of any misdemeanor or felony charge? Yes

_____ No _____

If yes, please explain:

2. Is there any information concerning personal or family issues, illnesses, or addictions that could impair your ability to function in a practicum site in a social work capacity? This could include, but is not limited to, drug or alcohol abuse, domestic violence, child abuse, or economic issues.

Yes _____ No _____

If yes, please explain:

This information is for the purpose of:

- Protecting clients and the practicum student
- Ensuring that you may be able to acquire personal student liability insurance
- Enabling the Field Education Program to respond to certain agency requirements for persons working in that agency (most agencies require specific background checks, drug screenings, etc.)

Answering in the affirmative to the disclosure statement may not in and of itself prevent you from completing your practicum requirement. However, it may limit the type of practicum or practicum population that you will be able to work with.

The Field Director will discuss your individual situation with you in order to help determine the type of practicum situation that might be most appropriate for both you and the practicum setting.

- It should also be noted that there may be certain types of criminal convictions or personal problems that could make it extremely hard or impossible to place you in a practicum setting. There may also be certain issues that would prohibit you from being able to obtain personal student liability insurance which is required for practicum placement. If you have new information related to legal issues or personal problems that you failed to inform anyone in the program since your initial acceptance, it cannot be guaranteed that you will be able to be placed in a practicum setting or complete this program requirement for the BSW degree.

****No arrangements for a field placement will be made prior to completion of this statement and submission to the BSW Field Director.****

I grant permission to the BSW Field Director of the Carver School of Social Work to release information from all BSW Field Education forms for the purpose of assisting with my field placement. This release extends only to a mutually agreed upon agency or party for the purpose of a mutually agreeable placement.

I certify that I have read, understand and agree to abide by the values and ethics of Social Work as outlined in the National Association of Social Workers Code of Ethics (<http://www.socialworkers.org/pubs/Code/code.asp>).

Student Signature

Date

Please email this completed form to BSW Field Director at rebohner@campbellsville.edu

AGENCY PLACEMENT AGREEMENT

Student Name _____

Phone # _____ Email Address _____

Name of Field Placement Agency _____

Field Placement Agency Address _____

City _____ State _____ ZIP _____

Field Placement Agency Phone # _____

Field Placement Agency Website URL _____

Field Instructor (SW Supervisor) Name _____

Circle all that apply to Field Instructor:

BSW MSW LCSW

Job Title at Agency _____

Phone # _____ Email Address _____

CONFIRMATIONS AND AGREEMENTS

1. The organization/ program will support the policies described in the Campbellsville University BSW Field Manual and MOA, which includes support of the Field Instructor and provision of a healthy learning environment for the social work student.
2. Acceptance of a student placement with this agency indicates the Field Instructor agrees to:
 - Actively seek to establish a positive, healthy effective working relationship with student, Field Director and Field Liaison.
 - Avoid dual relationships with SW students when under your supervision as Field Instructor.
 - Ensure that SW student is appropriately oriented to organization & is afforded reasonable & adequate opportunity to enter the 'culture' of the organization as a learner.
 - Ensure that BSW student is informed of & understands all safety procedures of the agency o
 - Complete Student Safety Checklist on IPT database.
 - Facilitate student development & implementation of Field Learning Contract that will allow student access to learning opportunities related to generalist social work competencies/ behaviors.
 - Provide student with opportunity to engage, assess, intervene, and evaluate in SW change efforts with individuals, families, groups, communities & organizations.
 - Ensure that student has opportunity for interactions that allow for exploration of diversity to the fullest extent that is possible in practicum setting.
 - Prepare for & facilitate weekly field supervision meetings with SW student.
 - Complete written evaluation of student on Field Learning Contract for mid-term and final evaluation.
 - Attend initial, mid-term and final virtual conference with Field Course Instructor/ Field Liaison and SW student to discuss accomplishments & any areas of growth or concern.

- Notify Field Liaison of potential problems or conflicts.
3. Acceptance of a field placement with this agency indicates the SW Student agrees to:
- Complete individual and group orientation with BSW Field Director
 - Purchase and maintain Preferred Student Liability Insurance while in the field placement.
 - Accept responsibility for & ownership of your own learning process.
 - Actively seek to establish positive, healthy, professional & effective working relationship with Field Director, Field Liaison, Field Instructor & other staff at field placement agency.
 - Use engagement skills in a professional & ethical manner.
 - Establish appropriate roles & boundaries. Avoid dual relationships.
 - Utilize professional & ethical behavior in practice, using the NASW Code of Ethics as a guide.
 - Complete Field Learning Contract on IPT database. (Students must complete all pre-populated & agency specific tasks/ activities that are listed on Field Learning Contract.)
 - Complete Field Instruction Course Assignments on Moodle & IPT database.
 - Prepare for & actively participate in weekly field supervision meetings with Field Agency Instructor.
 - Meet with Field Liaison and Field Instructor for initial, mid-term, and final virtual meetings to discuss progress on Field Learning Contract, achievements, concerns, and/or areas of growth.
 - Inform Field Liaison & Field Instructor of potential problems & conflicts in a timely & respectful manner so as to ensure opportunity for discussion & problem solving at earliest possible time.
 - Complete evaluations on Field Liaison, Field Instructor & Field Placement Agency.

STATEMENT OF CULTURALLY SENSITIVE PRACTICE

At the Carver School of Social Work, we seek to engage students in constructive, respectful dialogue as personal values are challenged in the process of developing a professional social work identity. We encourage students to respectfully engage with others who are different from themselves in the classroom and the community, regardless of their personal values.

Therefore, we expect the field instructors will join faculty and staff in this effort; and will:

- Encourage and welcome diversity in all aspects of campus and community life.
- Address social justice issues that affect human beings as a consequence of oppression, poverty, marginalization and alienation because of the intersection of multiple factors, including those identified by CSWE: class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, sex, sexual orientation and religious, non- religious, or spiritual beliefs.
- Refrain from prejudicial language and discriminating behavior and challenge stereotypes when others speak in derogatory generalizations.
- Agree that hate speech or actions are not tolerated in the organization.
- Foster intercultural dialogues, examine individual biases, and critically analyze intersections of privilege and oppression
- Expand students' understanding of cultural diversity by helping them explore other cultures through researching and participating in/ supporting community events.
- Demonstrate empathy in a culturally sensitive manner, to listen and work to solve problems peacefully.
- Create a community that is a safe environment for all.

SIGNATURES: Signature guarantees knowledge of above stated criteria to be met while providing a field placement for Campbellsville University social work students. Additionally, signature indicates the student and Field Instructor have discussed placement dates, hours and expectations.

Student's Signature: Date _____

Field Agency Instructor Signature: Date _____

Approved by:

BSW Field Director Date _____

Please email this completed form to BSW Field Director at rebohner@campbellsville.edu

BSW Field Practice Student Agreement

This contractual agreement is entered into this 1st day of _____ 20____ between Campbellsville University School of Social Work and _____, senior social work major. As a social work field placement intern, I fully understand my responsibility to complete a minimum of 450 clock hours of community-based field experience at my assigned practicum location. I further understand that I must complete a formal agency orientation prior to the independent practice of generalist social work skills at the placement. I fully understand that all field practicum hours must be successfully completed by the deadline as established by the BSW Field Director.

Furthermore, it is agreed and understood that:

1. The student fully recognizes the importance of confidentiality and will in no way breach that confidentiality as a practicum student.
2. The student is required to carry student liability insurance to cover any malpractice involvement by error, negligence, or omission, with this insurance being purchased by the student through Preferra.
3. The university does not assume responsibility for, or provide insurance against, any physical or professional liability that might be assessed due to injury to student or clients.
4. All students are prohibited from transporting clients.
5. The student will seek, as appropriate, clarification of agency policy regarding reimbursement for mileage and any other practicum related expenses or stipend.
6. The student must have a valid driver's license if driving a personal vehicle and assume responsibility for transportation to and from the field placement location.
7. The student will adhere to the policies, procedures, and principles of the field placement setting unless such adherence violates the NASW Code of Ethics.
8. The student will notify the agency Field Instructor of all impending absences and promptly arrange to make up the hours to the satisfaction of the agency Field Instructor and the social work Field Director.
9. The student will be viewed as an adult learner. To this end, the student is expected to demonstrate maturity and responsibility in expanding and deepening the knowledge, values, and skills that were taught in the classroom.
10. The student will actively participate alongside the agency Field Instructor in developing and implementing a field learning contract that includes measurable and appropriate learning tasks and assignments.
11. The student will be conscientious in preparing for weekly supervision meetings with the agency Field Instructor by writing down questions and concerns to discuss during the conferences. Additionally, the student is expected to bring to the attention of the Field Director any inconsistency with the scheduling of these weekly meetings.
12. The student will immediately bring to the agency Field Instructor's attention any problems or

dissatisfactions that they have with the field experience, and is prepared to engage constructively in finding solutions. If the problem cannot be resolved, then the student is required to contact the BSW Field Director. The BSW Field Director will schedule a conference to assist in helping to find an acceptable solution for all parties concerned.

13. The student will use the NASW Code of Ethics as a guide in all agency activities and assignments.
14. The student will engage actively in the evaluation process and seek on-going feedback from the Field Instructor. The student is expected to be an active participant in the formal mid-term and final evaluation.
15. The student will engage in appropriate termination activities with clients and agency personnel at the conclusion of the field practicum.

I have read the above information, I agree to abide by the guidelines set forth, and I understand the importance of adhering to the information presented within this agreement.

Student

Date

CORRECTIVE ACTION AGREEMENT & PLAN

Purpose: *To address unsatisfactory student performance in field practice*

Date of Meeting: _____

Student's Name: _____

Agency Name: _____

Field Agency Instructor's Name: _____

Field Course Instructor's Name: _____

Meeting Participants (list & provide title for each:_____

1. Describe area of concern with student's performance in behavioral terms:
2. Describe what the student must do to correct the behavior(s) identified above:
3. Establish the timeframe by which the corrected behavior(s) is/are to occur. If there are steps over a period of time, name each step and provide a date for accomplishment.
4. Identify the consequences to the student if the desired change(s) do/does not occur.
5. Document any previous discussion with this student that have occurred about this issue.

Evaluative Conference:

Student, Field Agency Instructor, and Field Course Instructor (if applicable) will meet on

_____ to evaluate the student's progress towards desired behavior(s).
(date and time)

Signatures for agreement on Corrective Action Plan:

Student Signature

Field Agency Instructor Signature

Date

Date

Task Instructor Signature (if applicable)

Field Course Instructor Signature

Date

Date

Documentation of Evaluative Conference:

Describe how the student did or did not demonstrate the desired behavior(s):

Based on response to preceding question, what are next steps for student in regards to field practicum at agency?

Signatures for Evaluative Conference:

Student Signature

Field Agency Instructor Signature

Date

Date

Task Instructor Signature (if applicable)

Field Course Instructor Signature

Date

Date



Carver School of Social Work

Employment-Based Application Form

Your application will not be considered for approval until it is complete. Submit application by deadline for BSW field placement forms to the BSW Director of Field Education

Student Information:

Student Name: _____

CU Student ID#: _____

Employer Information:

Employer Name: _____

Employer Street Address: _____

City: _____ State: _____ Zip: _____

Employer Website: _____

Employer Phone Number: _____

Brief Description of Client Population Served & Scope of Services:

Proposed Field Placement Start Date (check one) ☐ Fall ☐ Spring ☐ Summer

Field Placement Option (check one) ☐ SWK 410 (1-semester) ☐ SWK 420/421 (2-semester)

Current Employment Details:

Start Date with Employer: _____

Completed Probationary Period (check one) Yes ☐ No ☐

Employment Position: _____

Department: _____

****Attach/submit your current job description and a copy of your resume which clearly outlines your role and responsibilities****

Current Employment Supervisor:

Name: _____

Title: _____

Phone: _____ Email: _____

Have you discussed this possible employment-based field placement with your Employment Supervisor and Agency Director? (check one) ☐ Yes ☐ No

Proposed Field Instructor (Social Work Supervisor):

All Field Instructors are required to have a BSW and/or MSW degree from a CSWE-accredited institution and possess at least 2 years post-graduation work experience. Field Instructors must also provide at least 1-hour of weekly educational supervision and complete other assigned tasks as listed in the BSW Field Education Manual. Field Instructors are expected to demonstrate professional and ethical behavior as outlined in the NASW Code of Ethics.

Name: _____ Title: _____

Department: _____ Phone: _____

_____ Email: _____

School & Year SW Degree Earned: _____

Social Work Licensure/State: _____

Is this your employment supervisor? (check one) ☐ Yes ☐ No

If the proposed Field Instructor is physically located at a different employer site, the student will need to identify an onsite Task Instructor to support the student's learning and coordinate with the Field Instructor. See BSW Field Education Manual for more details about Task Instructor role.

Is the proposed Field Instructor located on-site with the student? (check one) Yes ☐ No ☐

Task Instructor (if necessary) Name: _____

Task Instructor (if necessary) Title: _____

Task Instructor (if necessary) Email: _____

Task Instructor (if necessary) Phone: _____

Field Placement Learning Experiences Across All CSWE Competencies

The Carver School of Social Work, as mandated by CSWE, requires that all BSW field placements provide students with learning opportunities and skill development across all generalist social work practice competencies and their corresponding behaviors. Please note below specific employment tasks that relate to each competency and allow for demonstration of competency. Where needed, note additional learning tasks that student will complete to meet competency. See BSW Field Education Manual or Field Learning Contract for more details regarding generalist social work competencies and corresponding behaviors.

Competency 1: Demonstrate Ethical & Professional Behavior

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

Competency 2: Advance Human Rights & Social, Racial, Economic, & Environmental Justice

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

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

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

Competency 4: Engage in Practice-Informed Research & Research-Informed Practice

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

Competency 5: Engage in Policy Practice

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

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

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

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

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

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

Work Task(s) that Meets Competency:

Additional Task(s) that Meets Competency (if needed):

SIGNATURES:

By signing below, we agree it is a feasible plan for this student to complete an employment-based field placement that will focus on learning opportunities and tasks required to demonstrate competency in generalist social work practice, as required by CSSW and CSWE

Employment Supervisor:

Print Name: _____

Title: _____

Signature: _____

Proposed Field Instructor (SW Supervisor):

Print Name: _____

Title: _____

Signature: _____

Agency Director:

Print Name: _____

Title: _____

Signature: _____

BSW Student:

Print Name: _____

Title: _____

Signature: _____

BSW Director of Field Education:

Print Name: _____

Title: _____

Signature: _____