

2026-2027 Field Manual

The Master of Social Work Field Education Program at Youngstown State University

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The Master of Social Work Field Education Program at Youngstown State University

Introduction

The primary purpose of the Master of Social Work (MSW) Program at Youngstown State University (YSU) is to prepare graduate students for generalist clinical practice with individuals, families, and groups by emphasizing the strengths-based empowerment approach in working with marginalized, vulnerable, or disenfranchised clients.

The field education component of the MSW Program is essential to students' gaining mastery of the nine social work competencies (CSWE, 2022). Field education, as the social work profession's signature pedagogy, serves as the domain for the development of social work competencies and observable components required for professional social work practice.

Note: This manual uses the terms Field Educator and Field Instructor interchangeably, or FE as abbreviated. The MSW Student Field Manual is referred to herein as the Field Manual or the Manual.

The Field Manual will assist students and Field Educators [FEs] in understanding the MSW education process at Youngstown State University. It will also inform readers of the program's mission and policies, educational processes, and the competencies it seeks to develop in students. Documents used by students and FEs throughout the course of the program are identified in this Manual and its Appendices, and will be posted on the YSU website for students and FEs. The Manual will also include information pertinent to students as they move from student to occupational roles within the social work profession.

Social Work Educational Competencies (CSWE, 2022)

Competency 1: Demonstrate Professional and Ethical Social Work Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

The Role of Field Education

The field education component of the social work program is essential to the students' demonstration of mastery of the social work competencies. Field education serves as the domain for the ongoing learning and development of social work competencies and observable components required for professional social work practice.

Field education provides the intern with opportunities to interface with an agency that serves as a social work site. The student intern cultivates an understanding of the agency's mission, funding, community demographics, and service provision; observes how social workers function in a comprehensive range of roles in agency context; experiences the culture of the agency; and participates in the engagement, assessment, case or treatment planning, intervention, and evaluative processes with diverse clients. The student embraces knowledge-building and the application of social work values in his/her ongoing work with diverse clients and populations. Further, the student advances his/her capacity to apply critical analysis and evaluation skills in the assessment/intervention/evaluation process.

The student intern will learn about clients, community resources, the service-delivery system, and will begin the journey in the building of one's professional self. Orientation to and skill development in collaborative teamwork is highly emphasized in the MSW field practicum at the micro, mezzo, and macro levels. While under supervision, the student becomes a participant in actual social work practice. Traditional track students will have two field education experiences, one during the generalist year and one during the second advanced clinical practice year. Advanced standing students will complete the advanced clinical practice during their final two semesters.

Field education serves as a testing ground for the student to demonstrate social work competencies and observable components, addressed through course assignments and activities. It also provides an opportunity for the student to integrate classroom knowledge, under the supervision of a trained professional social worker, in an actual practice setting. Class and field are inseparable components of the student's educational experience; classroom professors and lecturers, and Field Educators play roles which are interdependent and essential to the educational process. CSWE has publicly identified field instructors as “the educator in the field.”

Student participation in fieldwork can be a transformative experience when the Field Educator is willing and eager to teach; establishes and sustains an optimal learning environment for the student; offers support and provides ongoing and constructive feedback in identifying both student strengths and challenges. At the same time, the student needs to be eager to learn; remain intellectually curious; seek out and make good use of agency opportunities and supervision; choose to venture out of one's comfort zone; decide to be in charge of one's own educational plan; and work at integrating classroom knowledge with the field experience.

Careful planning of the field education experience is critical. The FE and student, with the approval of the YSU Field Education Coordinator, will implement a learning plan identifying opportunities and tasks that will allow the student to utilize knowledge from the professional generalist and advanced years' coursework. Content from these areas, namely social work values and ethics, diversity, promotion of social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, and social research, will be applied to actual field education assignments and duties. These opportunities allow the student to integrate classroom knowledge into practice.

Competency-Based Field Education

Field education is the signature pedagogy of social work education and provides students with the opportunity to integrate classroom knowledge into professional practice. During the field experience, the nine social work competencies identified by the Council on Social Work Education (CSWE, 2022) guide the student's Learning Plan and evaluation throughout both the Generalist and Specialized curricula.

The use of a Learning Plan consists of observable and measurable learning activities designed to promote competency development. Drawing upon knowledge gained through coursework, scholarly literature, field-related readings, ethical decision-making, and the profession's core values, students engage in the full social work practice process. Under the supervision of the Field Educator (FE) and/or Task Assigner (TA), students will engage with clients, assess strengths and needs, collaborate in developing service or treatment plans, implement evidence-informed interventions, evaluate outcomes, and reflect on their professional growth. This ongoing process enables students to demonstrate the knowledge, skills, values, and cognitive and affective processes expected of competent social work practitioners.

CSWE recognizes that classroom instruction and field education make complementary and equally important contributions to student learning. The Educational Policy and Accreditation Standards (EPAS) emphasize the importance of creating supportive learning environments while continuously collecting and analyzing assessment data to evaluate student competency attainment and improve both the explicit and implicit curriculum.

Students are expected to demonstrate competency through a variety of learning activities and practice experiences. Evidence of competency may include written assignments, case presentations, treatment planning, documentation, supervision discussions, client engagement, implementation of interventions, and reflective practice. Students are responsible for establishing professional learning goals, collaborating with their FE/TA to incorporate those goals into the Learning Plan, actively pursuing learning opportunities within the agency, utilizing supervision to strengthen professional knowledge and skills, and engaging in ongoing professional development.

Field Educators and Task Assigners play a critical role in fostering student learning by establishing high expectations, providing guidance and support, modeling ethical and effective social work practice, facilitating professional relationships within the agency, and offering regular coaching, feedback, and evaluation throughout the student's placement.

Competency-based assessment should include multiple methods of evaluating student performance. Examples include direct observation of practice, oral and written reports, case presentations, development and delivery of trainings, creation of group curricula, co-facilitation of individual, family, or group interventions, leadership assignments, reflective supervision

journals, role plays, and review of audio or video recordings when permitted by agency policy and client confidentiality requirements.

The Field Education Application

Eligibility for Field Education

Students are eligible for field based on their year within the program. Traditional students begin field education during the second-to-last year in their program of study. Advanced Standing students complete their field education during their final year of the program. Field education must be completed during the designated semesters of the curriculum and may not be taken outside of the established program sequence.

To be eligible for field education, students must be in good academic standing. Students are required to maintain a minimum cumulative GPA of 3.0 and successfully complete all prerequisite coursework before beginning field placement.

Prior to enrolling in Field III and Field IV, students must complete Social Work and the DSM (SCWK 7008) and either the Foundation Courses (SCWK 6903 and SCWK 6907) or the Integrated Foundations Course (SCWK 6910).

Communication between the student and the Field Education Coordinator is an essential component field. Using the MSW curriculum as a guide, students are expected to initiate contact with the Field Education Coordinator during the semester preceding their anticipated field placement. The Field Education Coordinator may also contact students to begin the field application process.

Students are responsible for ensuring that their contact information, including their phone number and email address, is current in Banner. Communication will primarily be conducted via YSU email. Students are expected to check their email regularly. Failure to maintain accurate contact information or check the YSU email may delay the field placement process.

Considerations for International Students

Due to the extensive time required to identify, secure, and finalize appropriate field placements, international students must obtain the necessary visa by July 1 preceding the start of the fall

semester to be eligible to begin field education. Students who have not secured the appropriate visa by this deadline will not be permitted to begin their field placement for the fall semester.

Field Application

All students complete an Application for Field Placement and meet with the Field Education Coordinator for an individual planning session before the start of the school year. The selection of a generalist-level field site is based on the student's learning needs, site availability, FE availability, and other factors. The MSW Field Education Coordinator assists in the placement site for each foundation level student (Field 1 & 2). Advanced clinical practice students (Field 3 & 4) select the type of agency that fits with their career goals, and every effort is made to place them in the agency of choice. The Social Work Department does not guarantee that a student will be placed in the agency of choice. The Field Coordinator will make every effort to place students at an agency of their choice. However, students who decline three placement offers will not be offered additional placement opportunities.

Field Protocols for Completing and Submitting Student Application for Field Placement

Students expecting a field placement are required to review, complete, and submit the items identified below. Students will not be considered for field placement until all documentation has been received.

Foundation Year students complete and submit:

- The Field Application
- A current Resume which includes specific knowledge, language, and skill sets which are consistent with field placement focus and activities
- A Statement of Interest
- All releases, waivers, and the FERPA disclosure form
- History of Arrests and Convictions Form
- MSW Program's Student Code of Conduct Form.
- If applicable, Employment-Based Field Application

Advanced Year student completes and submit:

- The Field Application

- A current Resume which includes specific knowledge, language, and skill sets which are consistent with field placement focus and activities
- A Statement of Interest
- All releases, waivers, and the FERPA disclosure form
- History of Arrests and Convictions Form
- MSW Program's Student Code of Conduct Form.
- If applicable, Field Application and Proposal, Same Agency, Second Year Placement
- If applicable, Employment-Based Field Application

Agency Placement Requirements

In addition to the documentation required by Youngstown State University, field placement agencies may require students to complete additional documentation, screenings, or training as a condition of placement. The Department of Social Work will communicate agency-specific requirements to students, which may include, but are not limited to:

- Criminal background checks (BCI and FBI), including fingerprinting.
- Completion of agency-specific orientation or training before or during the initial weeks of the internship.
- Alcohol and/or drug screening.
- A medical physical examination.
- Verification of required immunizations or other medical documentation.
- Obtaining the Social Work Trainee (SWT) designation through the Ohio Counselor, Social Worker, Marriage and Family Therapist Board.

Students are responsible for completing all required medical documentation independently. Many health-related requirements can be fulfilled through YSU Student Health Services at (330) 747-4660. Students may obtain the necessary health assessment forms from their healthcare provider or, when applicable, from the field placement agency. Some placements, particularly those in healthcare settings, may require additional immunizations, titers, or other medical testing.

Students are responsible for all costs associated with agency requirements, including, but not limited to, background checks, fingerprinting, drug screenings, physical examinations, immunizations, and any additional medical testing.

Some healthcare agencies may require students to maintain personal health insurance or otherwise demonstrate access to healthcare services, with the understanding that any healthcare expenses incurred are the student's responsibility. Students may be required to provide proof of health insurance coverage prior to the start of their field placement. Additionally, students are financially responsible for any medical treatment resulting from injuries sustained during field placement, either through their personal health insurance or at their own expense.

Students should discuss all agency-specific requirements with the prospective Field Educator (FE) during the interview process. If selected for placement, students are expected to comply with all agency policies and requirements.

Students who are not able to fulfill the requirements of a prospective field placement site forfeit the opportunity to be placed at that agency.

Agencies are not required to offer paid internships, and students are not guaranteed a paid internship placement. While proximity to the agency will be prioritized whenever possible, students may be required to travel up to 60 miles for their field placement.

Social Worker Trainee Licensure

MSW students who do not yet hold the Ohio Licensed Social Worker (LSW) designation may be required to register as a Social Work Trainee (SWT) with the Ohio Board. The student is to access the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board's website and register online for the social work trainee status.

The student will need proof of enrollment in the MSW program and in the field course. The student should request the proof of enrollment from their Field Coordinator. The letter will be emailed to the student within 2 weeks of their request. The letter will include the student's name, course, term start and end dates, and the student's expected graduation date.

An additional requirement of the Ohio Counselor, Social Worker, Marriage and Family Therapist Board is the completion of both FBI and BCI criminal background checks. Because the background check and fingerprinting process may take several weeks to complete, students are encouraged to plan accordingly and begin the process well in advance of applicable deadlines. Students are responsible for ensuring that their fingerprinting and background check results are sent directly to the Board.

The agency determines if the student's registration at the Board is needed to complete the requirements of the internship. The student registers at the Board the first semester of field and completes all background checks. The subsequent semesters of field may require the students to renew their registration by contacting the Board and by providing proof of registration in field. Thus, the major outlay of expense occurs in the first semester (FBI and/or BCI clearances). Students are required to cover the cost of the SWT and any associated fees. Students are cautioned to utilize the Social Work Trainee Status only during their placement and in keeping with the valid dates of the SWT registrations.

Criteria for Selecting Agency/Organization Field Sites

The MSW Field Education Coordinator will evaluate potential field sites to ensure that they meet the criteria listed below. Once an agency has been approved, the Field Education Coordinator provides ongoing review to guarantee that these standards are maintained. Field agencies and YSU, through the Department of Social Work, enter into an Educational Affiliation Agreement whereby each party actively commits to participating in the professional education of social work students. The criteria for the selection of field sites are:

1. The agency's philosophy and standards are consistent with the goals of social work education. The agency holds to and practices the values and ethics of the social work profession.
2. The agency incorporates and implements the strength-based empowerment model.
3. The agency provides a broad-based, in-depth, and progressively complex social work learning experience for generalist practice, and/or provides more intricate and multifaceted advanced-level opportunities for more specialized interventions for the advanced practice student.
4. Students engaged in micro-level practice are required to actively work with agency clients.

5. The agency demonstrates an understanding of, and ability to implement, the MSW Program's mission, goals, competencies, practice behaviors, and learning outcomes in the field experience.
6. The agency FE is willing to participate and engage in the planning of the field experience and to participate in structured training sessions for FEs.
7. The agency commits to the provision of adequate time for the FE to manage the responsibilities of field instruction, such as designating appropriate field experiences; holding ongoing, weekly, supervisory conferences with each assigned student (and/or the Field Education Coordinator); preparation for supervision; etc. Further, the agency and the FE/TA commit to providing a minimum of at least one hour of weekly supervision per student. Supervision can be provided on an individual or group basis.
8. The agency exhibits proven organizational, managerial stability, and staffing patterns which ensure the continuity of student learning.
9. The agency provides the student with the following:
 - Appropriate workspace
 - Needed supplies
 - Access to client and agency resources (client records, agency history, accreditation, licensing and certification materials, policies and procedures manuals, funding information and requirements, etc.)
10. The agency agrees with the goals of the field internship and the responsibilities of all parties, and signifies by signing the Educational Affiliation Agreement.

Approved Field Sites

Approved social work agencies are required to complete an Application to Become an MSW Field Site and Application for a Field Educator/Task Assigner; and the Agency/University Educational Affiliation Agreement.

The MSW Field Education Coordinator will interview an agency representative (often a proposed Field Educator), to assess if the agency and proposed Field Educator/Task Assigner [FE/TA] meet basic MSW Program requirements and have the capability of providing the MSW student with a placement experience that is in keeping with CSWE requirements. If the potential

FE/TA has the required education and work experience, is willing and able to provide good learning experiences, and demonstrates the ability to teach and socialize students into the profession, the MSW Field Education Coordinator may approve the agency as a field placement site. See below for criteria for selection of FEs.

Criteria for Selection of Agency Field Educators

The Field Education Program in the MSW Program at YSU aims to select FEs who demonstrate the capacity to assist in developing the professional role of social work students. The criteria for selection of FEs are listed below:

1. A master's degree in social work with at least two years of post-MSW professional social work experience. The degree should be from a CSWE-accredited school of social work or an acceptable equivalent foreign degree.
2. Experience as a social work/human services practitioner with demonstrated ability to teach in the field setting.
3. An employee in good standing at the approved field site or contracted to specifically provide field instruction for students in field placement.
4. The agency and field educator demonstrate a commitment to the MSW student and their development of a professional role.
5. An Ohio LISW-S license is preferable but is not mandatory. For students required to obtain the SWT (Social Work Trainee) credential to be placed in mental health and/or addiction agencies in the state of Ohio, their field instructor must hold an LISW-S license.
6. A strong commitment to social work values, ethics, and philosophy.

FE candidates are evaluated by the Field Education Coordinator to confirm that they meet the above criteria and have the required credentials. The FE candidate will be required to complete an MSW Field Educator Application to provide documentation of their qualifications. The Field Education Coordinator maintains the decision-making role for the selection of FE candidates.

The majority of MSW students in both the Foundation and Advanced/Specialized Years will receive supervision by a master's-trained social worker with an earned MSW from a CSWE-

accredited program and two years of post-graduate practice experience. While FEs are not required to be licensed, in Ohio they usually hold an LSW, LISW, or LISW-S. Students who are billing as an LSW or SWT will be required to be supervised by an LISW-S. In Pennsylvania, where several of our MSW students conduct their internships, FEs must have an MSW; many also hold an LCSW state license.

Task Assigners

Agencies who cannot provide a Field Educator with an MSW must designate a master's-level staff member who holds a master's degree in a related field (e.g., counseling, psychology) to provide field supervision to MSW students placed at that agency. Those field agency supervisors without an MSW are designated as "master's-level Task Assigners [TA]". Criteria for selection of these TAs include: a minimum of two years of post-master's practice experience; be a skilled practitioner who demonstrates an ability to teach in the field; has a firm commitment to professional ethics, values, and philosophy (e.g., CACREP, APA); and be an employee of the approved field site. A TA is employed by the agency, and, in mental health/chemical dependence facilities, may provide clinical supervision as defined by the Ohio Counselor, Social Worker, Marriage and Family Therapist Board.

Task Assigner candidates are evaluated by the Field Education Coordinator to confirm that they meet the above criteria and have the required credentials. The FE candidate will be required to complete an MSW Field Educator/Task Assigner Application to provide documentation of their qualifications. The Field Education Coordinator maintains the decision-making role for the selection of Task Assigner candidates.

Responsibilities of the Department of Social Work's Field Education Coordinator

Placement Activities

- Coordinates and assigns placement of students in the field
- Reviews applications to ensure eligibility requirements are met for field agencies and field educators/TA
- Maintains student records in the field office
- Develops and delivers field orientation and training for field students
- Develops and implements yearly orientation and training to FEs

- Reviews the employer-based learning proposal for approval or denial (See policy on employer-based field placements)
- Assists students and agencies in identifying and mapping out the learning components and activities
- Develops and implements policies and procedures associated with the field process
- Develops, recruits, and facilitates new field placements
- Facilitates communication between the Department of Social Work and the field agency
- Reviews and approves field time sheets for accuracy, applicability to the CSWE requirements, and hours of completion
- Reviews and approves Learning Plan for accuracy and applicability to the CSWE nine competencies
- Participates in the Field Advisory Committee
- Convenes an MSW ad hoc committee as needed
- Recruits field liaisons
- Offers field liaison training
- Coordinates placements of students with assigned field liaison
- Assists liaison with conflict resolution between the field site and student
- Meets in person with the FE/TA and the student at least once each semester.
- Responds to the needs and concerns of students and placement agencies/educators.
- Assists the student in developing a well-rounded, personalized, and challenging field-placement experience
- Clarifies and conveys the goals, expectations, and expected outcomes as related to the learning goals and the educational field learning plan to students and FEs/TAs.
- Monitors students' progress and confirms that the student, FE and TA understand what is expected and required regarding the evaluation, grading process, and use of the field evaluation forms
- Reviews, evaluates, monitors, and requests amendments (if needed) to the learning agreement each semester
- Reviews agency FE/TA evaluations of students, and assigns grades each semester
- Makes placement changes as appropriate or necessary

- Orients students and FEs/TAs to appropriate policies and procedures, and provides field agency supervisors with any needed information about the MSW Program's academic curriculum as it relates to field practice assignments

As needed, the Field Coordinator may assign the identified task to a Field Liaison.

Criteria for Selection of Field Liaisons

A Field Liaison is selected by the Field Education Coordinator to assist her/him in the completion of field educational tasks. Field Liaisons must hold an MSW degree from a CSWE-accredited university in addition to an LSW/LISW/LISW-S license from the Ohio Counselor, Social Worker, Marriage and Family Therapist Board (the Board). Two years of post-MSW employment experience is preferred.

Responsibilities of the Field Liaison

Assists the student in developing a well-rounded, personalized, and challenging field-placement experience

Clarifies and conveys the goals, expectations, and expected outcomes as related to the learning goals and the educational field learning plan to students and FEs/TAs.

Monitors students' progress and confirms that the student, FE and TA understand what is expected and required regarding the evaluation, grading process, and use of the field evaluation forms

Meets with the FE/TA and the student at least once each semester

Reviews, evaluates, monitors, and requests amendments (if needed) to the learning agreement each semester

Provides consultation to FE/TA and students if problems arise related to the field placement

Reviews agency FE/TA evaluations of students, and assigns grades each semester

Makes placement changes as appropriate or necessary

Maintains student records in the field office

Orients students and FEs/TAs to appropriate policies and procedures, and provides field agency supervisors with any needed information about the MSW Program's academic curriculum as it relates to field practice assignments.

Field Educator and Task Assigner Responsibilities

The Field Educator/Task Assigner [FE/TA] is asked to: observe the student's interactions with clients and colleagues; review time logs and written materials such as case notes, reports, or case/record documentation, process recordings, etc.; and monitor the student's communication ability via conferences, inter-professional/team meetings, staff meetings, and case presentations. The TA instructs the student within the framework of his/her professional educational background and expertise, and in keeping with agency mandates.

During the course of the semester, the FE/TA:

1. Coordinates the student's learning, provides access to resources, clarifies the agency's mission, history, and role in the community's social service delivery system, and provides incremental and increasingly complex task assignments that challenge the student.
2. Clearly articulates what is expected of the student and gives ongoing feedback to the student regarding his/her progress.
3. Offers support, encouragement, and continued learning opportunities based on agreed-upon goals and objectives given the realities of the field site.
4. Considers the student's learning style, learning needs, and ability to continuously progress when planning student learning opportunities.
5. Initiates a teaching/instruction process that assists the intern in integrating classroom knowledge and social work values with the practice world.
6. Utilizes the strengths assessment and diagnostic process, combined with the evidence-based research process, to develop the student's critical thinking and abilities to deconstruct theoretical frameworks in the selection of appropriate advanced-level interventions.

Successful field education is the result of the combined endeavors of the student, the Social Work Department, the Field Agency, the MSW Field Education Coordinator, and the agency's

FE or TA. Each participant in the collaborative effort of the field internship placement has a defined role and specific responsibilities. The roles and responsibilities of all parties are clearly conveyed in each signed Agency/University Educational Affiliation Agreement, the Student Training Agreement, and the Student Field Educational Learning Plan/Evaluation Document.

Teaching Methodologies

The agency FE or TA is responsible for providing individual instruction and ongoing evaluation and feedback to the student. Various teaching methodologies may be implemented, and may include (but are not limited to):

- Observation/shadowing (preferred as an early method)
- Use of supervisory discussion with a focus on the student processing his/her learning
- Use of audiovisual or video-taping equipment
- Use of selected process recording
- Use of agency reporting forms and case record documentation
- Use of agency consultants
- Specific readings assigned by the FE
- Foundation Year: Discussion of HBSE, strengths, empowerment, and systems theory
- Advanced Year: Discussion of application and relevance of advanced clinical practice theories and interventions to the student's assigned cases with individuals, families, and groups
- Specific learning assignments/projects
- Modeling
- Supervisory role-plays
- Specific agency or non-agency trainings relevant to the student's learning
- Assist the student in applying the NASW Code of Ethics to ethical dilemmas and role and values conflicts

Student Field Responsibilities

The Start of the Internship

Before beginning their internship, students should review the Field Manual, Learning Plan, and Time Sheets. After their review, students should contact the Field Coordinator with any questions. Students should make every effort to attend the orientation provided by the Field Coordinator. The field placement begins the first day of the fall semester. Students may request an early start day up to ten days before the start of the semester. This request must be made via email to the Field Coordinator.

Students who have been placed within an agency should complete the following forms:

- Student Training Agreement
- FaceSheet
- Social Media Form

Initial Activities

The Intern will.

- Adhere to the NASW Code of Ethics (2021)
- Adhere to YSU's Code of Student Rights, Responsibilities, and Conduct
- Adhere to the MSW Program's Student Code of Conduct Form.
- Become familiar with and remain in compliance with applicable social work licensure requirements and values, as designated by the OCSWMFT Board.
- Comply with all deadlines as stated in the syllabus while completing the field education process.
- Attend the new student and field orientations.
- Secure permission from the agency for the use of any written agency materials.
- Provide field and academic course syllabi to the FE/TA.
- Read and articulate an understanding of the MSW Field Education Manual and the MSW Program's expectations of appropriate student learning and behavior in field.
- Read, sign, and abide by the Student Training Agreement, which defines expectations of the student in field.
- Read and comply with Guidelines for the Use of Social Media, Department of Social Work, YSU

Ongoing Activities

The Intern will.

- Identify learning needs and be prepared for the weekly meeting with the supervisor by developing an agenda and by being proactive and self-reflective. The Intern will consult with his/her field supervisor and implement the utilization of a weekly agenda and the taking of supervision notes or maintaining a supervisory record of some type.
- Be on time and complete each week's field hours as agreed upon. The student will keep a time sheet of field hours completed, and is to have bi-weekly time sheets signed by the FE/TA.
- Abide by agency policies regarding practice activities, dress codes, working hours, severe weather days, and attendance.
- Become familiar with the agency's goals, services, documents, policies and procedures, paperwork processes, history and mission, etc.
- Provide self-transportation to and from the agency and must provide personal car insurance. Students are prohibited from transporting clients in their personal vehicle.
- Uphold the boundaries of confidentiality which are applicable to all agency clients and agency business.
- Complete agency assignments as required and in a manner that is in keeping with agency policies, procedures, and practices.
- Bring any serious problems or concerns about the field experience to the attention of the FE/TA and the Field Education Coordinator/Field Liaison. The student is expected to abide by NASW (2021) Code of Ethics, and is to follow agency procedures.
- Attend MSW Training Supervision Sessions, as required. Sporadic or non-attendance necessitates a consequence for the student. For those participating in the five week session process, MSW supplemental supervision, each student is allowed one excused absence. For each unexcused absence, the student will be assigned a lower grade (A to B, B to C). For those participating in the weekly supervision format, the student is allowed two excused absences. For each unexcused absence, the student will be assigned a lower grade (A to B, B to C).

Ending Activities

The Intern will.

- Secure the required signature(s) and deliver the completed field educational Learning Plans and professional evaluations to the Field Education Coordinator/Liaison by the assigned due dates.
- Submit any remaining time sheets.
- Participate in the student evaluation with the FE/TA.
- Attend and participate in the designated semester conferences with the FE/TA and the Field Education Coordinator/Liaison.

Supervision within Field

The MSW Field Educator (FE)/Non-MSW Task Assigner (TA) play an essential role in supporting the student's professional development. They are responsible for considering the student's learning needs, facilitating the educational experience, and providing appropriate case assignments and special projects that promote competency development.

MSW students are required to receive a minimum of one hour of supervision each week. Initial supervision must occur face-to-face. Subsequent supervision can be conducted in person or virtually. Supervision can be held individually or in a group setting, as appropriate.

Supervision should provide opportunities to review and evaluate the student's performance, integrate classroom knowledge with practice experiences, reinforce professional competencies, and address any learning needs, concerns, or challenges that arise throughout the field placement.

The MSW Program anticipates that both will make use of case materials to instruct the student, based on the student's prior experience, learning patterns, learning style, and level of established competence. The MSW FE/TA, and the student will use the field education learning plan to focus on the student's achievement of mastery, proficiency, and competence in both the foundation- and advanced-level practice behaviors. The student utilizes learning activities to become proficient in practice behaviors and learning outcomes. Together, the MSW FE/TA and the student evaluate the student's progress on an ongoing basis over the course of the internship.

General Supervisory Activities:

- Assessment of student learning needs in collaboration with the student
- Identification and facilitation of relevant field learning opportunities within the agency structure
- Provide guidance to the ongoing development of the field education learning plan
- Provide ongoing support and constructive feedback to the intern on field performance
- Provide ongoing evaluation on performance in achieving competence in the program's core competencies; in the generalist and advanced generalist practice behaviors; and in achieving competence in the learning outcomes as defined in the learning plan
- Provide a teaching and learning environment that encourages the intern to conceptualize practice around social work knowledge, values, and skills utilized in foundation and advanced practice situations

Early Supervision Tasks:

- Ensure students participate in FE orientation/training.
- Orient the student to the agency (agency policy and procedures, agency services, agency history, role in the community, funding sources and issues; a sense of the “big picture” in the community/state; working relationships with referral sources; office procedures, agency safety policy and procedures, orientation to “risk”; overview of the community and of the clients served by the agency; the student's responsibility to the agency and to the client; the mutual roles of FE and student in the field placement process, etc.).
- Communicate internally to agency staff about the MSW Program and the student's role in the agency.

Ongoing Supervision Tasks:

- Collaborate with the student and guide the development and implementation of a viable educational field Learning Plan.
- Guide the student in the development of boundary awareness, self-reflection, self-awareness, self-corrective action, and use-of-self, as the student cultivates a “professional self.”

- Evaluate, with the student, the student's progress toward achieving competence in either the generalist practice skills/behaviors or the advanced clinical practice skills/behaviors by achieving the learning outcomes.
- Assist the student in integrating theoretical concepts (HBSE, strengths-based empowerment approaches, systems theory, PIE, various intervention theories) in practice by providing suitable learning assignments of increasing complexity and responsibility. The FE may determine and assign specific cases for process recording.
- Confirm the student's time spent at the agency every 14 days by signing the student's biweekly time sheet.
- Contact the Field Education Coordinator/Field Liaison when necessary and promptly inform the Coordinator of any problems in the field.
- Participate in regularly held semester conferences with the Field Education Coordinator/Field Liaison and the student. A minimum of one site visit is held per semester. The Field Education Coordinator/Field Liaison may request additional field visits to be scheduled as needed.
- Complete and sign the required student field education Learning Plan and midterm evaluation in a timely manner, including recommending a grade for the student's overall performance in each term of field internship.
- Provide written feedback and suggestions to the MSW Program for improving the field education process at the end of each academic year.

Off-Site Supervisors

As an alternative to students attending supplemental educational sessions as described above, the YSU MSW program may provide off-site supervision for students in agency settings where they are not able to be supervised by a master's-trained social worker. The off-site supervisor assures that a professional social work perspective and social work competencies as assessed in field are united with the student's educational experience. The off-site supervisor must hold an MSW degree and meet the field instructor selection criteria as noted above. This off-site field educator serves in the role of teacher and mentor with the student. The off-site supervisor monitors the student's progression of learning, provides individual instruction, ongoing evaluation, and feedback to the student.

Off-site Field Educators are expected to actively participate in the same MSW program activities as the on-site FE. This includes development of the student's learning plan, evaluation and monitoring; integration of theory, for example, HBSE, systems theory, strengths- based empowerment approaches and interventions. The student's combined field education learning plan and evaluation section page of the Learning Plan is signed by the off-site supervisor in addition to regularly held discussions with the Field Education Coordinator/Liaison. The volunteer off-site supervisor may also make a grade recommendation and assist in the oversight of professional development of the student within the scope of social work values and ethics.

Campus-Based Field Supervision

MSW students in Ohio field placements practice under the supervision of a designated MSW Field Educator [FE] or other master's-trained Task Assigner [TA]. The FE/TA provides guidance and direction to the students' work with agency clients. A clear line of supervisory authority exists. While the MSW Program at YSU aims to select FEs with a minimum of an MSW, there are instances when high-quality student learning opportunities are presented by agencies that do not have an MSW/LISW/LISW-S on staff or available to supervise students.

In these cases, the Field Education Coordinator evaluates the placement to ensure that pertinent knowledge and expertise can be offered to the student. If the placement is approved, then the student is required to attend weekly or biweekly educational seminars on campus which are led by a full- or part-time social work faculty member holding the Ohio LISW-S license. These semester-long seminars augment task supervision offered at the field agency. This ensures that the student's field experience is integrated with the social work perspective. The following content is included in these sessions:

- The integration of social work professional identification with the student's role at the agency in relation to agency staff and clients.
- Social work values and ethics.

The use of systems theory, the strengths perspective, person-in-environment theory, and related theories in the assessment of client systems of all sizes which demonstrate the student's awareness of context and intersectionality, diversity and difference, and social justice issues.

Departmental Policy Regarding Field Supervision of MSW Interns

When an agency is unable to provide an MSW-level FE to one of a MSW students, the MSW Program offers MSW training supervision, which is provided by faculty and/or contracted MSW part-time faculty holding an LISW-S. Thus, students are provided with MSW training supervision with a specific focus on social work competencies, values, and skills.

Students at field education sites where an MSW Field Educator is not available are required to participate in off-site MSW training supervision sessions. These sessions are perceived as time spent in the field earned by the student. An off-site MSW FE may be assigned (if one is available) to students in those instances where there is not a licensed MSW to perform the student's training supervision. The Field Education Coordinator can designate an off-site MSW supervisor to ensure the student receives the social work perspective and MSW training supervision in the field education experience.

The agency MSW Field Educator provides MSW training supervision to the student and teaches the student to approach the assessment/intervention/evaluation process through the social work perspective. The student is immersed in social work content and values. The MSW training supervisor, by being familiar with social work curriculum design, coordinates and directs a student's learning regarding social work knowledge, values, and skills; with an emphasis on understanding of oppressed populations and the mechanisms of oppression; cultural competence; cultural humility; the promotion of social and economic justice; and a critical analysis of social welfare institutions, policies, and programs. Advanced practice requirements dictate that the student learn and apply knowledge of human behavior and social environment; evidenced-based interventions; and higher level thinking, critical analysis and evaluative measures. These are some of the numerous components of the social work perspective.

Students will attend MSW Training Supervision Sessions as required. Sporadic or non-attendance necessitates a consequence for the student. For those participating in the five-week session process (MSW supplemental supervision) the student is allowed one excused absence. For each unexcused absence, the student will be assigned a lower grade (A to B, B to C). For those participating in the weekly supervision format, the student is allowed two excused absences. For each unexcused absence, the student will be assigned a lower grade (A to B, B to C).

Ohio Administrative Code Chapter 4757-23

The Ohio CSWMFT Board has published Chapter 4757-23 of the Ohio Administrative Code, which provides a definition for social work Training Supervision and Clinical Supervision. The complete Ohio state rules may be accessed via the Board's website or by contacting the Board via email at cswmft.info@cswb.ohio.gov. The verbatim record of the Ohio Board's rules for supervision of social workers (effective since 2014), including social work assistants and social work trainees, etc..

Only an independently-licensed MSW Field Educator (MSW FE) can provide MSW Training Supervision to MSW students placed in field. An MSW Field Educator may work at the agency, may be an MSW part-time faculty member, a full-time faculty member in YSU's Department of Social Work, or a volunteer, who provides MSW Training Supervision to students whose field agency cannot provide an MSW to supervise them. An MSW Training Supervisor may also provide Clinical Supervision to students in an agency in addition to providing training supervision.

The Supervision Record

Supervision affords students the opportunity to practice reflection and to build skills related to the professional use-of-self. It is required that the student maintain a notebook or log to capture significant learning; to identify relevant practice issues, challenges, successes, and to reflect upon and process one's learning.

The MSW Program has evolved a supervisory format that identifies essential elements of the supervision process. Students, FEs/TAs may elect to use or not use this particular format. However, it is expected that some format/structure be provided to the student. The MSW field student is required to maintain his/her own supervision record and to prepare for the supervisory session (including developing and utilizing an agenda). A student with the Social Work Trainee designation is required to utilize the format provided by the Board, in keeping with the Board's directives.

Some agencies have developed their own formats for supervision records, or students are free to create their own. The student's supervision record and agenda remain at the agency and serve as an instructional tool.

If the student has developed a proactive approach to the supervision process and to his/her learning, the student is better prepared to wisely engage and immerse oneself in integrating coursework with the field experience. The student's postgraduate efforts at integration will aid, not only in his/her ability to pass licensure exams, but more importantly, in his/her ability to engage in good social work practice.

Protocol for the Student's Use of Supervision

MSW field students recognize their need to expand critical and reflective thinking abilities and to develop strong analytical, synthesis, and evaluation skills. Students will address with her/his supervisor the four dimensions of holistic assessment (Knowledge/Values/Skills/ Cognitive and Affective Processes) in the field supervisory process. The student brings knowledge to the field experience by way of the classroom; through building self-knowledge; through assigned readings given by the FE; and/or through a literature review. The student is expected to transfer this Knowledge into meaningful action in his/her work with clients. The student uses the supervisory process to articulate understanding of that knowledge and begins applying it, building and demonstrating skills in the client engagement/assessment/case plan development/intervention/evaluation/termination process.

All MSW students are challenged to evaluate their suitability for the profession of social work. The student's "suitability to the profession of social work" is often tested in the field forum. It is expected that the student will utilize the supervisory process to explore current or personal beliefs, biases, values, and assumptions that may negatively impact the working relationship with clients. The student is responsible for maintaining a supervision record.

Protocol with the Primary Supervisor is Unavailable

All students in training at the master's level at Youngstown State University require on-site supervision. While it is recognized that a student's primary Field Educator (FE) or Task Assigner (TA) may occasionally be unavailable on-site, the agency is responsible for ensuring appropriate supervision is maintained. In the absence of the primary FE/TA, the agency will designate another qualified, licensed field supervisor who is available on-site to provide supervision and support. Individuals providing long-term supervision (two or more consecutive weeks) due to the

primary FE/TA's absence must complete a Field Educator/Task Assigner application and receive approval from Youngstown State University before serving in this role.

Employment-Based Field Placement

Using employment-based field placement at a student's workplace is a carefully considered decision and recognizes that many students maintain their full-time work schedules as they enroll in the MSW Program. Students completing their internship at their place of employment must meet the standards/expectations outlined in the Field Manual. Students who are completing an employment-based internship must receive separate supervision for employment and their field experience. The employment-based internship is educationally focused and meets all provisions set forth by CSWE. Learning assignments must correspond to the program level that students are at. Students are to complete the Employment-Based Internship Application to map out assignments and clarify employment duties, field, and shared time that are components of the employment-based field application. Students must remain in good standing both at their agency and the MSW Program.

Employment-Based Internship Options:

Option 1: Students may be eligible to count student assignments and work tasks as field hours if the tasks are linked to the nine competencies as evidenced on the field learning plan (Council on Social Work Education-CSWE-2022) see attached Learning Plan. All field work occurs during employment time.

Option 2: Students complete six hours of shared time and complete the remaining 10-12 hours of learning activity outside of their regular scheduled workday.

Option 3: Students can participate in a new experience for field outside of their work role for total weekly field hours. Internship hours are separate from employment hours.

Option 4: Paid Internship

From YSU's perspective, when a student is in training at the master's level, the regulations governing the supervision of an LSW in an employee situation do not apply to the educational setting. All students in training at the master's level at Youngstown State University require on-site supervision. If the primary FE/TA is unavailable, the agency will designate another licensed field supervisor to be on site and available to the student.

The University purchases liability insurance for students. The University's insurer requires that the student role be clearly separated from that of an employee; the student is not considered to be an employee of the agency; and the LSW supervisory requirements for an employed LSW are not applicable in an MSW student training situation at an educational institution.

Paid Internships

Students enrolled in the MSW Program may receive compensation while completing their field placement. To be considered for a paid field placement, students must complete an Employment-Based Internship Application and select Option 4, Paid Internship.

Paid internships must meet all requirements and expectations outlined in this Field Manual and provide learning opportunities equivalent to those of an unpaid internship. Because field education is designed to prioritize the student's educational experience and competency development, agencies may not impose productivity quotas or productivity-based performance expectations on students during their internship.

Same Agency Second-Year Field Placement

Students are encouraged to consider a field agency that offers a different learning experience for their second year of field placement. However, some students request to remain at their current agency to continue employment-based field instruction. The primary condition considered for this is that the student must be permitted to move to another department/program of the agency. Careful consideration is given to this request by the Field Education Coordinator. The student will complete a same-agency request application, mapping out assignments that transition her/him to move from the first year of field (generalist) to the second year of field (advanced clinical practice). Both learning experiences must be differentiated.

Field Hours

Required field hours

A minimum of 900 field hours are required by the CSWE. All full-time, modified full-time, and part-time students are required to meet this minimum standard. The student may be required to provide coverage at the agency over the winter semester break or over spring break. It is also

conceivable that a student may log more hours than the minimum required. Students will remain at the same field site during the fall and spring semesters of each year.

Generalist Foundation Year: The student will complete 30 weeks of field education over two semesters at approximately 15 hours/week for 15 weeks, for a total of 450 field hours (225 hours/term). This includes the provision of two weeks' coverage at the agency over the winter semester break.

Advanced Clinical Practice/Specialized Year: The student will complete 30 weeks of field education over two semesters at approximately 16-18 hours/week for 15 weeks, for a total of 500 field hours (250 hours/term). This includes the provision of two weeks' coverage at the agency over the winter semester break.

Advanced Standing Students: MSW students admitted into the advanced standing program are provided with a 'credit' of 400 hours from their BSW fieldwork hours. The total number of field hours for advanced standing students equals 500 field hours, based on 250 hours for fall and spring terms for a total of 900 hours. This includes three weeks of winter break coverage.

The Ten Hour Rule

Students are required to complete a minimum of **10 hours per week** in their field placement throughout the **entire 15-week semester**. Students are responsible for arranging a field schedule that ensures they meet this weekly minimum for the duration of the semester.

While students may complete more than the minimum required hours during a given week, all students are expected to remain actively engaged in their field placement through the **15th week** of the semester. Field education concludes at the end of the semester—not when the minimum required hours have been accumulated.

Students are required to spend no less than ten (10) hours per week in field for fifteen weeks each, over both semesters. An excused absence (sick time, vacation time, or negotiated time off), becomes the exception to the Ten Hour Rule.

The Field Education Learning Plan and Evaluation Processes

Student Focus as an Adult Learner

Each student enrolled in the MSW Program brings unique life, work, education, and leadership experiences to the new learning opportunity. As an adult learner, the student is an active participant in developing sequential learning goals and objectives with the FE/TA. The student needs to ask: “Who am I in this learning situation? What do I want out of it? What do I need to pull from this experience to build knowledge and skills? Am I able to identify my goals and my challenges? Am I open to evaluating my suitability to the profession?”

As an adult learner, the student is an active participant in developing sequential learning goals and objectives with the FE/TA.

As an active learner, the student develops goals and objectives, engages in discussion about his/her learning with the FE/TA and monitors his/her progress.

Self-reflection and self-evaluation are critical processes the student engages in while developing the “professional self.” These processes remain ongoing throughout one’s professional career. The student is expected to take advantage of the learning opportunities as they are presented and commit to becoming a lifelong learner.

Social Work Competencies and the Learning Plan

CSWE (2022) has identified nine areas of core competence in which social work students are expected to achieve mastery. These nine social work competencies are viewed as goals to be achieved during field placement alongside coursework at the Generalist and the Advanced Clinical Practice levels. CSWE has identified holistic assessment of students as the method by which the MSW program indicates student achievement of the nine competencies. There are four dimensions: knowledge, skills, values, and cognitive and affective processes. In field placement, the emphasis is on skill development, and all activities and behaviors demonstrated at the field site or with field agency clients are to be observable by the FE or TA and are to be reviewed in supervision. While some behaviors and activities performed at the field site may also fall under the other three holistic dimensions, the data that is collected in the Learning Plan constitutes a focus on skills. When a student achieves competence or emerging competence as aligned with a core competency, then the student attains proficiency in that social work competency.

The MSW program provides opportunities for the student to develop knowledge and skills in many types of social work practiced in a variety of settings. The program also assists students in

the preparation for taking and passing the state licensure examination. The mechanism by which the student in social work addresses learning in the field is through the structuring and implementation of a Learning Plan.

The Field Education Learning Plan and Evaluation Process are integrated conceptually through its organization, structure, and composition. It serves as a key document that establishes agreement between the student, the FE/TA, the agency, and the Field Education Coordinator/liaison, as to the specific practice behaviors (learning objectives) and activities the student will focus on during each semester. The Learning Plan articulates what the student will learn; what steps will be taken to achieve mastery of the learning objectives, (a demonstration of competence of the practice behaviors); what assignments and tasks the student will complete; and how progress (or lack thereof) will be measured. Learning outcomes are built into the evaluation process and are used as a demonstration of the student achieving graduate level emerging competence or competence.

The field education component of the MSW Program has a number of practice components as being critical to learning and the program has structured the Learning Plan for the students. The complexity of the practice components and the need for the student to integrate classroom learning into the actual field experience led to the structuring process. The goal of sequential and constructive learning is based on student need, skill level, knowledge level, and the student's ability to integrate new knowledge and to demonstrate proficiency in practice application. The student is also required to infuse social work values, ethical principles, and ethical standards into his/her work with diverse client systems.

The Learning Plan provides a focus for developing knowledge and building skills in the engagement, assessment, intervention, and evaluation processes. Students will be asked to review the literature and combined with classroom knowledge, apply their new learning to social problems and special populations. The student utilizes appropriate assessment theories; intervention theories; and evidenced-based interventions in their work with clients. In the advanced practice year, the student is challenged to operate at a higher level of thinking, whereby he/she moves from assessment and analysis to the evaluation of multiple sources of knowledge, including treatment modalities and diagnostic assessment (utilization of the DSM 5TR) and, finally, through integration, moves to synthesis.

Using the strength of the client-worker relationship, the practitioner reframes the client's story; engages the client in mutual goal setting and mutual development of a case plan/treatment plan; evaluates the interventions that best suit the client's uniqueness; creatively applies client interventions and evaluates the outcome of those interventions.

The student's mastery of the nine social work core competencies and the Generalist and Advanced Clinical Practice skills are measured by means of the ongoing student evaluation process. This process includes evaluation of the student's mastery and success in applying the practice behaviors over the course of two semesters for the foundation and advanced practice years. To measure the growth of student during their field practice, a new learning plan is completed each semester. The student's learning plan/evaluation document serves as a tool for gathering field assessment data, which allows the MSW Program and the field component to evaluate the field program's effectiveness.

MSW Student Evaluation in Field Education

Each student will complete the learning plan in full each semester. Once the student grasps the meaning and nuances of the practice components, he/she will be able to achieve the learning outcomes associated with each practice behavior. The nine social work competencies represent broad, general, intangible goals. The practice components identify learning objectives which are specific, precise, and measurable. The learning outcomes are a statement of and a demonstration of specific learning and achieved proficiency regarding specific practice skills or competencies.

During the journey to proficiency, the student experiences a sense of movement. Learning and movement are not linear. Rather, the movement is sporadic and transports the student to a different place as he/she processes the new information. The learning outcomes describe some facets of the learning process. With learning comes understanding and change. The student begins his/her next journey of learning from a new vantage point and/or perspective.

The MSW Intern Performance Rating Scale was developed to measure the student's capacity to demonstrate mastery of Generalist practice skills and Advanced Clinical Practice components. Together, the FE/TA, Field Education Coordinator/Field Liaison, and the student evaluate the student's progress throughout the semester. If competence in the practice behavior is achieved

through the student's demonstration of that practice component and evaluation outcomes, the student moves on to focus on other practice components.

During the weekly supervisory conference, the field supervisor will provide instruction and feedback to the student. The learning plan should be reviewed and discussed during supervision. The student is to be kept informed throughout the semester of his/her basic strengths and challenges. The student will be given the opportunity to address any identified areas of improvement. FE/TA evaluation measures are described elsewhere in this Manual. Observation of the student by the field supervisor and other agency staff is expected.

Students' learning opportunities and their learning role in agencies vary, and, consequently, inconsistency in performance may be evident, particularly at the end of the first semester. The second semester of the Generalist Year should reflect progression of learning in all areas. Utilizing the evaluative process, the advanced clinical practice student is expected to select and apply appropriate interventions in working with individuals and families.

Leadership Assignment

Advanced Clinical Practice students are expected to "give back" to the agency in which they have been placed. Students should identify a need that the agency has and make an attempt to eliminate or reduce that need using the skills they have learned in the MSW program. Examples include, but are not limited to: the student assists with an administrative assessment or task; assists with agency research; developing and delivering staff training, etc. HBSE 2 and organizational theories of assessment shall be implemented in the assessment process for this macro project. Students are to describe and outline the assignment using the Leadership Project Form.

Evaluations

Midterm Evaluations

The FE/TA will be asked to complete a midterm evaluation of the student during the initial semester. The midterm evaluations for both years of practice specifically reflect the student's ability to transition from being an uninformed student to comprehending and incorporating social work values, beliefs, and knowledge into the building of the "professional self" the student is

developing. Therefore, solid professional behaviors are emphasized. If problems develop in these early days of field practice, the opportunity exists for student/Field Educators and other parties to make appropriate corrections. As part of each evaluation, students are assisted in altering or amending their learning plans and activities for practice. Therefore, the FE/TA will be asked to complete a midterm during the fall semester.

Student Evaluation of Field Process

As part of the MSW field component's ongoing self-assessment process, each student will evaluate the field site, the FE/TA, the Field Education Coordinator/Field Liaison, and the field education process at the end of the second semester of each academic year. This information will be used by the MSW Field Education Coordinator to assess the appropriateness and viability of each field placement site, including the strengths and challenges unique to each setting. This feedback will inform the Field Education Coordinator on how to better address student needs in field and provide feedback on how the field education process can be improved.

Field Supervisor Evaluation of the Field Process

Field supervisors are also asked to evaluate the Field Education Coordinator or Field Liaison, as well as the overall field education process, at the conclusion of the second semester. This feedback is used to assess the effectiveness of the field education program and identify opportunities for continuous improvement.

The MSW Program Coordinator is responsible for compiling and analyzing the evaluation results. Aggregate findings may be shared with field supervisors upon request to support transparency and ongoing collaboration in strengthening the field education program.

Mandatory Reporting and Managing an Incident in Field

If a student is involved in an incident, accident, or is injured at the field site, the student is required to complete and submit a University Incident Report within 24 hours. The student should complete this form if any of the following have occurred during the field placement: the student's exposure to sexual harassment, personal injury, exposure to or contraction of serious infectious disease, and damage to personal property. If you are unsure about completing this form, consult with the Field Education Coordinator.

Resolving Issues in the Field

Issues within the field are resolved utilizing the NASW Code of Ethics. The first step to resolve a conflict or issue within the field is for the TA/FE or student to address their concerns directly with the individual. If they are unable to resolve the problem, they will inform the Field Education Coordinator. The Field Education Coordinator will begin the process of problem resolution. The first step of problem resolution is to clearly identify the problem that both parties can agree to. The student and the FE/TA will work jointly to develop and implement a plan of action that addresses the concern.

Corrective Action Plan

The Corrective Action Plan serves to identify the student's behavior and/or field performance which require supervisory discussion and the initiation of an intervention plan. This form identifies specific performance concerns and the specific corrective actions implemented by the intern. Timeframes and outcomes are also included.

If the field problem is resolved via the discussed plan of action, no action by the Field Education Coordinator is taken. However, if problem resolution does not occur, the Field Education Coordinator will meet with both parties (together) to further assess the problem, provide input and assist with a plan of intervention. The Field Education Coordinator may consider making a placement change only as a last-resort remedy. If the issue is the student's unacceptable performance or ethical conduct in field, the Field Education Coordinator will consult with the MSW Program Director, who may make a referral to the University Conduct Committee and/or the Department's Ethics and Retention Committee. Students who are removed from their placement due to unethical or problem behavior will forfeit their accumulated field hours.

When a student exhibits performance problems, he/she will require a plan of action to address the issues. The student, FE/TA and Field Education Coordinator will jointly participate in developing the corrective action steps that will be implemented by the student to bring resolution to his/her performance issues. Should the student be unsuccessful in resolving his/her performance issues, the Field Education Coordinator will notify the MSW Program Director, who may or may not intervene. The MSW Program Director may also refer the student to the Ethics and Retention/Committee (ERC) for resolution. Students who do not complete their

placement due to noncompliance with the corrective action steps will forfeit their accumulated field hours. The student may implement the Student Grievance Procedures and Appeal Process as established by the University if resolution is not reached.

Guidelines for Changing an MSW Field Education Placement

Regardless of the time and effort taken in securing an MSW placement, there are times when the student field site match is unsatisfactory. A change may be initiated in three ways:

1. At the request of the student;
2. At the request of the FE or TA; or
3. At the request of the YSU MSW Field Education Coordinator/Liaison

Each of the above requests requires supporting documentation as well as evidence that the parties involved made an attempt to resolve the difficulties. The procedure to follow in each case is outlined below.

Student Request for Change

This formal request must be preceded by the student's efforts to address his/her dissatisfaction directly with the FE/TA. The student then is to request a meeting with the Field Education Coordinator or Field Liaison to review both the issues involved and the student's efforts to address them.

At this point, the Field Education Coordinator/Field Liaison will be responsible for arranging and conducting a three-way meeting with the student and the FE/TA in an attempt to discuss and resolve the issues identified by the student. The result of this meeting may be a corrective action plan agreed to by all parties. In this instance, a follow-up meeting to review the plan and assess its outcome must be held within a reasonable time frame that is set up by the parties involved. If these efforts fail to produce desired results, the student will make a formal request for placement change. Written documentation from the student describing the reason(s) a change in placement is requested must be submitted to the Field Education Coordinator. This must include examples, dates, and supporting information as well as a description of past attempts to address the situation with the FE/TA and the Field Education Coordinator.

The FE/TA will be asked to document his/her view of the situation, any attempts made to address or rectify the issues, and to make a recommendation to the Field Education Coordinator regarding the student's request. The Field Education Coordinator reviews all documentation from the parties above, meets with the student and FE/TA and consults with the MSW Program Coordinator to determine whether the student is to remain at the field site or not. Students who do not complete their placement due to noncompliance with the corrective action steps, unethical behavior, or a problematic performance will forfeit their accumulated field hours.

Field Educator Request for Change

The FE/TA documents in writing the need to consider a change in placement; provides examples of the student's disconnect from the field experience; and identifies unresolved performance issues and ethical concerns. The FE/TA provides dates; supporting material; notes efforts made to address the situation with the student, Field Education Coordinator and/or Field Liaison. The student will document in writing his/her view of the situation and attempts made to address and rectify the issues the FE/TA has identified. The Field Education Coordinator and or Field Liaison will review all documentation from the FE/TA and the student, will meet with the student and FE/TA, and will apprise the MSW Program Director of the request. The parties will confer and render a decision. A referral may be made to the MSW Ethics and Retention Committee. Students who do not complete their placement due to noncompliance with the corrective action steps, unethical behavior, or a problematic performance will forfeit their accumulated field hours.

Field Education Coordinator Request for a Change

The MSW Field Education Coordinator or Field Liaison may become aware of a problem situation identified by the student, by an MSW faculty member, or by telephone calls or direct visits to the field site. The Field Education Coordinator documents and reviews this information with the MSW Program Director, then meets with the FE/TA to discuss these concerns. A short-term corrective action plan may be developed at this point. If, however, this consultation leads to a determination that a positive learning experience does not exist for the student, the Field Education Coordinator/Field Liaison will meet with all parties involved to effect the necessary changes. Students who do not complete their placement due to noncompliance with the

corrective action steps, unethical behavior, or a problematic performance will forfeit their accumulated field hours.

The student has the right to appeal the decision, and may implement The Student Grievance Procedures and Appeal Process established by YSU, if resolution is not reached.

Placement Change – Policy on the Impact on Field Hours and Grades

If a placement change occurs prior to the midterm evaluation, the FE/TA is expected to complete the midterm evaluation and rate any tasks or activities completed in the learning plan by the student. Productive engagement at the field site and satisfactory performance by the student determine if the student gets credit for those field hours. If the student's performance was not satisfactory, the field hours earned will not be carried over. Those hours will need to be repeated in the new field site. If the placement change occurs following the midterm, the field instructor is to utilize the end-of-semester evaluation tool to evaluate the student's progress thus far in achieving the learning objectives as stated in the learning agreement

The MSW Program expects that all students will make productive use of the learning opportunities provided by the agency. If the student's performance issues were the cause of the student's removal from field, the Field Education Coordinator/Field Liaison will meet with the student and will identify the tasks and the application of generalist-level learning/advanced clinical practice that must occur for the student to meet program expectations. The Field Education Coordinator/Liaison will consider to the time needed for the student to successfully conclude his/her learning activities. The Field Education Coordinator/liaison in consultation with the MSW Program Coordinator, may request that additional hours in field are needed at that placement, in order to fulfill the requirements of a full semester's productive field hours' expectation. The student may be required to repeat that particular semester of field hours in a new setting.

Successful completion of learning tasks supersedes the number of field hours invested by the student if the student exhibited performance issues. The grade recommended by the FE/TA at the first placement site will be averaged in with the grade recommended by the second agency's FE/TA.

Field Suspension

Field suspension for those students who received a “D” or “F” grade in Field I, II, III, or IV may make a student ineligible to remain in field placement or to graduate. Students’ behaviors that may make a student ineligible for field include but are not limited to the following behaviors:

Student violations of the NASW (2021) Code of Ethics; sexual harassment; unauthorized disclosure of confidential information; fighting and/ or use of vulgar or abusive language; theft, vandalism, or willful destruction of property; possession of weapons on field site or the university; reporting to field site and other sites associated with field work while under the influence or possession of mood altering substances; intentional, reckless, or negligent mistreatment of clients or field site staff; falsification of any field site records or documents; refusal to perform field activities assigned by the agency director or field educator; or excessive tardiness or absenteeism.

Students who are no longer in academic standing within the university will not be permitted to continue with field. Students must maintain a 3.0 GPA and successfully complete all coursework.

MSW Field Contact Information

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